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# **UNIT I**

# **PROSE**



## From Harrow

– *Winston Churchill*

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I had scarcely passed my twelfth birthday when I entered the inhospitable regions of examinations, through which for the next seven years I was destined to journey. These examinations were a great trial to me. The subjects who were dearest to the examiners were almost invariably those I fancied least. I would have liked to have been examined in history, poetry, and writing essays. The examiners, on the other hand, were partial to Latin and mathematics. And their will prevailed. Moreover, the questions which they asked on both these subjects were almost invariably those to which I was unable to suggest a satisfactory answer. I should have liked to be asked to say what I knew. They always tried to ask what I did not know. When I would have willingly displayed my knowledge, they sought to expose my ignorance. This sort of treatment had only one result: I did not do well in examinations. This was especially true of my entrance examination to Harrow. The headmaster, Dr. Welldon, however, took a broad - minded view of my Latin prose: he showed discernment in judging my general ability. This was the more remarkable, because I was found unable to answer a single question in the Latin paper. I wrote my name at the top of the page, I wrote down the number of the question. After much reflection I put a bracket round it thus;. But thereafter I could not think of anything connected with it that was either relevant or true. Incidentally there arrived from nowhere in particular a blot and several smudges. I gazed for two whole hours at this sad spectacle: and then merciful ushers collected my piece of foolscap with all the others and carried it up to the headmaster's table. It was from these slender indications of scholarship that Dr. Welldon drew the conclusion that I was worthy to pass into Harrow. It is very much to his credit. It showed that he was a man capable of looking beneath the surface of things: man not dependent upon paper manifestations. I have always had the greatest regard for him. In consequence of his decision, I was in due course placed in the third, or lowest, division of the Fourth, or bottom, Form. The names of the new boys were

printed in the school list in alphabetical order; and as my correct name, Spencer Churchill, began with an; I gained no more advantage from the alphabet than from the wider sphere of letters. I was in fact only two from the bottom of the whole school; and these two, I regret to say, disappeared almost immediately through illness or some other cause. The Harrow custom of calling the roll is different from that of Eton. At Eton the boys stand in a cluster and lift their hats when their names are called. At Harrow they file past a master in the school yard and answer one by one. My position was therefore revealed in its somewhat invidious humility, was the year 1887. Lord Randolph Churchill had only just resigned his position as Leader of the House of Commons and Chancellor of the Exchequer, and he still towered in the forefront of politics. In consequence large numbers of visitors of both sexes used to wait on the school steps, in order to see me march by; and I frequently heard the irreverent comment, Why, he's last of all! I continued in this unpretentious situation for nearly a year, However, by being so long in the lowest form I gained an immense advantage over the cleverer boys. They all went on to learn Latin and Greek and splendid things like that. But I was taught English. We were considered such dunces that we could learn only English. Mr. Somervell - a most delightful man, to whom my debt is great - was charged with the duty of teaching the stupidest boys the most disregarded thing - namely, to write mere English. He knew how to do it. He taught it as no one else has ever taught it. Not only did we learn English parsing thoroughly, but we also practiced continually English analysis. Mr. Somervell had a system of his own. He took a fairly long sentence and broke it up into its components by means of black, red, blue, and green inks. Subject, verb, object: relative clauses, conditional clauses, conjunctive and disjunctive clauses! Each had its color and its bracket. It was a kind of drill. We did it almost daily. As I remained in the Third Fourth three times as long as anyone else, I had three times as much of it. I learned it thoroughly. Thus I got into my bones the essential structure of the ordinary British sentence - which is a noble thing. And when in after years my schoolfellows who had won prizes and distinction for writing such beautiful Latin poetry and pithy Greek epigrams had to come down again to common English, to earn their living or make their way, I did not feel myself at any disadvantage. Naturally I am biased in favor of boys learning English. I would make them all learn English: and then I would let the clever ones learn Latin as an honor, and Greek as a treat.

But the only thing I would whip them for would be for not knowing English. I would whip them hard for that. I first went to Harrow in the summer term. The school possessed the biggest swimming - bath I had ever seen. It was more like the bend of a river than a bath, and it had two bridges across it. Thither we used to repair for hours at a time and bask between our dips eating enormous buns on the hot asphalt margin. Naturally it was a good joke to come up behind some naked friend, or even enemy, and push him in. I made quite a habit of this with boys of my own size or less. One day when I had been no more than month in



the school, I saw a boy standing in a meditative posture wrapped in a towel on the very brink. He was no bigger than I was; so I thought him fair game. Coming stealthily behind I pushed him in, holding on to his towel out of humanity, so that it should not get wet. I was startled to see a furious face emerge from the foam, and a being evidently of enormous strength making its way by fierce strokes to the shore. I fled, but in vain. Swift as the wind my pursuer overtook me, seized me in a ferocious grip, and hurled me into the deepest part of the pool. I soon scrambled out on the other side, and found myself surrounded by an agitated crowd of younger boys. they said, he is champion at gym; he has got his football colors. They continued to recount his many titles to fame and reverence and to dilate upon the awful retribution that would fall upon me. I was convulsed not only with terror, but with the guilt of sacrilege. How could I tell his rank when he was in a bath towel and so small? I determined to apologize immediately. I approached the potentate in lively trepidation.; I am very sorry; I mistook you for a Fourth Form boy. You are so small.; He did not seem at all placated by this; so I added in a most brilliant recovery, My father, who is a great man, is also small; At this he laughed, and after some general remarks about my; cheek; and how I had better be careful in the future, signified that the incident was closed. I have been fortunate to see a good deal more of in times when three years; difference in age is not so important as it is at school. We were afterwards to be Cabinet colleagues for a good many years. It was thought incongruous that while I apparently stagnated in the lowest form, I should gain a prize open to the whole school for reciting to the headmaster twelve hundred lines of Macaulay; Lays of Ancient Rome; without making a single mistake. I also succeeded in passing the preliminary examination for the army while still almost at the bottom of the school. This examination seemed to have called forth a very special effort on my part, for many boys far above me in the school failed in it. I also had a piece of good luck. We knew that among other questions we should be asked to draw from memory a map of some country or other. The night before by way of final preparation I put the names of all the maps in the atlas into a hat and drew out New Zealand. I applied my good memory to the geography of that dominion. Sure enough, the first question in the paper was: Draw a map of New Zealand. This was what is called at Monte Carlo an en plein, and I ought to have been paid thirty - five times my stake. However, I certainly got paid very high marks for my paper. I was now embarked on a arry career. This orientation was entirely due to my collection of soldiers. I had ultimately nearly fifteen hundred. They were all of one size, all British, and organized as an infantry division with a cavalry brigade. My brother Jack commanded the hostile army. But by a Treaty for the Limitation of Armaments he was only allowed to have colored troops, and they were not allowed to have artillery. Very important! I could muster besides fortress pieces myself only eighteen field guns But all the other services were complete - except one. It is what every army is always short of - transport. My father's old friend, Sir Henry Drummond Wolff, admiring my array, noticed this deficiency and provided a fund from which it was to some

extent supplied. The day came when my father himself paid a formal visit of inspection. All the troops were arranged in the correct formation of attack. He spent twenty minutes studying the scene - which was really impressive - with a keen eye and captivating smile. At the end he asked me if I would like to go into the army. I thought it would be splendid to command an army, so I said; Yes; at once; and immediately I was taken at my word. For years I thought my father with his experience and flair had discerned in me the qualities of military genius. But I was told later that he had only come to the conclusion that I was not clever enough to go to the bar. However that may be, the toy soldiers turned the current of my life. Henceforward all my education was directed to passing into Sandhurst, and afterwards to the technical details of the profession of arms. Anything else I had to pick up for myself. I spent nearly four and a half years at Harrow, of which three were in the army class. To this I was admitted in consequence of having passed the preliminary examination. It consisted of boys of the middle and higher forms of the school and of very different ages, all of whom were being prepared either for the Sandhurst or the Woolwich examination. We were withdrawn from the ordinary movement of the school from form to form. In consequence I got no promotion or very little and remained quite low down upon the school list, though working alongside of boys nearly all in the Fifth Form. Officially I never got out of the Lower School, so I never had the privilege of having a fag of my own. When in the passage ettime I became what was catted a three - yearer, I ceased to have to tag myself, and as I was older than other boys ofmy standing i was appointed in my House to the position of Head of the Fags This was my first Responsible office, and the dunes, which were honorary, consisted in keeping the rester of all the rage, making out the lists of their duties and dates, and placing copies of these lists in the rooms of the Monitors, football and cricket champions, and other members elour anstocracy I discharged these functions for upwards of a year, and on the whole I was resigned to my lot Meanwhile I found an admirable method of learning my Latin translations. I was always very slow at using a dichotary it was just like using a telephone directory. It is easy to open it more or less at the right letter, but then you have to turn backwards and forwards and peer up and down the columns and very often find yourself three or four pages the wrong side of the word you want. In short I found it most laborious, while to other boys it seemed no trouble. But now I formed an alliance with a boy in the Sixth Form. He was very clever and could read Latin as easily as English. Caesar, Ovid, Virgil, Horace, and even Martials epigrams were all the same to him. My daily task was perhaps ten or fifteen lines. This would ordinarily have taken me an hour or an hour and a half to decipher, and then it would probably have been wrong.

But my friend could in five minutes construe it for me word by word, and once I had seen it exposed, I remembered it firmly My Sixth Form friend for his part was almost as much troubled by the English essays he had to write for the headmaster as I was by these Latin crossword puzzles. We agreed together

that he should tell me my Latin translations and that I should do his essays. The arrangement worked admirably. The Latin master seemed quite satisfied with my work, and I had more time to myself in the morning. On the other hand, once a week or so I had to compose the essays of my Sixth Form friend. I used to walk up and down the room dictating - just as I do now - and he sat in the corner and wrote it down in longhand. For several months no difficulty arose; but once we were nearly caught out. One of these essays was thought to have merit. It was sent up to the headmaster, who summoned my friend, commended him on his work, and proceeded to discuss the topic with him in a lively spirit. I was interested in this point you make here. You might I think have gone further. Tell me exactly what you had in your mind. Dr. Welldon in spite of very chilling responses continued in this way for some time to the deep consternation of my confederate. However the headmaster, not wishing to turn an occasion of praise into one of caviling, finally let him go with the remark; You seem to be better at written than at oral work. He came back to me like a man who has had a very narrow squeak, and I was most careful ever afterwards to keep to the beaten track in essay writing. Dr. Welldon took a friendly interest in me, and knowing that I was weak in the classics, determined to help me himself. His daily routine was heavy; but he added three times a week a quarter of an hour before evening prayers in which to give me personal tuition. This was a great condescension for the headmaster, who of course never taught anyone but the monitors and the highest scholars. I was proud of the honor; I shrank from the ordeal. If the reader has ever learned any Latin prose, he will know that at quite an early stage one comes across the ablative absolute with its apparently somewhat despised alternative with the pluperfect subjunctive.; I always preferred; True, he was a little longer to write, thus lacking the much admired terseness and pith of the Latin language. On the other hand he avoided a number of pitfalls. I was often uncertain whether the ablative absolute should end in; to the correct selection of which great importance was attached. Dr. Welldon seemed to be physically pained by a mistake being made in any of these letters. I remember that later on Mr. Asquith used to have just the same sort of look on his face when I sometimes adorned a Cabinet discussion by bringing out one of my few but faithful Latin quotations. It was more than annoyance, it was a pang. Moreover, headmasters have powers at their disposal with which Prime Ministers have never yet been invested. So these evening quarters of an hour with Dr. Welldon added considerably to the anxieties of my life. I was much relieved when after nearly a whole term of patient endeavor he desisted from his well meant but unavailing efforts. I will here make some general observations about Latin which probably have their application to Greek as well. In a sensible language like English important words are connected and related to one another by other little words. The Romans in that stern antiquity considered such a method weak and unworthy. Nothing would satisfy them but that the structure of every word should be reacted on by its neighbors in accordance with elaborate rules to meet the different conditions in which it might be used. There is no doubt that this

method both sounds and looks more impressive than our own. The sentence fits together like a piece of polished machinery. Every phrase can be tensely charged with meaning. It must have been very laborious, even if you were brought up to it; but no doubt it gave the Romans, and the Greeks too, a fine and easy way of establishing their posthumous fame. They were the first comers in the fields of thought and literature. When they arrived at fairly obvious reflections upon life and love, upon war, fate or manners, they coined them into the slogans or epigrams for which their language was so well adapted, and thus preserved the patent rights for all time. Hence their reputation. Nobody ever told me this at school. I have thought it all out in later life. But even as a schoolboy I questioned the aptness of the classics for the prime structure of our education. So they told me how Mr. Gladstone read Homer for fun, which I thought served him right; and that it would be a great pleasure to me in after life.

When I seemed incredulous, they added that classics would be a help in writing or speaking English. They then pointed out the number of our modern words which are derived from the Latin or Greek. Apparently one could use these words much better, if one knew the exact source from which they had sprung. I was fain to admit a practical value. But now even this has been swept away. The foreigners and the Scotch have joined together to introduce a pronunciation of Latin which divorces it finally from the English tongue. They tell us to pronounce They have distorted one of my most serviceable and impressive quotations into the ridiculous booby; Wainy, Weedy, Weekly Punishment should be reserved for those who have spread this evil.

## SHORT ANSWERS

### 1. What does Churchill say about his examinations?

Churchill took up examinations right from his twelfth year and it went on for the next seven years. The examinations were a great trial to him.

### 2. How was Churchill examined?

The subjects which were dearest to the examiners were disliked by Churchill. He liked to be examined in history, poetry and writing essays. But the examiners were partial to Latin and mathematics. Churchill could not answer the questions in these satisfactorily.

### 3. Why didn't Churchill do well in examinations?

Churchill liked to be asked to say what he knew. But the examiners tried to ask what he did not know. They sought to expose his ignorance. So, he could not do well in examinations.

**4. How was Churchill's entrance examination to Harrow?**

Churchill could not answer a single question in the Latin paper. But the Headmaster, Dr. Welldon, took a broad-minded view of Churchill's Latin prose. He showed discernment in judging Churchill's general ability.

**5. What does Churchill say about Dr. Welldon?**

Dr. Welldon concluded that Churchill was fit to enter Harrow. It was very much to his credit. It showed that he was a man capable of looking beneath the surface of things a man not dependent on paper manifestations.

**6. What does Churchill say about calling the roll in Harrow and Eton?**

At Eton the boys stand in a cluster and lift their hats when their names are called. At Harrow, they file past master in the school yard and answer one by one.

**7. How was Churchill's English class?**

Churchill and some other students were considered dunces. So they were taught only English. Mr. Somervell was in charge of teaching English. He did it in an excellent manner. Students learnt English parsing from him. They also practised English analysis continually.

**8. How did Mr. Somervell teach English analysis?**

He took a fairly long sentence and broke it up into its components by means of black, red, blue and green inks. Subject, verb, object : relative clauses conditional clauses, conjunctive and disjunctive clauses

**9. What was Churchill's experience in the swimming pool?**

It was a good joke to push a boy into the swimming pool stealthily. One day Churchill pushed Amery, a Sixth Form boy, into the pool. Since Amery was small in size, Churchill thought that he was in a lower class. Later, he begged pardon and told Amery that he mistook Amery for a Fourth Form boy because he was small. Churchill pushed Amery into the swimming pool without knowing that he was in the Sixth Form because Amery was small in size. Later, he begged pardon and told Amery that his father, who was a great man, was also small. Amery laughed at this.

**10. What was Churchill's achievement in recitation?**

There was a competition for the students. It was to recite to the Headmaster twelve hundred lines of Macaulay's Lays of Ancient Rome without making a single mistake. Churchill was successful in that and he got a prize.

**11. What was Churchill's experience in drawing a map?**

Students had to draw a map from memory in the examination. The night before the examination Churchill put the names of all the maps in the atlas into a hat and drew out New Zealand. The next day, the first question in the question paper was to draw the map of New Zealand.

**12. Who is the writer of 'First year at Harrow'?**

Sir Winston Churchill is the author of the essay "First year at Harrow".

**13. The writer says that the examiners ask the questions which students cannot answer and not those which they can answer. Is the complaint just?**

To some extent, this complaint is true but mostly it does not happen. It is the complaint of dull students. The hardworking can answer any question asked in the exam.

**14. What sort of questions is asked by your examiners?**

Our examiners ask easy as well as difficult questions in the examinations. They ask such questions which can distinguish a diligent student from an ordinary one.

**15. Why did not Churchill do well in examinations?**

He liked poetry and essay writing but the examiners were interested in Latin and Mathematics. He did not know the answers of the questions. So he could not do well in the examination.

**16. How did he do his Latin paper?**

He did his Latin paper badly. He just wrote his name, question '1' and after much reflection put a bracket around it thus (1). Then, unknowingly, he put a blot and many smudges on the paper.

**17. Churchill was taught English at Harrow and not Latin and Greek. Was it a gain or a loss?**

Churchill was taught English at Harrow and not Latin and Greek it was a gain for him. This knowledge proved very useful for him in future to earn his livelihood and a promising career.

**18. What good did his three years stay at Harrow do him?**

His three stay at Harrow was very important for Churchill. Here he learnt the basic rules of English. This knowledge proved very useful for him in future to earn his livelihood and a promising career.

**19. In after years how did the knowledge of English stand him in good stead?**

In after years, the knowledge of English proved very useful for him in his practical life. By knowing his national language, he faced no difficulty in the daily affairs of life. He became a successful politician.

**20. What happened to boys who had learnt Latin and Greek?**

Those boys who had learnt Latin and Greek and had won many prizes. They had to learn English again to earn their livelihood.

**21. What is Churchill's advice regarding learning English?**

His advice is that all English boys should learn English first. They should get it into their bones. Later on, clever ones may learn Latin as an honor and Greek as a treat.

**22. Who was Mr. Welldon?**

Mr. Welldon was the head of Harrow. He was an intelligent man. He judged the hidden qualities in Churchill and granted him admission. Churchill had great regards for him.

**23. Who was Mr. Somervell and how did he teach English?**

Mr. Somervell was a delightful teacher of English at Harrow. He had his own method of teaching. He taught English by means of red, blue, black and green inks.

## **PARAGRAPH ANSWER**

**1. Write a paragraph on the gist of "From Harrow".**

In this essay, the writer has explained the place of examinations in the life of a student and the choice of the right subjects. He tells that he never liked examinations because he could not perform well in the examinations. He tells that examiners asked the questions he could not produce a satisfactory answer for.

In the entrance examination at Harrow, the author got zero marks in Latin paper. He just wrote his name and returned the empty answer sheet back. The Headmaster, Mr. Welldon, however, let him be admitted at Harrow. It was both surprising and pleasant for the author.

The writer narrates that he was only two from the bottom of the merit list of admissions. While clever boys went for Latin and Greek because in that time these subjects were most important. He was taught English because of his apparent inability to study Latin and Greek.



The author worked hard and got good grades in English. His English teacher, Mr. Somervell taught him English thoroughly in an effective way. He surpassed all grammar rules and English prose. He had a long-term advantage over the clever boy. They had to improve their English later when they were in their jobs. The author is not sad for having not learned Latin and Greek. He says that he would whip those boys for not knowing English.

## **ESSAY ANSWER**

### **1. How does Churchill describe his life in Harrow?**

Entering Harrow Churchill wrote the entrance examination to Harrow. He could not answer a single question in the Latin paper. But the Headmaster, Mr. Welldon, judged Churchill by his general ability and admitted him in the third division of the Fourth Form. Generally, examinations were a great trial to Churchill. The examiners tried to ask what Churchill did not know. They sought to expose his ignorance. The cleverer boys went on to learn Latin and Greek. But Churchill was taught only English. Mr. Somervell taught him English parsing and English analysis.

### **The Swimming Pool Incident**

There was a swimming pool in Harrow. There it was a good joke to come up behind some boy and push him into the pool unexpectedly. Once Churchill saw a boy standing on the brink of the pool. He pushed the boy into the pool without knowing who he was. The other boys told Churchill that the boy was Amery who was in the Sixth Form. He was Head of his house and a champion at gym. They wondered what would happen to Churchill. Churchill decided to apologise. He went to Amery and said sorry to him. He told Amery that he had mistaken him for a Fourth Form boy because he was small in size. He added that his father, who was a great man, was also small. Amery laughed at this and went away. Foundation for the army Churchill embarked on a military career. He had collection of fifteen hundred soldiers. They were British soldiers and they were of one size. Churchill organised them as an infantry division with a cavalry brigade. But it was wanting in transport. His father's old friend made up the shortage. Once Churchill's father paid a formal visit to Harrow. Then he studied Churchill's arrangement of soldiers and was impressed with it. At the end he asked Churchill whether he liked to go to the army. Churchill said; Yes; and his father took him at his word. The toy soldiers turned the current of Churchill's life. Dr. Welldon help Churchill could not do his Latin translation. Therefore, he made an agreement with a Sixth Form boy who was weak in English.

Churchill wrote English essays for him and the boy did Churchill's translation. Churchill also hate the chance to get personal tuition from Dr. Welldon Churchill appreciated his condescension.



# Tolerance

– *M. Forster*

---

Everybody is talking about reconstruction. Our anomalies have their schemes for a new order in Europe: and we on our side talk of rebuilding London of England, or western civilization. Which is all very well, but when I hear such talk, and see the architects sharpening their pencils and the statesmen marking out their spheres of influence, and everyone getting down to the job, a very famous text occurs to me; Except the Lord build the house, they labour in vain who build it; Beneath the poetic imagery of these words lies a hard scientific truth, namely, unless you have a sound attitude of mind, a right psychology, you cannot construct or reconstruct anything that will endure. The text is true, not only for religious people, but for workers whatever their outlook. Surely the only sound foundation for civilization is a sound state of mind. What though is the proper spirit? We agree that the basic problem is psychological, that there must be a sound state of mind before diplomacy or economics or trade conferences can function. But what state of mind is sound? Here we may differ. Most people, when asked what spiritual quality is needed to rebuild civilization, will reply. Men must love one another, they say, nations must do likewise, and then the series of catastrophes which is threatening to destroy us will be checked. I disagree. Love is a great force in private life, it is indeed the greatest of all things but love in public affairs does not work. It has been tried again and again: by the Christian civilizations of the Middle Ages, and also by the French revolution, which reasserted the Brotherhood of man. A new has always failed the idea that nations should love one another of that a man in Portugal should love a man in Peru of whom he has never heard - it is absurd. We waver. It leads us into dangerous and vague sentimentality. Love is what is needed, we chant, and when it fails and the world goes on as before the fact is that we can only love what we know personally. And we cannot know much in public affairs, in the rebuilding of civilization, something much less dramatic

and emotional is heeded, namely, tolerance. Tolerance is a very dull virtue. It is boring. Unlike love, R has always had a bad press. It is negative. It merely means putting up with people, being able to stand things. No one has ever written an ode to tolerance, or raised a statue to her. Yet this is the quality which will be most heeded after the war. This is the sound state of mind which we are looking for. This is the only force which will enable different races and classes, nations and interests to settle down together to the work of reconstruction. The world is very full of people; it has never been so full before, and they are all tumbling over each other. Most of them one doesn't know and some of them one doesn't like, doesn't like the colour of their skins or the shapes of their noses, or the way they blow them or don't blow them, or the way they talk or smell, or their clothes, or their fondness for jazz or dislike of jazz, and so on. Well, what is one to do? There are two solutions. One of them is the Nazi solution. If you don't like people, kill them, banish them, segregate them, and then strut up and down proclaiming that you are the salt of the earth. The other way is much less thrilling, but it is on the whole the way of the democracies, and I prefer it. If you don't like people, put up with them as well as you can. Don't try to love them: you can't, you'll only strain yourself. But try to tolerate them. On the basis of that tolerance a civilized future may be built. I can see no other foundation for the post-war world. What it will most need is the negative virtues: not being touchy, irritable, revengeful. I have lost all faith in positive militant ideals; they can so seldom be carried out without thousands of human beings getting maimed or imprisoned.

## SHORT ANSWERS

1. **What famous text occurred to Forster when people were talking about reconstruction?**

He was reminded of Except the Lord build the house they labour in vain.

2. **Who build it Imagery? What is the scientific truth beneath the poetic it is that unless we have a sound attitude of mind, a right psychology, we cannot construct or reconstruct anything that will endure needed? For whom is the text of the poetic imagery?**

The text is true not only for religious people but for workers whatever their outlook is. Surely the only sound foundation for civilization is a sound state of mind.

3. **Where is a sound state of mind preferred?**

There must be a sound state of mind before diplomacy or economics or trade - conferences can function.

**4. What spiritual quality is needed to rebuild civilization?**

Most people say that the spiritual quality which is needed to rebuild civilization is; Love. Men must love one another, they say; nations must do likewise, and then the series of catastrophes which is threatening to destroy us will be checked.

**5. How does Forster disagree that the spiritual quality needed to rebuild civilization and Love?**

Forster says that love is a great force in private life; it is indeed the greatest of all things: but love in public affairs does not work.

**6. Who tried love in public affairs?**

It has been tried again and again by the Christian civilizations of the Middle Ages, and also by the French Revolution which reasserted the Brotherhood of Man. And it has always failed.

**7. How is love in public life an impossible ideal?**

The idea that nations should love one another, or that a man in Portugal should love a man in Peru of whom he has never heard - it is absurd, unreal, dangerous. It leads us into dangerous and vague sentimentalism.

**8. What, according to Forster, is needed in public affairs?**

The fact is we can only love what we know personally. In public affairs, in the rebuilding of civilization, something much less dramatic and emotional is needed and that is tolerance.

**9. What does Forster say about tolerance?**

Tolerance merely means putting up with people, being able to stand things. It is a very dull virtue. It is boring. Unlike love, it has always had a bad press. It is negative.

**10. What is the place of tolerance in reconstruction?**

Tolerance is the only force which will enable different races and classes, nations and interests to settle down together to the work of reconstruction.

**11. What two solutions are suggested by Forster?**

There are two solutions. One of them is the Nazi solution. If you don't like people, kill them, banish them, segregate them and then strut up and down proclaiming that you are the salt of the earth. The other way is to put up with them as well as you can.

## PARAGRAPH ANSWERS

### 1. What is the significance of “Tolerance” for us in Pakistan or India?

The essay, “Tolerance highlights the importance of tolerance in the reconstruction of human society. Tolerance may appear to be dull and boring passion, but it is no doubt the basis of a peaceful society. It has special significance for us in Pakistan.

Tolerance is the only quality with which we can reconstruct human civilization.

Religious fanaticism is the opposite of Tolerance. It is exploited by so called religious scholars to disturb the peace of society, Pakistan one of the worst targets of religious, sectarian ethnic and political fanaticism. It has destroyed the political stability of the country.

Tolerance is the need of the time. Mercy and mutual understanding must find place among the wanting factions of our country if it has to endure. Let us understand that putting up with people does not mean yielding to them, All factions must lay down their arms and tolerance one another. Their differences may come to an end. They may start loving one another with the passage of time.

In short, Pakistan is facing terrorism on a large scale. It is the outcome of the recent clashes among the religious and the non religious groups in Pakistan or in India. We can overcome this problem if we show tolerance in our behavior.

### 2. “It is very easy to see fanaticism in other people, but difficult to spot it in oneself” Is it really so?

E.M Forster says, “It is very easy to see fanaticism in other people but difficult to spot in oneself. He is justified in saying that it is a solid fact that we may easily see fanaticism, that is narrow-mindedness on the basis of religion, race and nation. The essay “Tolerance” highlights the importance of tolerance in reconstruction of human civilization. This apparently dull and boring passion is, no doubt, the basis of a peaceful society. The need of tolerance in Pakistan is beyond any doubt. Unfortunately, we lack it to the extreme extent. Lack of tolerance has ruined the very fabric of our society. Our political and religious leaders are not willing to tolerate one another. The simple fact is that most of us are so frustrated that we are the least ready to tolerate one another. We have a lot of disharmonious groups around us. No group is at heart easy to live in peace with other group.

The situation in Pakistan is very ironic. Here each faction or sect blames other to be fanatic. In reality, all these factions are fanatic. It is very easy to see fanaticism in other people, but difficult to spot it in oneself. When you call others fanatic and kill them, who are fanatic they or you? Forster has wisely advised to contain prudence and wisdom in them. His advice is particularly useful for us in Pakistan.

## **ESSAY ANSWER**

### **1. What are Forster's views on tolerance?**

#### **Introduction**

During the Second World War, there was a great deal of talk of how to rebuild the Western civilization after the war was over. Forster points out that our efforts to rebuild a new civilization must be based on proper foundations. Love can no more be a good basis for human relationship. Tolerance seems to be a more practical virtue than love. Therefore, Forster advocates the practice of tolerance to ensure smooth human relationships. Forster's view on love Forster points out that we cannot construct anything enduring without a sound state of mind. A sound state of mind means the spiritual quality needed to rebuild civilization. When asked about it, most people reply that universal love is needed for the purpose. Forster disagrees and says that love is a great force in private life. But it does not work in public affairs. The Christian civilizations of the Middle Ages and the French Revolution championed the cause of universal love. But they failed because universal love is impracticable. We can love only those whom we know well. We cannot love people who are different from us in many ways. Therefore, love cannot be the sound state of mind we are looking for. A negative virtue There is another virtue which is more practical than love. It is tolerance. Tolerance means putting up with people. Though a negative force, it can bring different races and classes and interests together to the work of reconstruction. Two ways In our own nation and the world outside we find many people with whom we disagree and whom we dislike. There are two ways of dealing with this situation. One is the Nazi solut It is killing or banishing those whom we dislike. The other way is to put up with them as well as we can. We cannot exterminate the Germans for their atrocities. We must try to tolerate them because in the post - war world we shall have to live with them.

### **Conclusion**

Tolerance needs negative virtues like not being huffy, touchy, irritable or revengeful. In this age of ours, civilization is in its decay and tolerance is the only force that can work now. Though a dull virtue, tolerance requires imagination. We have to throw ourselves into the mental position of others in order to practise tolerance. This is a desirable spiritual exercise. Tolerance will help us to spot out the hidden fanaticism in us. It is not the same as weakness. Putting up with people does not mean giving in to them. If we start our reconstruction with tolerance, we can hope to be ennobled by universal love.



## **UNIT II**

# **POETRY**





## Sonnet 18: Shall I Compare Thee to a Summer's Day?

– *William Shakespeare*

---

Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate:  
Rough winds do shake the darling buds of May,  
And summer's lease hath all too short a date;  
Sometime too hot the eye of heaven shines,  
And often is his gold complexion dimm'd;  
And every fair from fair sometime declines,  
By chance or nature's changing course untrimm'd;  
But thy eternal summer shall not fade,  
Nor lose possession of that fair thou ow'st;  
Nor shall death brag thou wander'st in his shade,  
When in eternal lines to time thou grow'st:  
So long as men can breathe or eyes can see,  
So long lives this, and this gives life to thee.

## WILLIAM SHAKESPEARE: BIOGRAPHY

William Shakespeare was a renowned English poet, playwright, and actor born on 23rd April 1564 in Stratford-upon-Avon, he died on 23rd April, 1616. Shakespeare was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English Renaissance or the Early Modern Period). During his time in London, Shakespeare's first printed works were published. They were two long poems, 'Venus and Adonis' (1593) and 'The Rape of Lucrece' (1594). He also became a founding member of The Lord Chamberlain's Men, a company of actors. Shakespeare was the company's regular dramatist, producing on average two plays a year, for almost twenty years.

He remained with the company for the rest of his career, during which time it evolved into The King's Men under the patronage of King James I (from 1603). During his time in the company Shakespeare wrote many of his most famous tragedies, such as *King Lear* and *Macbeth*, as well as great romances, like *The Winter's Tale* and *The Tempest*.

## SHAKESPEARE'S WORKS

Altogether Shakespeare's works include 38 plays, 2 narrative poems, 154 sonnets, and a variety of other poems. Shakespeare's legacy is as rich and diverse as his work; his plays have spawned countless adaptations across multiple genres and cultures. His plays have had an enduring presence on stage and film. William Shakespeare continues to be one of the most important literary figures of the English language.

## POEM INTRODUCTION

"*Shall I Compare Thee to a Summer's Day?*" (Sonnet No .18) is one of the best sonnets of Shakespeare's sonnet sequence. Actually, summer is the symbol of beauty, warmth, delight, and comfort. Here in this sonnet, the poet makes a comparison between the beauty of summer and that of his young friend. He asserts that the beauty of his young friend is more lovely and moderate than the beauty of summer. Also, the beauty of his friend has no tendency towards unpleasant extremes which summer has. His beauty is eternal. Death cannot overpower it. Even the beauty of Nature in summer is changeable, but the beauty of his friend is never changed. As the title finely highlights the main theme of the poem, it is an excellent choice.

## RHYME SCHEME

Sonnet 18 is a typical English or Shakespearean sonnet, having 14 lines of iambic pentameter: three quatrains followed by a couplet. It also has the characteristic rhyme scheme: **ABAB CDCD EFEF GG**. The poem reflects the rhetorical tradition of an Italian or Petrarchan Sonnet.

## TONE

The tone of the Sonnet 18 is that of the **romantic intimacy of a young man intrigued by a woman's beauty**. The mood and the tone, therefore, play a significant role in describing the setting of the poem. The poet is sitting in a field on a warm summer day.

## METAPHOR

“Shall I compare thee to a summer's day? / Thou art more lovely and more temperate:” (lines one – two) is the immediate metaphor; saying that **the lover is calmer than a summer's day**.

## SHORT ANSWERS

### 1. What sonnet style is used in Shakespeare's Sonnet 18?

Sonnet 18 represents the traditional English sonnet, also labeled Shakespearean or Elizabethan. This form features three quatrains with the rhyme scheme ABAB CDCD EFEF and a couplet with the rhyme GG.

### 2. What does Shakespeare compare his friend to?

Shakespeare compares his friend to a summer's day.

### 3. What is the structure of a Shakespearean sonnet?

The structure of a Shakespearean Sonnet is, it has three quatrains and a couplet.

### 4. What demerits does the summer season have?

The summer season is less lovely than the beauty of poet's friend. Rough winds blow during this season and the time of summer is too short to nature's changing course and therefore its beauty fades.

### 5. What are the last two lines of a Shakespearean sonnet called?

The last lines of a Shakespearean sonnet is called a couplet.

**6. What is the duration of Summer?**

According to Shakespeare, summer's duration is very short.

**7. Whose 'eternal summer' shall not fade?**

The 'eternal summer' of the poet's beloved friend will never fade.

**8. What does the poet observe about 'death' and 'time' in the poem 'Shall I compare thee to a summer's day?'**

In the poem 'Shall I compare thee to a summer's day?', the poet observes that 'death' is like an arrogant man who takes pride in his power and 'time' has the ability to destroy everything.

**9. Whom does the poet address in the poem 'Shall I compare thee to a summer's day?'**

In the poem 'Shall I compare thee to a summer's day?' the poet addressed to a fair youth.

**10. What shall death fail to do?**

Death will not able to boastfully drag the poet's friend into its shade.

**11. What happens to every thing fair with the passage of time according to Shakespeare?**

According to Shakespeare, with the passage of time every thing fair declines, that is loses its loveliness.

**12. How is the 'gold complexation' of the summer dimmed?**

The 'gold complexation' of the summer is dimmed by the clouds which gather in the sky with the approach of the storm.

**13. What does 'the eyes of heaven' refer to?**

Here 'the eyes of heaven' refers to the sun, in Shakespeare's Sonnet No. 18.

**14. What gives life to the poet's friend in Shakespeare's Sonnet No. 18?**

The eternal lines of the Sonnet gives life to the poet's friend.

**15. What kind of a poem is 'Shall I compare thee to a summer's day?'**

The poem 'Shall I compare thee to a summer's day?' is a Shakespearean love poem.

**16. What does the line 'And every fair from fair sometime declines' mean?**

The line 'And every fair from fair sometime declines' means how beautiful thing in nature loses its beauty and fades away with time.

**17. In which month can the 'darling buds' be seen?**

The 'darling buds' can be seen in the month of May.

**18. Why does not the poet want to compare his friend to a summer's day?**

The poet does not want to compare his friend to a summer's day because the beauty of his beloved friend is more lovely and more temperate than a summer's day.

## **PARAGRAPH ANSWERS**

**1. Explain the phrase "nature's changing course untrimmed".**

The phrase "nature's changing course untrimmed" means, the natural decay of all earthly objects either as a matter of chance or due to nature's neglects. The poet was aware of the fact that no human being will live forever. By the passage of time, everyone has to die. But the poet had a strong belief in his immortal lines that they will defeat the relentless time. So long men would live on this earth, the poem would be read. And in this way, his friend's worthiness and beauty would be celebrated throughout the ages.

**2. How does Shakespeare compare the beauty of his friend to that of a summer's day?**

William Shakespeare begins the poem with a question – 'Shall I compare thee to a summer's day?' But the poet declines the idea as he believes that his friend is more lovely and more restrained than summer's day. The summer has its drawback. It is not permanent. The violent winds destroy beautiful flowers. The duration of summer is too short a date. Sometimes the sun is too hot and sometimes its gold complexion is dimmed by clouds. In this way, the poet excels at his friend's beauty comparing to that of a summer's day.

**3. What do the rough winds do? What does the poet mean by 'summer's lease'? How is the friend's beauty superior to the summer's day?**

The rough winds shake the darling buds. By 'summer's lease', the poet William Shakespeare means the duration of summer which is short in period. The poet believes that his dear friend is more lovely and more temperate than the summer's day. The violent winds destroy the beautiful buds. The duration of summer is too short a date. Sometimes the sun is too hot and sometimes it is covered by clouds. So, summer days have many disadvantages. It is inconsistent and impermanent while his friend's beauty is everlasting.

4. **‘But thy eternal summer shall not fade.’ – Who is being referred to as ‘thy’? What is meant by ‘eternal summer’? Why shall not ‘thy eternal summer’ fade?**

The friend of the poet William Shakespeare is referred to as ‘thy’.

The everlasting youthfulness and beauty of his friend is meant by ‘eternal summer’. Every beautiful object of nature is subjected to degeneration. But the poet is very much confident that the eternal summer of his friend is everlasting. Death will never grab his beloved or will fade his glory. The eternal lines composed by the poet will preserve his friend’s beauty everlasting. The poet predicted that his sonnet would be acclaimed forever so long men would live on this earth. In this way, his poem would be read and his beloved would be alive.

5. **‘But thy eternal summer shall not fade Nor lose possession of that fair thou ow’st.’ – Whose ‘eternal summer’ is being referred to here? What does ‘eternal summer’ mean? What conclusion does the poet draw at the end of his poem?**

‘Eternal summer’ of Shakespeare’s friend is being referred to here.

‘Eternal summer’ means the everlasting beauty and youthfulness of the poet’s friend.

The ending of the poem is optimistic. The poet wants to preserve his friend’s beauty by going against nature’s changing course. The poet makes a prediction that the eternal lines composed by him would glorify his friend forever so long men would live on this earth.

## ESSAY ANSWER

1. **How does Shakespeare talk about the transience of worldly beauty?**

### *Introduction*

With only a few exceptions all sonnets of Shakespeare are structured the same. they have three four lined stanzas and a final couplet. The sonnets are composed in an iambic pentameter. The rhyme scheme of the sonnet is “abab cd cdefef. It includes three quatrains with alternate rhyme and one rhyming couplet. We can say that it consists three heroic stanzas and one heroic couplet. This form is also known as Shakespearean sonnet. Sonnet 18 is perhaps the best known of all of Shakespeare’s 154 sonnets. Here Shakespeare illustrates the beauty of a young man who will be remembered forever because of this poem.

***Comparing Friend and Nature***

Sonnet 18 is devoted to praising a friend or lover traditionally known as the “fair youth.” The sonnet itself serves as a guarantee that this person’s beauty will be sustained. Addressing his friend, the poet asks, “Shall compare thee to a summer day?” But his friend is more gracious and more gentle than the summer day which is variable and not so pleasing. Rough winds cause havoc to the May buds and the duration of summer is all too short. Sometimes the eye of heaven, the sun, is too hot. Sometimes it is covered with clouds.

***His Friend's Beauty***

Every beautiful object ultimately loses its beauty and is stripped of its ornaments by accident or in the course of the changing seasons. But Shakespeare’s friend is more lovely and more temperate. His summer, that is youth and beauty will not fade nor lose the beauty that belongs to it. The speaker is suggesting that for most people, summer will pass all too quickly and they will grow old, as is natural, their beauty fading with the passing of the season. But his friend will stay fair even cheat death and time by becoming eternal. In the end the poem reinforces the idea that the poem will guarantee that the lover remains young, the written word becoming his breath and vital energy and ensuring his life continues.

***Conclusion***

Shakespeare’s Sonnet 18 successfully conveys the themes beauty and effect time on through a variety of poetic techniques and effective use of the iambic pentameter structure.





## The Queen's Rival

– *Sarojini Naidu (1879-1949)*

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I

QUEEN GULNAAR sat on her ivory bed,  
Around her countless treasures were spread;

Her chamber walls were richly inlaid  
With agate, porphory, onyx and jade;

The tissues that veiled her delicate breast,  
Glowed with the hues of a lapwing's crest;

But still she gazed in her mirror and sighed  
"O King, my heart is unsatisfied."

King Feroz bent from his ebony seat:  
"Is thy least desire unfulfilled, O Sweet?

"Let thy mouth speak and my life be spent  
To clear the sky of thy discontent."

"I tire of my beauty, I tire of this  
Empty splendour and shadowless bliss;

“With none to envy and none gainsay,  
No savour or salt hath my dream or day.”

Queen Gulnaar sighed like a murmuring rose:  
“Give me a rival, O King Feroz.”

## II

King Feroz spoke to his Chief Vizier:

“Lo! ere to-morrow’s dawn be here,

“Send forth my messengers over the sea,  
To seek seven beautiful brides for me;

“Radiant of feature and regal of mien,  
Seven handmaids meet for the Persian Queen.” . . .

Seven new moon tides at the Vesper call,  
King Feroz led to Queen Gulnaar’s hall

A young queen eyed like the morning star:  
“I bring thee a rival, O Queen Gulnaar.”

But still she gazed in her mirror and sighed:  
“O King, my heart is unsatisfied.”

Seven queens shone round her ivory bed,  
Like seven soft gems on a silken thread,

Like seven fair lamps in a royal tower,  
Like seven bright petals of Beauty’s flower

Queen Gulnaar sighed like a murmuring rose  
“Where is my rival, O King Feroz?”

### III

When spring winds wakened the mountain floods,  
And kindled the flame of the tulip buds,

When bees grew loud and the days grew long,  
And the peach groves thrilled to the oriole's song,

Queen Gulnaar sat on her ivory bed,  
Decking with jewels her exquisite head;

And still she gazed in her mirror and sighed:  
"O King, my heart is unsatisfied."

Queen Gulnsar's daughter two spring times old,  
In blue robes bordered with tassels of gold,

Ran to her knee like a wildwood fay,  
And plucked from her hand the mirror away.

Quickly she set on her own light curls  
Her mother's fillet with fringes of pearls;

Quickly she turned with a child's caprice  
And pressed on the mirror a swift, glad kiss.

Queen Gulnaar laughed like a tremulous rose:  
"Here is my rival, O King Feroz."

### AUTHOR BIOGRAPHY

Sarojini Naidu, née Sarojini Chattopadhyay, (born February 13, 1879, Hyderabad, India. She died on March 2, 1949 in Lucknow), She is political activist, feminist, poet, and the first Indian woman to be president of the Indian National Congress and to be appointed an Indian state Governor. She was sometimes called "the Nightingale of India." Sarojini was the eldest daughter of Aghorenath Chattopadhyay, a Bengali Brahman who was principal of the Nizam's College, Hyderabad. She entered the University of Madras at the age of 12 and studied (1895–98) at King's College, London, and later at Girton College, Cambridge.

She accompanied Gandhi to London for the inconclusive second session of the Round Table Conference for Indian–British cooperation (1931). Upon the outbreak of World War II she supported the Congress Party's policies, first of aloofness, then of avowed hindrance to the Allied cause. In 1947 she became governor of the United Provinces (now Uttar Pradesh), a post she retained until her death.

Sarojini Naidu also led an active literary life and attracted notable Indian intellectuals to her famous salon in Bombay (now Mumbai). Her first volume of poetry, *The Golden Threshold* (1905), was followed by *The Bird of Time* (1912), and in 1914 she was elected a fellow of the Royal Society of Literature. Her collected poems, all of which she wrote in English, have been published under the titles *The Sceptred Flute* (1928) and *The Feather of the Dawn* (1961).

## POEM INTRODUCTION

The poem *The Queen's Rival* written by Sarojini Naidu is based on a Persian ballad in which Queen Gulnaar asks her husband King Feroz to bring her a rival (competitor) as she is tired of her beauty, empty splendour (richness) and happiness which is shallow. In other words, Queen Gulnaar is tired of being an ideal woman whom there is no one to compete.

The poem shows influence of Islam and Persian Literature on the poetry of Sarojini Naidu. The poem is written in simple words. There are three stanzas.

In the first stanza, Queen Gulnaar expresses her desire for a rival to King Feroz and the latter promises to bring her a rival (i.e. a beautiful maid).

In the second stanza, King's Vazier brings seven beautiful brides for Queen Gulnaar but the latter is still unsatisfied.

In the third stanza, Queen Gulnaar sees her 2 years old daughter who takes away things from the former and Gulnaar finally tells her husband that her daughter is her rival and thus she is satisfied.

The poem depicts the theme of motherhood and that how lonely one feels without his/her children. Queen Gulnaar who has everything that a man/woman dreams of is still unsatisfied and feels lonely. She feels better only because of her daughter.

## SHORT ANSWERS

### 1. How was Queen Gulnaar's life?

Queen Gulnaar was the wife of King Feroz. She was the queen of Persia. She was very beautiful. She was rich and had countless treasure. Her husband adored her. He fulfilled even her least wishes. She led a life of luxury and comfort and seemed to be satisfied with all that she had.

**2. What was Queen Gulnaar's request to the king?**

She was tired of her beauty because there was nobody to envy her, to contradict her, to feel jealous of her charms. Sighing like a murmuring rose, she asked the king to give a rival to her who could compete with her beauty.

**3. How did Queen Gulnaar look at the seven damsels?**

The king's messengers went about and brought seven beautiful damsels. When they were brought, the king took them to the queen. But she said that they were no match for her. The king had not brought her a rival. The seven brides were fit to be but hand maids obey and serve and not to envy or gainsay.

**4. What did Queen Gulnaar do after seeing the seven maidens?**

She looked into the mirror, sighed again like a murmuring rose and complained to the king that her heart was still unsatisfied. The king did not know what to do.

**5. What unexpected thing happened?**

The Queen had a daughter. She was two years old. She was like a spirit of the wild wood. She entered her mother's room. She plucked the mirror away from her mother's hand. She put her mother's head band on her head. She looked into the mirror and kissed her own image.

## PARAGRAPH ANSWERS

**1. How was Gulnaar's life?**

Reproduce paragraph 2 of the essay.

**2. Why was Queen Gulnaar unsatisfied?**

Reproduce paragraph 3 of the essay.

**3. How did Queen Gulnaar find a rival?**

Reproduce paragraph 4 of the essay.

## ESSAY ANSWER

**1. Where did Queen Gulnaar find her rival?*****Introduction***

The Queen's Rival is a narrative poem where the narrator is a third person who maybe the poet himself. The background of the poem is Persian. It shows how Sarojini Naidu was familiar with Persian history as well as Persian poetry.

### ***Gulnaar's Life***

Queen Gulnaar was the wife of King Feroz. She was the queen of Persia. She was very beautiful. She was rich and had countless treasure. Her husband adored her. He fulfilled even her least wishes. She led of luxury and comfort and seemed be satisfied with all that she had. she was tired her beauty because there was nobody to envy her, to contradict her, feel jealous her charms. Sighing like a murmuring rose, she asked the king give rival to her who could compete with her beauty. King Feroz wanted to fulfill her only wish and make her happy.

### ***The Rivals***

King Feroz asked his Chief minister to bring seven beautiful young women as rivals to the queen. So, he at once sent his messengers in all directions including overseas. They returned with seven beautiful damsel. When they were brought, the king took them to the queen. But she said that they were no match for her. She look into the mirror, sighed again like a murmuring rose and complained to the king that her heart was still unsatisfied. The king had not brought her a rival. The seven brides were fit to be but hand maids to obey and serve and not to envy or gainsay. The king did not know what to do.

### ***Rival Found***

Years rolled by and spring came with all its splendour. Still Queen Gulnaar gazed in her mirror and still she sighed that her heart was unsatisfied for she could not find a rival to her satisfaction. Then something unexpected happened. The Queen had a daughter. She was two years old. She was like a spirit of the wildwood. She entered her mother's room. She plucked the mirror away from her mother's hand. She put her mother's head band on her hand. She looked into the mirror and kissed her own image. This very innocent gesture of the child made her daughter in her gulnaar laugh like a rose trembling on a plant with soft wind because she had found a rival to her beauty.

### ***Conclusion***

The setting of the poem is highly romantic. Its theme is that every woman desires instinctively and eternally to re-live her beauty in her daughter. The poetess has successfully presented the psychological point of mothering and motherhood through this poem.

## A Psalm of Life

– *Henry Wadsworth Longfellow*

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Tell me not, in mournful numbers,  
Life is but an empty dream!  
For the soul is dead that slumbers,  
And things are not what they seem.  
Life is real! Life is earnest!  
And the grave is not its goal;  
Dust thou art, to dust returnest,  
Was not spoken of the soul.  
Not enjoyment, and not sorrow,  
Is our destined end or way;  
But to act, that each to-morrow  
Find us farther than to-day.  
Art is long, and Time is fleeting,  
And our hearts, though stout and brave,  
Still, like muffled drums, are beating  
Funeral marches to the grave.  
In the world's broad field of battle,  
In the bivouac of Life,  
Be not like dumb, driven cattle!

Be a hero in the strife!  
 Trust no Future, howe'er pleasant!  
 Let the dead Past bury its dead!  
 Act, — act in the living Present!  
 Heart within, and God o'erhead!  
 Lives of great men all remind us  
 We can make our lives sublime,  
 And, departing, leave behind us  
 Footprints on the sands of time;  
 Footprints, that perhaps another,  
 Sailing o'er life's solemn main,  
 A forlorn and shipwrecked brother,  
 Seeing, shall take heart again.  
 Let us, then, be up and doing,  
 With a heart for any fate;  
 Still achieving, still pursuing,  
 Learn to labor and to wait.

## AUTHOR BIOGRAPHY

Henry Wadsworth Longfellow born on February 27, 1807, Portland, Massachusetts [now in Maine], U.S. He died on March 24, 1882, Cambridge, Massachusetts), the most popular American poet in the 19th century, known for some notable works *The Song of Hiawatha* (1855) and "Paul Revere's Ride" (1863).

Longfellow attended private schools and the Portland Academy. He graduated from Bowdoin College in 1825. At college he was attracted especially to Sir Walter Scott's romances and Washington Irving's *Sketch Book*, and his verses appeared in national magazines. He was so fluent in translating that on graduation he was offered a professorship in modern languages provided that he would first study in Europe.

On the Continent he learned French, Spanish, and Italian but refused to settle down to a regimen of scholarship at any university. In 1829 he returned to the United States to be a professor and librarian at Bowdoin. He wrote and edited textbooks, translated poetry and prose, and wrote essays on French, Spanish, and Italian literature.



## SHORT ANSWERS

**1. What is the poet's attitude to life?**

Life is real and serious, not baseless or useless. not end with death. The soul exists even after death.

**2. What does Longfellow say about life?**

He asks us not to tell him that life is a hollow and meaningless. Life not so shady or worthless it looks like. It has much more potential than we think of.

**3. How must an ideal life be?**

In an ideal life there must be both enjoyment and sorrow in a balanced way. The most important thing is to work diligently so that we can be better learned, better-skilled and better mannered human beings. We must not waste even a single day.

**4. What in our responsibility in life?**

The work given to us is vast and time-consuming in a base But time runs fast with every moment. Though looked our hearts are brave, we fear death. We must use of watch the limited time span to the fullest instead of wasting it be seen, the thought of death.

**5. What does the poet say about future?**

The poet tells us not to trust the future because we are carried away by the happy dreams about our future and forget to act in the present. The past must not affect our present action.

**6. How do great and successful men guide us?**

The lives of great and successful men remind us that we can also reach great heights like them. We must wish and strive for it. Then we can live in the hearts of people and inspire later generations to follow our way.

**7. What does the poet urge us to do?**

The poet urges us to be heroes in this battle of life. We must fight it out bravely and win it. We must follow the right way of life and be successful in life.

**8. What does the poet want us to do?**

The poet asks us to be up at once and start working childhoc. We must not mind the consequences but make his mind prepared for any fate. We must work hard, wisely and wait for the rewards patiently.

## PARAGRAPH ANSWERS

**1. What is the poet's attitude to life?**

Reproduce paragraph 2 of the essay.

**2. How must we face challenges and achieve?**

Reproduce paragraph 3 of the essay.

**3. What does the poet say about the future and our goal?**

Reproduce paragraph 4 of the essay.

## ESSAY ANSWER

**1. What is Longfellow's attitude to life?**

### *Introduction*

Longfellow was an American poet and educator. He wrote many lyric poems known for their musicality and often presented stories of mythology and legend. A Psalm of life is an inspiring poem. It is didactic in tone. It asks people follow the path of righteousness. Here, Longfellow glorifies life and its possibilities.

### *The Poet's Attitude*

We must not say that life is hollow and meaningless. Life has much more potential than we think of. "Life is real! Life is earnest!" conveys the poet's positive attitude to life. So, we should not take it lightly. We have a lot to achieve in this world. Our work remains in this world even after our death. Neither enjoyment nor sorrow should be our ultimate aim. We must work diligently so that we can be better learned, better-skilled and better-mannered human beings.

### *Face Challenges*

We have our responsibilities in our life about the work assigned to us. This work is vast and time-consuming. Though our hearts are brave, we fear death. We must use our limited time to the fullest extent without thinking about death. The world is a vast battlefield. We have come here for a temporary stay and to fight the battle of our life. We must be heroes in the battle of life, fight it out and finally win it. We must follow the right path and be successful.

***The Future of Our Goal***

The poet instructs us not to trust the future. It may seem pleasant but we must not be carried away by happy dream about our future and forget the present. We must forget the past because it must not affect our present action. We must keep faith in God and act in the present. Lives of great men remind us that we can also reach great heights if we wish and work for it. We cannot live forever on the earth but we can leave our marks on the people through our good work.

***Conclusion***

Longfellow wants us to be up and start working. We must not mind the consequences. We must learn to work hard, act wisely and wait for the reward patiently.





## **UNIT III**

# **SHORT STORY**



# Where Love is, There God is

– Leo Tolstoy

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## ABOUT THE AUTHOR

Leo Tolstoy (September 9, 1828–November 20, 1910) was a Russian writer, best known for his epic novels. Born into an aristocratic Russian family, Tolstoy wrote realist fiction and semi-autobiographical novels before shifting into more moral and spiritual works.

Born to an aristocratic Russian family in 1828, Tolstoy's notable works include the novels *War and Peace* (1869) and *Anna Karenina* (1878), often cited as pinnacles of realist fiction. He first achieved literary acclaim in his twenties with his semi-autobiographical trilogy, *Childhood, Boyhood, and Youth* (1852–1856), and *Sevastopol Sketches* (1855), based upon his experiences in the Crimean War. His fiction includes dozens of short stories and several novellas such as *The Death of Ivan Ilyich* (1886), *Family Happiness* (1859), "After the Ball" (1911), and *Hadji Murd* (1912). He also wrote plays and numerous philosophical essays.

## TEXT

In the city lived a cobbler, Martin Audyeitch. He lived in a basement , in a little room with window. The window looked out on the street. Through the window he used to watch the people passing by, although only their feet could be seen, yet by the boots, Martin Avdyeitch recognized the people. Martin Avdyeitch had lived long in one place, and had many acquaintances. Few pairs of boots in his district

had not been in his hands once and again. Some he would half-sole, some he would patch, some he would stitch around, and occasionally he would also put on new uppers. And through the window he often recognized his work.

Martin had plenty to do, because he was a faithful workman, used good material, did not make exorbitant charges, and kept his word. If it was possible for him to finish an order by a certain time, he would accept it. Otherwise, he would not deceive you, -he would tell you so beforehand. And all knew Avdyeitch, and he was never out of work.

Martin had always been a good man; but as he grew old, he began to think more about his soul, and get nearer to God. Martin's wife had died when he was still living with his master. His wife left him a boy three years old. None of their other children had lived. All the eldest had died in childhood. Martin at first intended to send his little son to his sister in the village, but afterward he felt sorry for him; he thought to himself: -

"It will be hard for my Kapitoshka to live in a strange family. I shall keep him with me."

And Avdyeitch left his master, and went into lodgings with his little son. But God gave Avdyeitch no luck with his children. As Kapitoshka grew older, he began to help his father, and would have been a delight to him, but a sickness fell on him, he went to bed, suffered a week, and died. Martin buried his son, and fell into despair. So deep was this despair that he began to complain of God. Martin fell into such a melancholy state, that more than once he prayed to God for death, and reproached God because He had not taken him who was an old man, instead of his beloved only son. Martin also ceased to go to church.

And once a little old man from the same district came from Trinity Monastery to see Martin; for seven years he had been wandering about. Martin talked with him, and began to complain about his sorrows.

"I have no desire to live any longer," he said, "I only wish I was dead. That is all I pray God for. I am a man without anything to hope for now."

And the little old man said to him:-

"You don't talk right, Martin, we must not judge God's doings. The world moves, not by our skill, but by God's will. God decreed for your son to die, - for you to live. So it is for the best. And you are in despair, because you wish to live for your own happiness."

"But what shall one live for?" asked Martin.

And the little old man said:-

"We must live for God, Martin. He gives you life, and for His sake you must live. When you begin to live for Him, you will not grieve over anything, and all will seem easy to you.



Martin kept silent for a moment, and then said, "But how can one live for God?"

And the little old man said:-

"Christ has taught us how to live for God. You know how to read? Buy a Testament, and read it, there you will learn how to live for God. Everything is explained there".

And these words kindled a fire in Avdyeitch's heart. And he went that very same day, bought a New Testament in large print, and began to read.

At first Avdyeitch intended to read only on holidays. but as he began to read, it so cheered his soul that he used to read every day. At times he would become so absorbed in reading, that all the kerosene in the lamp would burn out, and still he could not tear himself away. And so Avdyeitch used to read every evening.

And the more he read, the clearer he understood what God wanted of him, and how one should live for God; and his heart kept growing easier and easier. Formerly, when he lay down to sleep, he used to sigh and groan, and always thought of his Kapitoshka; and now his only exclamation was:

"Glory to Thee! glory to Thee, Lord! Thy will be done."

And from that time Martin's whole life was changed. in other days he, too, used to drop into a public-house as a holiday amusement, to drink a cup of tea; and he was not averse to a little brandy, either. He would take a drink with some acquaintance, and leave the saloon, not intoxicated, exactly, yet in a happy frame of mind, and inclined to talk nonsense, and shout, and use abusive language at a person. Now he left off that sort of thing. His life became quiet and joyful. In the morning he would sit down to work, finish his allotted task, then take the little lamp from the hook, put it on the table, get his book from the shelf, open it, and sit down to read. And the more he read, the more he understood, and the brighter and happier it grew in his heart.

Once it happened that Martin read till late into the night. He was reading the Gospel of Luke. He was reading over the sixth chapter; and he was reading the verses:

"And to him that strike you on the one cheek offer also the other; and him that takes away thy cloak do not forbid him to take your coat also. Give to every man that asks of you; and of him that takes away your goods ask them again. And as you would that men should do to you, do you also to them"

He read farther also those verses, where God speaks:

"And why do you call, Lord, Lord, and do not the things which I say? Whoever comes to me, and hears my words, and does them, I will show you to whom he is like: he is like a man who built an house, and dug deep, and laid the foundation

on a rock: and when the flood arose, the stream beat vehemently upon that house, and could not shake for it was founded upon a rock. But he who hears, and does not respond, is, like a man that without a foundation, built an house upon the earth; against which the stream did beat vehemently, and immediately it fell; and the ruin of that house was great.”

Martin read these words, and joy filled his soul. He took off his spectacles, put them down on the book, leaned his elbows on the table, and became lost in thought. And he began to measure his life by these words. And he thought to himself:

“Is my house built on the rock, or on the sand? It is well if on the rock. It is so easy when you are alone by yourself, it seems as if you had done everything as God commands; but when you forget yourself, you sin again. Yet I shall still struggle on. It is very good. Help me, Lord!”

Thus ran his thoughts; he wanted to go to bed, but he was loath to tear himself away from the book. And he began to read farther in the seventh chapter. He read about the centurion, he read about the widow’s son, he read about the answer given to John’s disciples, and finally he came to that place where the rich Pharisee desired the Lord to sit at meat with him; and he read how the woman that was a sinner anointed His feet, and washed them with her tears, and how He forgave her. He reached the forty-fourth verse, and began to read:-

“And he turned to the woman, and said to Simon, Do you see this woman? I entered into your house, you gave me no water for my feet: but she has washed my feet with tears, and wiped them with the hairs of her head. You gave me no kiss: but this woman since the time I came in has not ceased to kiss my feet. My head with oil you did not anoint: but this woman has anointed my feet with ointment.”

He finished reading these verses, and thought to himself:-

“You gave me no water for my feet, you gave me no kiss. My head with oil you did not anoint.”

And again Avdyeitch took off his spectacles, put them down on the book, and again he became lost in thought.

“It seems that Pharisee must have been a man like me. I, too, apparently have thought only of myself,-how I might have my tea, be warm and comfortable, but never to think about my guest. He thought about himself, but there was not the least care taken of the guest. And who was his guest? The Lord Himself. If He had come to me, should I have done the same way?”

Avdyeitch rested his head upon both his arms, and did not notice that he fell asleep.

“Martin suddenly seemed to sound in his ears.

Martin started from his sleep:-

“Who is here?”

He turned around, glanced toward the door-no one.

Again he fell into a doze. Suddenly, he plainly heard:-

“Martin! Ah, Martin! look tomorrow on the street. I am coming.”

Martin awoke, rose from the chair, began to rub his eyes. He himself could not tell whether he heard those words in his dream, or in reality. He turned down his lamp and went to bed.

At daybreak next morning, Avdyeitch rose, made his prayer to God, lighted the stove, put on the cabbage soup and the gruel put the water in the samovar, put on his apron, and sat down by the window to work.

And while he was working, he kept thinking about all that had happened the day before. It seemed to him at one moment that it was a dream, and now he had really heard a voice.

“Well,” he said to himself, “such things have been.”

Martin was sitting by the window, and looking out more than he was working. When anyone passed by in boots which he did not know, he would bend down, look out of the window, in order to see, not only the feet, but also the face.

The house porter passed by in new felt boots, the water carrier passed by, then there came up to the window an old soldier of Nicholas’s time, in an old pair of laced felt boots, with a shovel in his hands Martin recognized him by his felt boots. The old man’s name was Stepanuitch and a neighboring merchant, out of charity gave him a home with him. He was required to assist the house porter Stepanuitch began to shovel away the snow from in front of Avdyeitch’s window Martin glanced at him, and took up his work again

“Pshaw! I must be getting crazy in my old age,” said Martin, and laughed at himself.

“Stepanuitch is clearing away the snow, and I imagine that Christ is coming to see me. I was entirely out of my mind, old dotard that I am!”

Martin sewed about a dozen stitches, and then felt impelled to look through the window again. He looked out again through the window, and saw that Stepanuitch had leaned his shovel against the wall, and was warming himself, and resting. He was an old, broken-down man; evidently he had not strength enough even to shovel the snow Avdyeitch said to himself:-

"I will give him some tea; by the way, the samovar has only just gone out." Avdyeitch laid down his awl, rose from his seat, put the samovar on the table, poured out the tea, and tapped with his finger at the glass Stepanuitch turned around, and came to the window. Avdyeitch beckoned to him, and went to open the door.

"Come in, warm yourself a little," he said. "You must be cold."

"May Christ reward you for this! my bones ache," said Stepanuitch.

Stepanuitch came in, and shook off the snow, tried to wipe his feet, so as not to soil the floor, but staggered.

"Don't trouble to wipe your feet. I will clean it up myself; we are used to such things. Come in and sit down," said Avdyeitch. "Here, drink a cup of tea."

And Avdyeitch lifted two glasses, and handed one to his guest; while he himself poured his tea into a saucer, and began to blow it.

Stepanuitch finished drinking his glass of tea, turned the glass upside down, put the halfeaten lump of sugar on it, and began to express his thanks. But it was evident he wanted some more.

"Have some more," said Avdyeitch, filling both his own glass and his guest's. Avdyeitch drank his tea, but from time to time glanced out into the street.

"Are you expecting anyone?" asked his guest.

"Am I expecting anyone? I am ashamed even to tell whom I expect. I am, and I am not, expecting someone; but one word has kindled a fire in my heart. Whether it is a dream, or something else, I do not know. Don't you see, brother, I was reading yesterday the Gospel about Christ the Lord; how He suffered, how He walked on the earth. I suppose you have heard about it?"

"Indeed I have," replied Stepanuitch; "but we are people in darkness, we can't read.

"Well, now, I was reading about that very thing, - how he walked on the earth; I read, you know, how he came to the Pharisee, and Pharisee did not treat Him hospitably. Well, and so, my brother, was reading yesterday, about this very thing, and was thinking to myself receive Christ, the Lord, with honor. Suppose, for example, He should come to me, anyone else, said myself, should not even know to receive gave Him. And he gave him no reception at all. Well! while was thus thinking, I fell asleep, brother, and heard someone call me by name. I got up; the voice, just as someone whispered, said, 'Be the watch; shall come to-morrow.' And this happened twice. Well! would you believe it, it got into my head? I scolded myself-and yet expecting Him, Lord."

Stepanuitch shook his head, and said nothing; he finished drinking his glass of tea, and put it on the side; Avdyeitch picked the glass again, and filled once more.

“Drink some more for your good health. You see, I have an idea that, when the Lord went about on this earth, He disdained no one, and had more to do the simple people. He always went to see simple people. He picked out His disciples more from among folk like such sinners as we are, from the working class. Said He, whoever exalts himself, shall humbled, and he who is humbled shall become exalted. Said you me Lord, and, He, I wash your feet. Whoever wishes, said He, to be the first, the same shall be a servant to all. Because, said He, blessed are the poor, the humble, the kind, the generous.”

And Stepanuitch forgot about tea; he was old man, and easily moved tears. He was listening, and the tears rolled down his face.

“Come, now, have some more tea,” said Avdyeitch but Stepanuitch made the sign of the cross, thanked him turned down his glass, and arose.

“Thanks to you,” he says. “Martin Avdyeitch, for treating me kindly, and satisfying me, soul and body”

“You are welcome, come in again; always glad to see a friend,” said Avdyeitch.

Stepanuitch departed, and Martin poured out the rest of the tea, drank it up, put away the dishes, and sat down again by the window to work, to stitch on a patch. He kept stitching away, and at the same time looking through the window. He was expecting Christ, and was all the while thinking of Him and His deeds, and his head was filled with the different speeches of Christ.

Two soldiers passed by: one wore boots furnished by the crown, and the other one, boots that he had made then the master of the next house passed by in shining galoshes; then a baker with a basket passed by. All passed by, and now there came also by the window a woman in woolen stockings and rustic bashmaks on her feet. She passed by the window, and stood still near the window case.

Martin looked up at her from the window, and saw it was a stranger, a woman poorly clad, and with a child; she was standing by the wall with her back to the wind, trying to wrap up the child, and she had nothing to wrap it up in. The woman was dressed in shabby summer clothes; and from behind the frame, Martin could hear the child crying. and the woman trying to pacify it; but she was not able to pacify it.

Martin got up, went to the door, ascended the steps, and cried:

“My good woman. Hey! my good woman!”

The woman heard him and turned around.

“Why are you standing in the cold with the child? Come into my room, where it is warm; you can manage it better. Here, this way!”

The woman was astonished. She saw an old, old man in an apron, with spectacles on his nose, calling her to him. She followed him. They descended the steps and entered the room; the old man led the woman to his bed.

“There,” says he, “sit down, my good woman, nearer to the stove; you can get warm, and nurse the little one.”

“I have no milk for him. I myself have not eaten anything since morning,” said the woman; but, nevertheless, she took the baby to her breast.

Martin shook his head, went to the table, brought out the bread and a dish, opened the oven door, poured into the dish some cabbage soup, took out the pot with the gruel, but it was not cooked as yet, so he filled the dish with shchi only, and put it on the table. He got the bread, took the towel down from the hook, and spread it upon the table.

“Sit down,” he says, “and eat, my good woman; and I will mind the little one. You see, I once had children of my own; I know how to handle them.”

The woman crossed herself, sat down at the table, and began to eat, while Martin took a seat on the bed near the infant. Martin kept smacking and smacking to it with his lips; but it was a poor kind of smacking, for he had no teeth. The little one kept on crying. And it occurred Avdyeitch to threaten the little one with his finger; he waved, waved his finger right before the child’s mouth, and hastily withdrew it. He did not put it to its mouth, because his finger was black, and soiled with wax. And the little one looked his finger, and became quiet; then it began to smile, and Martin also was glad. While the woman was eating, she told who she was, and where she was going.

Said she:-

“I am a soldier’s wife. It is now seven months since they sent my husband away off, and no tidings. I lived out as cook; the baby was born; no one cared to keep me with a child. This is the third month that I have been struggling along without a place. I ate up all I had. I wanted to engage as a wet-nurse-no one would take me-I am too thin, they say. I have just been to the merchant’s wife, where lives: young woman I know, and so they promised to take us in. I thought that was the end of it. But she told me to come next week. And she lives a long way off. I got tired out; and it tired him, too, my heart’s darling. Fortunately, our landlady takes pity on us for the sake of Christ, and gives us a room else I don’t know how I should manage to get along.”

Martin sighed, and said:

“Haven’t you any warm clothes?”

“Now is the time, friend, to wear warm clothes; but yesterday I pawned my last shawl for a twenty-kopek piece.

The woman came to the bed, and took the child; and Martin rose, went to the partition, rummaged round, and succeeded in finding an old coat.

“Na!” says he; “It is a poor thing, yet you may turn it to some use.”

The woman looked at the coat and looked at the old man; she took the coat, and burst into tears; and Avdyeitch turned away his head; crawling under the bed, he pushed out a little trunk, rummaged in it, and sat down again opposite the woman.

And the woman said:-

“May Christ bless you, little grandfather! He must have sent me to your window. My little baby would have frozen to death. When I started out it was warm, but now it has grown cold. And He, the Lord, led you to look through the window and take pity on me, an unfortunate.”

Martin smiled, and said:-

“Indeed, He did that! I have been looking through the window, my good woman, for some wise reason.”

And Martin told the soldier’s wife his dream, and how he heard the voice,- how the Lord promised to come and see him that day.

“All things are possible,” said the woman. She rose, put on the coat, wrapped up her little child in it; and, as she started to take leave, she thanked Martin again.

“Take this, for Christ’s sake,” said Martin, giving her a twenty-kopek piece; “redeem your shawl.”

She made the sign of the cross, and Martin made the sign of the cross and went with her to the door.

The woman went away. Martin ate some cabbage soup, washed the dishes, and sat down again to work. While he was working he still remembered the window, when the window grew darker he immediately looked out to see who was passing by, Acquaintances passed by and strangers passed by, and there was nothing out of the ordinary.

But here Martin saw that an old apple woman had stopped in front of his window. She carried a basket with apples. Only a few were left, as she had evidently sold them nearly all out; and over her shoulder she had a bag full of chips. She must have gathered them up in some new building, and was on her way home. One could see that the bag was heavy on her shoulder; she tried to shift it to the other shoulder. So she lowered the bag on the sidewalk, stood the basket with the apples on a little post and began to shake down the splinters in the bag. And while

she was shaking her bag, a little boy in a torn cap came along, picked up an apple from the basket, and was about to make his escape; but the old woman noticed it, turned around, and caught the youngster by his sleeve. The little boy began to struggle, tried to tear himself away; but the old woman grasped him with both hands, knocked off his cap, and caught him by the hair.

The little boy was screaming, the old woman was scolding. Martin lost no time in putting away his awl; he threw it upon the floor, sprang to the door,-he even stumbled on the stairs, and dropped his spectacles,-and rushed out into the street.

The old woman was pulling the youngster by his hair. and was scolding and threatening to take him to the policeman; the youngster was defending himself, and denying the charge.

“I did not take it,” he said; “What are you licking me for? Let me go!”

Martin tried to separate them. He took the boy by his arm, and said:-

“Let him go, babushka; forgive him, for Christ’s sake.”

“I will forgive him so that he won’t forget it till the new broom grows. I am going to take the little villain to the police.”

Martin began to entreat the old woman:-

“Let him go, babushka,” he said, “he will never do it again. Let him go, for Christ’s sake.”

The old woman let him loose; the boy started to run, but Martin kept him back.

“Ask the babushka’s forgiveness,” he said, “and don’t you ever do it again; I saw you take the apple.”

The boy burst into tears, and began to ask forgiveness.

“There now! that’s right; and here’s an apple for you.”

And Martin took an apple from the basket, and gave it to the boy.

“I will pay you for it, babushka,” he said to the old woman.

“You ruin them that way, the good-for-nothings,” said the old woman. “He ought to be treated so that he would remember it for a whole week.”

“Eh, babushka, babushka,” said Martin, “that is right according to our judgment, but not according to God’s. If he is to be whipped for an apple, then what ought to be done to us for our sins?”

The old woman was silent.

And Martin told her the parable of the master who forgave a debtor all that he owed him, and how the debtor went and began to choke one who owed him.



The old woman listened, and the boy stood listening.

“God has commanded us to forgive,” said Martin, “else we, too, may not be forgiven. All should be forgiven, and the thoughtless especially.”

The old woman shook her head, and sighed.

“That’s so,” said she, “but the trouble is that they are very much spoiled.”

“Then we who are older must teach them,” said Martin.

“That’s just what I say,” remarked the old woman. “I myself have had seven of them,-only one daughter is left.”

And the old woman began to relate where and how she lived with her daughter, and how many grandchildren she had. “Here,” she says, “my strength is only so-so, and yet I have to work. I pity the youngsters-my grandchildren-but what nice children they are! No one gives me such a welcome as they do. Aksintka won’t go to anyone but me. ‘Babushka, dear babushka, lovliest.’”

And the old woman grew quite sentimental.

“Of course, it is a childish trick. God be with him,” said she, pointing to the boy.

The woman was just about to lift the bag up on her shoulder, when the boy ran up, and said:-

“Let me carry it, babushka; it is on my way.”

The old woman nodded her head, and put the bag on the boy’s back.

And side by side they passed along the street.

And the old woman even forgot to ask Martin to for the apple. Martin stood motionless, and kept gazing after them; and he heard them talking all the time as they walked away. After Martin saw them disappear, he returned to his room; he found his eye-glasses on the stairs, they were not broken; he picked up his awl, and sat down to work again.

After working a little while, it grew darker, so that he could not see to sew; he saw the lamplighter passing by to light the street-lamps.

“It must be time to make a light,” he said to himself; so he got his little lamp ready, hung it up, and he took himself again to his work. He had one boot already finished; he turned it around, looked at it: “Well done.” He put away his tools, swept off the cuttings, cleared off the bristles and ends, took the lamp, set it on the table, and took down the Gospels from the shelf. He intended to open the book at the very place where he had yesterday put a piece of leather as a mark, but it happened to open at another place; and the moment Martin opened the Testament, he recollected his last night’s dream. And as soon as he remembered

it, it seemed as if he heard someone stepping about behind him. Martin looked around, and saw-there, in the dark corner, it seemed as if people were standing; he was at a loss to know who they were. And a voice whispered in his ear:-

“Martin-ah, Martin! did you not recognize me?”

“Who?” exclaimed Martin. “Me,” repeated the voice. “It was I;” and Stepanutch stepped forth from the dark corner; he smiled, and like a little cloud faded away, and soon vanished.

“And it was I,” said the voice.

From the dark corner stepped forth the woman with her child; the woman smiled, the child laughed, and they also vanished,

“And it was I,” continued the voice; both the old woman and the boy with the apple stepped forward; both smiled and vanished.

Martin’s soul rejoiced; he crossed himself, put on his spectacles, and began to read the Evangelists where it happened to open. On the upper part of the page he read:-

“For I was hungry, and you gave me meat; I was thirsty, and you gave me drink; I was a stranger, and ye took me in.”

And on the lower part of the page he read this:-

“Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.”

And Martin understood that his dream had not deceived him; that the Saviour really called on him that day, and that he really received Him.

## SUMMARY

In *Where Love Is, God Is* by Leo Tolstoy we have the theme of grief, doubt, struggle, hope, growth, contentment and connection. Narrated in the third person by an unnamed narrator the reader realises from the beginning of the story that Tolstoy may be exploring the theme of grief. Martin has lived a difficult life with his wife and children all dying. The only solace that Martin has is his work and the reader discovers that Martin is an honest cobbler who is good at what he does. However Martin can’t let go of his grief. It hurts him to the point that he wishes that it was he who was dead and not his wife and children. Martin also goes as far as cursing God. The reader aware that Martin has no understanding of God’s will. Though due to the hardships that Martin has incurred it would be difficult for anybody to understand and accept God’s will. It is also through the old man from Martin’s native village that Martin begins to see hope in his life. This hope is driven by

Martin's reading of the Gospels. So enthusiastic is Martin about reading the Gospel and improving his life that he spends all his free time reading the Gospels and it is through his reading that the reader senses that Martin is beginning to spiritually grow as a person.

It is also through reading the Gospel's that Martin begins to see a purpose in his life. Though he has been struck by tragedy on several occasions (family dying) there is a sense that Martin is beginning to accept how his life has turned out. It is also interesting that Martin helps people through the day. If anything his acts of charity reflect the new Christian belief that Martin has. He knows that others are not as fortunate as him and he goes out of his way to assist them. While at the same time continuing to work. Which would suggest that Martin is living a balanced and good life. Though Martin has very little to give to others he still gives what he can and does not judge any of the people that he helps. In fact he shows each individual compassion. Something that the reader understands Martin has learnt from his reading of the Gospels. Any grief that Martin had previously felt has also disappeared now that he has a clearer understanding of what God's will is. If anything by reading the Gospels and helping others Martin has found contentment.

There may also be some symbolism in the story which may be important. Martin lives in a cellar, a dark place, which in many ways mirrors how Martin had felt prior to reading the Gospels. It is also noticeable that Martin lights his lamp while he is reading the Gospels. Symbolically this could suggest that Martin is letting light (or God) into his life. Also the lamplighter lights the streets which may suggest that Martin has a clearer or enlightened understanding of those who walk the street. Already as readers we are aware that Martin can tell who an individual is by their shoes. It is possible that Martin can also now tell an individual by their appearance. Something that is noticeable from the people that Martin has helped throughout the story. It might also be worth noting that by helping others Martin has also brought himself closer to God. By practising what the Gospels preach Martin has not only found contentment but spiritual growth too.

The end of the story is also interesting as Martin believes that his Saviour has visited him through the three individuals that he helped. Though some critics might suggest that Martin is obsessed with the Gospels there is no disputing that he has helped others and that his life is happier since he began reading the Gospels. Gone is the doubt that Martin had previously had when it came to living his life. He sees a much clearer picture now that he has begun living his life as his Saviour would want him too. If anything there is joy in Martin's life where previously there had only been sadness. By reading the Gospels and adhering to the principles within the Gospels Martin has begun to live a joyous life. If anything Martin has made a connection with his Saviour again through his reading of the Gospels and his action of helping others. Martin's life has completely been turned around. His

environment may not have changed but his way of thinking has. By helping others Martin has managed to help himself. While at the same time bringing him closer to his Saviour. Though Martin has struggled in life there is sense at the end of the story that his struggles may be over. Martin knows what path he must follow and the reader does not expect that Martin will deviate from that path. If anything Martin has something to look forward to in life again. He may have lost his family but he has found God.

## **SHORT ANSWERS**

### **1. Why did Martin stop going to church?**

Martin lost many of his children in infancy and his wife too died leaving him only with a son who was three years old. However, when that boy reached an age where he could help Martin, he died too. Overcome by immense grief, Martin prayed that he too might die, blaming God for having taken his son and hence, he stopped going to church.

### **2. What kind of a person was Martin?**

Martin Avdeiteh was a cobbler. He had lived so long in a place that he recognized people by their boots. He was a hard worker, used good material, did not charge too much and could be relied on.

### **3. What advice did Martin get from an old pilgrim?**

The old man told him that he had no right to wish for his death. He should live for God as God gives life to us and wants us to live for him. The way will be shown by Christ.

### **4. What changed Martin's life?**

Martin's life changed when he bought himself the New Testament. He read it every night and the more he read, the more clearly he understood how to live for God.

### **5. Who did Martin meet on that day? How did he treat them?**

Martin met an old man, a poor young woman with a small baby, a woman who was selling apples and a young boy who was hungry. He helped all of them and was very kind towards them.

### **6. Why did Martin look out into the street more than he worked one morning?**

The previous night when Martin was reading the New Testament, he heard a voice saying "Martin, Martin! Look out into the street tomorrow, for I shall come." The next morning he looked at the street more than he worked because he was expecting Christ to come.

**7. Why did Martin invite the woman with the baby inside his house?**

The woman was carrying her baby. She was shabbily and sparsely dressed. On a very cold windy day, she did not have anything to wrap her baby around and the baby was crying, probably because of hunger. Seeing their plight, Martin invited them inside.

**8. How did Martin convince the apple-woman to pardon the boy?**

He told her that God's way is more kind. God would not want the boy to be whipped. If the boy should be whipped for stealing the apple, then our sins are far greater.

**9. Why Martin's soul did grow glad?**

The soul grew glad, when he realized that the people who he had helped the day before were all messengers of God. He realized that all the good deeds that he did the day before were in fact done for God.

**10. What was Stepanitch doing outside Martin's window? Why did he keep his spade against the wall?**

Stepanitch was clearing away the snow in front of Martin's window. He kept his spade against the wall as he did not have enough strength to clear the snow.

## **PARAGRAPH ANSWERS**

**1. How did Martin put into practice the bible verse 'I was hungry, and ye me in'?**

One night after reading the New Testament, he heard, "Martin, Martin! Look out into the street tomorrow, I shall come." The next day as he was looking at the street, he saw an old soldier leaning against the wall because he had no strength to clear the snow. So, Martin called him in and served him tea. Then, he saw a woman with worn out summer clothes struggling to cover her baby. He called her in and asked her to warm herself near the stove. He also offered her some food, some money and his old coat. When an old apple-woman caught a boy who stole an apple from her basket, he asked her to forgive him. In this way, Martin put into practice the bible verse 'I was hungry, and ye gave me to eat: I was thirsty, and ye gave me drink: I was a stranger, and ye took me in.'

**2. Write about Martin's Personal life.**

Martin Avdeich was a cobbler. He made perfect shoes. All the people in the city were his customers. He was punctual in his work. His wife had died leaving a three-year old boy. The boy suffered from fever and died. Vexed, Martin stopped going to the church. One day an old fellow countryman from

the Trinity Monastery called on Martin. He talked about God's judgement and advised Martin not to despair but to live for God. He also told Martin to read the Gospels. Martin bought the New Testament and began to read it every day. His soul became contented. He stopped going to the tavern to celebrate the holidays. His life became peaceful and joyful. One day when he was absorbed in reading, he heard someone telling him to look out onto the street the next day and he would come.

**3. What did Martin do for Stepanich?**

The next morning, Martin sat and worked but looked out of the window now and then. Then he saw Stepanich clearing away the snow from his window. Stepanich was elderly and broken. He did not have the strength to shovel the snow. Martin called him into his room and offered him samovar and tea. Stepanich took them and thanked Martin for satisfying his body and soul. After Stepanich had left, Martin saw a woman with a baby. The baby was crying. Martin called the woman in. The woman had not eaten since morning. Martin gave her bread and cabbage soup. The woman had pawned her last -59.

# The Child

– Premchand

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## ABOUT THE AUTHOR

Dhanpat Rai Srivastava (31 July 1880 – 8 October 1936), better known by his pen name Premchand was an Indian writer famous for his modern Hindustani literature. Premchand was a pioneer of Hindi and Urdu social fiction. He was one of the first authors to write about caste hierarchies and the plights of women and labourers prevalent in the society of late 1880s. He is one of the most celebrated writers of the Indian subcontinent, and is regarded as one of the foremost Hindi writers of the early twentieth century. His works include *Godaan*, *Karmabhoomi*, *Gaban*, *Mansarovar*, *Idgah*. He published his first collection of five short stories in 1907 in a book called *Soz-e-Watan*.

He began writing under the pen name “Premchand”, Munshi being an honorary prefix. A novel writer, story writer and dramatist, he has been referred to as the “*Upanyas Samrat*” (Emperor Among Novelists) by writers. His works include more than a dozen novels, around 300 short stories, several essays and translations of a number of foreign literary works into Hindi.

## TEXT

People call Gangu a brahmin; and Gangu behaves like one. My syce and servants salaam me from a distance. Gangu never does that. Perhaps he expects me to touch his feet. He never handles the tumbler in which I have drunk, and I have never dared to ask him to fan me. Whenever I get drenched in sweat and no one

is around, Gangu picks up the fan by himself. But it becomes clear from his looks that he is doing me a favour. And I don't know why I at once snatch the fan from his hands. He is short-tempered and can't stand any criticism. He hardly has any friends. Perhaps he thinks it below his dignity to sit beside my syce and servants. I have never seen him socializing with anyone. What surprises me most is that he is not addicted to bhang or things like that, a habit that is a special characteristic of the people of his caste. I have never seen him performing any religious rituals or bathing in a river. He is totally illiterate; even then he is a Brahmin; and expects others to reverence and serve him. But why shouldn't he? When people are holding onto the wealth inherited from their ancestors under the belief that they themselves have created that wealth, then why should he give up the privilege and status bequeathed to him by his ancestors? This is his birthright.

By nature I am reserved with my servants. I don't like them to come to me unless I ask for them. I don't like to shout for them for small matters. I find it more convenient to pour water from the surahi with my own hands, or light the lamp, or put on my shoes, or to take out a book from the shelf, all by myself, than ask Hingan or Maikoo to do any of that. This gives me a feeling of self-reliance and self-confidence. My servants too have understood my nature, and seldom come to me unless I call them. Therefore, one morning when Gangu came and stood in front of me, I didn't like it. These people come to me either to ask for an advance or to complain about one of their companions. And I dislike this. I pay everyone on the first of the month and whenever someone comes to ask for an advance I get worked up. I don't like keeping account of small amounts. And then if someone has got his full wages for a month he has no business to fritter it away in fifteen days and then come and ask for an advance or a loan. And I hate listening to complaints. I look upon them as a sign of weakness or a mean attempt at flattery.

I knitted my brows and said, 'What's the matter? I didn't call you.'

I was amazed to see a look of politeness, supplication and even unease on his proud face. It seemed he wanted to say something but was unable to find words for it.

In irritation I said, 'What's wrong? Why don't you say something? You know it's time for me to go for a walk. I'm getting late.'

Gangu replied in a dejected tone, 'All right, you go for your walk. I'll come again.'

This was still more worrisome. Now, knowing that I don't have much time he would quickly blurt out all in one outburst. On another occasion the rogue would go on bemoaning for hours. He may be regarding my reading and writing as some kind of work, but my moments of contemplation, the most crucial ones of my vocation, are mere relaxation in his eyes. And he would catch hold of me at such a time.



‘Have you come to ask for an advance? I don’t give advances.’ I said, rudely.

‘No, sarkar. I have never asked for an advance.’

‘Then, have you come to complain against someone? I don’t like to listen to complaints.’

‘No, sarkar. I have never complained against anyone.’

Gangu now looked determined. From the expression on his face it seemed he was marshaling all his strength for a long hop. He spoke in an unsteady voice, ‘Please, relieve me of my duties. Now I won’t be able to serve under you.’

I had never before heard this kind of demand. It hurt my self-pride. I consider myself a model of humane behaviour. I don’t speak harshly to my servants and try to keep my bossy attitude sheathed in a scabbard. So I was amazed at this plea.

I said in a harsh tone, ‘Why? What’s your resentment?’

‘Very few are as good-natured as you, hazoor, but I’m in a situation in which I can no longer work with you. While I’m here something might happen to bring a bad name to you. I don’t want that your reputation should suffer because of me.’

I was perplexed and became inflamed with curiosity. I threw myself into the chair lying in the verandah and said, ‘Why do you talk in riddles? Tell me straight what the matter is.’

Very politely Gangu said, ‘The truth is that the woman who has been expelled from the Widows’ Ashram, the same Gomti Devi...’

I asked impatiently, ‘Yes, she has been expelled. So what? What has that to do with your job?’

It was as if Gangu had unloaded a heavy burden from his head, ‘I want to marry her, babuji.’

I looked at him with astonishment. This illiterate and orthodox brahmin, untouched by new ideas, is going to marry this shameless whore, whom no one would even let into their house! Gomti had created a stir in the peaceful atmosphere of the mohalla. She had come to this Widows’ Ashram a few years ago. The officials of the Ashram had married her off three times, and each time she had left her husband and returned after a few weeks or a month. So much so that the secretary of the Ashram had this time expelled her, and now she lived in a small room in the mohalla and had become a source of fun for the mohalla’s bad characters.

I was angered at Gangu’s simplicity but I also pitied him. The donkey could not find any other woman except this one to marry. When she had forsaken three men how long would she stay with him? Had he been a man of money, she might have stayed with him for six months or a year. He is stark blind. She won’t stay with him even for a week.

I asked him in a tone of clear warning, 'Don't you know the stories of her misdeeds?'

Gangu spoke as if he had been an eyewitness, 'These are all lies. People have maligned her for nothing.'

'What do you mean? Hasn't she left three men?'

'They drove her out. What could she do?'

'You fool! Does anyone come from so far, spend thousands of rupees just to drive away a woman?'

Gangu, charged with emotion, replied, 'Hazoor, no woman can stay where there's no love. A woman doesn't need just food and clothing. She needs love too. They must have thought they had done a widow a great favour by marrying her. They must have expected her to surrender to them body and soul; but to do that one has first to surrender oneself, hazoor. That's it. Moreover, she is suffering from a sickness. She is sometimes possessed by a spirit. Then she starts talking nonsense, and falls unconscious.'

'And you'll marry such a woman?' I asked, shaking my head in disbelief. 'Take it from me, you will reap a bitter harvest.'

Gangu shook his head like a martyr and said, 'Babuji, I believe it will end happily for me, God willing.'

'Then you have decided finally?' I asked him firmly.

'Yes, hazoor.'

'Then I accept your resignation.'

I am not a prisoner of worn-out customs and orthodoxies, but to keep in my employment a man who was marrying a slut was really a risky proposition. Every now and then there would arise new complications and troubles; the police would come, and court cases. There might even be thefts. So it was advisable to keep off these quicksands. Gangu, like a man hungry from deprivation, is leaping for a piece of bread unmindful that it is a leftover, is dry and unfit to eat. I thought it right to keep him out.

Five months went by. Gangu had married Gomti and he lived in a tiled-roof shack in the same mohalla. Now he made his living by hawking chaat. Whenever I met him in the bazaar, I would enquire about his well-being, for I had become deeply interested in him. His life was a testing ground for a social question, not only social a psychological one too. I was curious to know how this would end. I always found Gangu in a happy state of mind. I could clearly see on his face the sparkle and self-confidence that is the result of happiness and contentment in life. His sale was no more than a rupee and a half, and out of this his earnings came to about eight-to-ten annas. This was his livelihood but it seemed blessed by a god

because there was not a trace of the shame and misfortune that is found among such people. On his face there was a look of self-assurance and joy that comes only to a contented soul.

One day I heard that Gomti had deserted Gangu and run away. I don't know why but I derived a strange pleasure from this news. I had become envious of Gangu's happy and contented life, and was waiting for some unhappy, disastrous or shameful end to it. This news gratified my envy. After all the very thing I had expected had happened. The fellow was punished for his lack of foresight. Let me see how he shows his face to me. Now he would realize how right they were who had advised him against this marriage. He had thought that he had come to possess something rare, as if the doors to salvation had opened for him. People had warned him that that woman could not be trusted, that she had deceived so many, but it had all fallen on deaf ears. Now when he meets me I shall ask him how happy he was after this boon from his goddess! He used to say she was this and she was that and people defamed her out of ill will, and now let me see who was mistaken.

The same day I happened to meet Gangu in the market. He was shaken and unsettled, completely lost to himself. Tears welled up in his eyes the moment he saw me, not out of shame but pain. 'Babuji, Gomti deceived me too.' Hiding my malicious pleasure under an outward show of sympathy, I said, 'I had warned you of this and you did not listen. Now have patience. There is nothing else you can do. Has she cleaned you out or left something behind?'

Gangu touched his heart with his hands. It seemed my speech had hurt him deeply.

'Oh babuji, don't say this. She took away nothing. In fact she left behind whatever she had. I don't know what my fault was. May be I was not good enough for her. She was literate and I unlettered. It was enough that she stayed with me for so long. Had she stayed with me a little longer I would have become a good person. What should I tell you about her? I don't know what she was for others but for me she was like a god's blessing. I don't know where I had faulted. I swear I never saw a trace of resentment on her face. I'm nobody, babuji. I earn no more than ten-twelve annas, but she was so good at housekeeping that I never felt the shortage of anything.'

I was acutely disappointed at what he said. I had thought he would narrate the story of her infidelity and I would show my sympathy for him, but his eyes were not yet opened, the fool that he was. He was still under her spell and had become disorientated.

I began to ridicule him, 'So she hasn't carried anything with her?'

'Nothing at all, babuji. Not a pie.'

'And she loved you very much?'

‘How should I convince you, babuji? That love I shall not forget till my death.’

‘And even then she deserted you?’

‘That’s what surprises me, babuji.’

‘Haven’t you heard the stories of female treachery?’

‘Don’t say that, babuji. I would keep singing her praises even if someone should threaten to slit my throat.’

‘Then go and search for her.’

‘Yes, master. I won’t rest till I have found her. Once I come to know where she is I shall definitely bring her back, and my heart tells me she will come back. You’ll see. She hasn’t gone away out of any resentment. I shall search for her everywhere. And when I have found her I’ll see you again.’

Saying this he went his way, distraught with emotion.

Just after this meeting I had to go to Nainital for some work and returned after a month. I hadn’t yet changed my dress when I saw Gangu standing in front of me holding a newly born baby in his hands. Perhaps even Nand himself would not have been so overjoyed to hold the child Krishna in his lap. Gangu’s whole body seemed to exude an uncontrollable joy. His face and eyes were singing with gratitude and love. He displayed the same kind of contentment that one finds on the face of a starving beggar after he had had his fill.

I said, ‘Tell me, great man, did you get some news of Gomti Devi? you had gone away to trace her.’

Gangu burst out, ‘Yes, babuji. With your blessings I have brought her back. She was found in a hospital in Lucknow. She had confided her whereabouts to one of her female friends here. The moment I came to know I rushed to Lucknow and dragged her back. And I got this baby, over and above.’

He lifted the baby and brought it in full view of me like a sportsman proudly displaying his medal.

I remarked mockingly, ‘Very fine, you got this boy, too. Perhaps that is why she had run away. Is he your son?’

‘Why mine, babuji? He’s yours. God’s.’

‘Was he born in Lucknow?’

‘Yes, babuji, He’s just a month old.’

‘How long have you been married?’

‘This is the seventh month.’

‘So he was born in the sixth month of your marriage?’

‘What else.’

‘And even then he’s yours?’

‘Yes.’

‘You’re talking nonsense.’

I am not sure whether he understood what I was trying to say but he replied out of plain innocence, ‘Babuji, she nearly died giving him birth. She has got a new life. She struggled between life and death for three days and three nights.’

I taunted him. ‘This is the first time I hear that a baby can be born after six months of marriage.’

The arrow had hit the target.

He smiled and said, ‘Oh, it’s that. I didn’t even think of it. That’s why Gomti had run away.’

He continued: ‘I said “Gomti, if you don’t like me, you can leave me. I shall go away and never trouble you again. If you ever need my help, write to me and I shall do everything I can. I have no resentment against you. In my eyes you are still as good as you were before. I love you as before. No, now I love you even more. And if you have not turned away from me, then come with me. Gangu would never be unfaithful to you. I married you not because you are a goddess but because I loved you and believed you also loved me. This child is my child, my own child. I took a sown field. Should I then disown the harvest just because someone else had sown it?”’

Saying this, Gangu burst out into a loud laughter.

I forgot to change my dress. I don’t know why but my eyes were filled with tears. I don’t know the power that crushed my revulsion and made me open my arms. I took that immaculate child in my lap and kissed his face with the affection that perhaps I had not shown even for my own children.

Gangu said, ‘Babuji, you’re such a good human being. I have always sung your praises before Gomti. I keep telling her to come and meet you, but she doesn’t come out of shyness.’

I a good human being! The veneer of goodness was gone today. I spoke to him with a heart full of devotion, ‘No. Why should she come to meet a black-hearted person like me? Come, take me to meet her. You say I’m a good person! No. I’m good only from outside but very mean from inside. It is you who is truly good, and this baby is a flower that radiates the fragrance of your goodness.’

I embraced the baby and walked along side Gangu.

## SUMMARY

'*The child*' is a wonderful story written by Premchand. The story highlights a new sense of social awareness in people.

The story '*The child*' is narrated by the narrator who is a generous. Gangu is one of the servants who considers himself as a Brahmin. He is different from many other servants in the household. He is lazy by nature and does not bear the characteristics of an ideal Brahmin. Once he goes to the narrator in private. He hesitates to speak. The narrator thinks that he must have come to either ask for money or to complain about another servant. But the narrator is surprised when Gangu states that he wants to leave the job because he is going to marry a woman named Gomti Devi.

Gomti Devi had been driven away twice by her two past husbands. Now, she has started living in the same *mohalla*. All consider her to be of low character. But Gangu's opinion is different. The narrator tries to persuade but Gangu does not understand the scenario. Finally he leaves the job. The narrator thinks that very soon Gomatidevi and Gangu will get separated but they live happily.

After some time, Gomati runs away. The narrator feels satisfied thinking that he has proved true. Gangu is now upset but still has faith in her. After one month when the narrator returns from nainital, Gangu comes to see the narrator again. Now, Gangu has found out Gomti with a new born baby. Gangu is not father of that child because Gomti Devi delivers a baby within just few months after marriage. The narrator tries hard to provoke him against Gomti about the illegitimacy of the child but he is firm in his love. He accepts the child as a gift from the god. Finally, seeing Gangu's feeling and generosity, the narrator is touched and offers his blessing to the baby.

## SHORT ANSWERS

### 1. What is the theme of the child's story?

The theme is the insight of life because the traveler goes through the life of a child. This happens through his magical journey experiencing all the wonders of life (cycle of life). It also shows that life is short; so enjoy every moment of it. And that life is a journey.

### 2. What is the relationship between narrator and Gangu?

Gangu was one of the servants who served the narrator. He was a Brahmin. He was different from other servants in the house. He stayed away from all the vices

**3. What did the narrator think about Gangu as a servant?**

The narrator thought that very soon Gomatidevi and Gangu will get separated but they lived happily. But once Gomati ran away. The narrator was happy thinking that he proved true. Gangu was upset but still had faith in her.

**4. How did Gangu fall in love with Gomti?**

One day Gangu confesses his love towards a widow named Gomti Devi, and he also marries Gomti, who has betrayed three husbands before her marriage with Gangu. she realized that she was carrying the baby of her previous husband. gangu love so much to gomti he searched it bring her back home from a hospital in Lucknow.

**5. Why does Gangu claim respect from other?**

He believes that if people can claim respect on the basis of wealth left to them by their forefathers, he also has the right to claim respect on account of his ancestry.

**6. Why did Gangu marry Gomti?**

Gangu appears to marry Gomti out of pity. Although Gomti has a bad reputation and has left all her previous husbands, Gangu believes that she was driven out by them and deprived of love.

**7. What kind of character does Gomti possess?**

He was very much different from other servants. He did not bow to his master which shows his character of not doing something just to please people.

**8. Why did Gomti leave her husband?**

Gangu wanted to quit work because he is going to marry. He is going to marry Gomati Devi who has two ex-husbands. The narrator was shocked and he did not want Gangu to marry her because she doesn't hold a very good name in public. So, Gomati left Gangu.

**9. Who is the embodiment of goodness in the child?**

The character of Gangu is practically the embodiment of goodness and nobility, almost too perfect in his acceptance of Gomti and his forgiveness of her. Throughout the story, he is a paragon of kindness and generosity.

**10. Why did Gomti run away to Lucknow?**

According to Gangu Gomti run away from him because she was pregnant with a child, whose father was not Gangu. 'The child' is a story by Premchand.

**11. Who was Premchand's servant?**

The judgment said public servant (Munshi Vanshidhar) in Premchand's story sets an example of honesty.

**12. What did Gomti do after being expelled from widow's home?**

After being expelled from the widow's home Gomti took a room on rent in the mohalla. 'The child' is a superb story composed by Premchand.

**13. Why did Gangu leave narrator's house?**

He wanted to quit work because he is going to marry. He is going to marry Gomati Devi who has two ex-husbands. The narrator was shocked and he did not want Gangu to marry her because she doesn't hold a very good name in public.

## **PARAGRAPH ANSWERS**

**1. Write about the Narrator and Gangu.**

Gangu was an old fashioned Brahmin working for the narrator. He was very conscious of his upper class decent. He never mingled with the other servants freely. The narrator was illiterate. He was strict with his servants ever approached him, they would either ask for an advance from their salary or would make a complaint on fellow servants. The narrator discouraged both.

**2. Who was Gomti Devi and how did she desert Gangu?**

One morning Gangu told the narrator that he wanted to quit his job. The narrator was surprised and he asked him the reason for leaving. Gangu said that he wanted to marry Gomti Devi, who was sent out of the Widows Ashram. The narrator was surprised. He knew that Gomti was a disreputable woman. Therefore, he tried to dissuade Gangu from marrying Gomti Devi. But Gangu was stubborn in his decision. The narrator did not want to have him in his household. So, he accepted his resignation. Gangu left the house and married Gomti. He became a hawker and earned money to lead a contented life. Five months passed as everyone expected Gomti ran away from Gangu. The narrator was happy to hear that what he thought had come true. Gangu was very upset. But he had no complaints about Gomti Devi. He told the narrator that he was going in search of her.

**3. How did the narrator consider Gangu as an embodiment of goodness?**

Gangu came to the narrator's house with new-born baby a month after this incident. He said that he found Gomti in a women's hospital in Lucknow. He understood she had left him because of the child. He assured her that he would love the child as his own. So, Gomti returned to him with the child and he proudly accepted it as God's gift to him. The narrator was stunned and touched by these words. He felt that Gangu was really good and that baby was a flower that radiated the fragrance of his goodness.





## **UNIT IV**

# **ONE ACT PLAY**



# The Refund

## - A Hilarious Literary Play

– Fritz Karinthy

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### ABOUT THE AUTHOR

Fritz Karinthy (1887-1938) was a Hungarian writer. He excelled as a novelist, short story writer, poet, essayist and playwright. Deeply interested in natural sciences, he studied to be a teacher, but became a journalist and joined the literary periodical *Nyugat*. Strongly philosophical and humanistic in his outlook, he raised his powerful voice against the barbarism and horrors of World War I.

### PLAY LOGLINE

*A man about 40 returns to his old school and demands to refund the tuition fees paid by him 18 years back for the reason that the education given to him never proved useful and that he is now not good for anything.*

*The Principal is seated at his flat-tapped desk in his office in a high school. Enter a servant.*

THE PRINCIPAL : Well, what is it?

THE SERVANT : A man, sir. Outside. He wants to see you.

THE PRINCIPAL : *[leaning back and stretching]* I receive parents only during office hours. The particular office hours are posted in the notice-board. Tell him that.

- THE SERVANT : Yes, sir. Yes, sir. But it isn't a parent, sir.
- THE PRINCIPAL : A pupil?
- THE SERVANT : I don't think so. He has a beard.
- THE PRINCIPAL : *[disquieted]* Not a parent and not a pupil. Then what is he?
- THE SERVANT : He told me I should just say 'Wasserkopf.'
- THE PRINCIPAL : *[much disquieted]* What does he look like? Stupid? Intelligent?
- THE SERVANT : Fairly intelligent, I'd say, sir.
- THE PRINCIPAL : *[reassured]* Good! Then he's not a school inspector. Show him in.
- THE SERVANT : Yes, sir.

*[He goes off. An instant later the door reopens to admit a bearded man, carelessly dressed, somewhat under forty. He is energetic and decided]*

- WASSERKOPF : How do you do? [He remains standing]
- THE PRINCIPAL : *[rising]* What can I do for you?
- WASSERKOPF : I'm Wasserkopf. [He pauses] Don't you remember me?
- THE PRINCIPAL : *[shaking his head]* No.
- WASSERKOPF : It's possible I've changed. What the hell...! Your class records will show I've got a right to come here.
- THE PRINCIPAL : The class records? How so?
- WASSERKOPF : Mr. Principal, if you please, I'm Wasserkopf.
- THE PRINCIPAL : Doubtless, doubtless – but what has that to do with it?
- WASSERKOPF : You mean to say you don't even remember my name? [He thinks it over] No, I imagine you wouldn't. You were probably glad to forget me. Well, Mr. Principal, I was a student in this school eighteen years ago.
- THE PRINCIPAL : *[without enthusiasm]* Oh, were you? Well, what do you want now? A certificate?
- WASSERKOPF : *[doubtfully]* Since I'm bringing back the leaving certificate you gave me I suppose I can get along without another one. No, that isn't why I came here.
- THE PRINCIPAL : Well?

- WASSERKOPF : *[clearing his throat firmly]* As a former pupil of this school I want you to refund the tuition fees, which were paid you for my education eighteen years ago.
- THE PRINCIPAL : *[incredulously]* You want me to refund your tuition fees?
- WASSERKOPF : Exactly; the tuition fees. If I were a rich man I'd tell you to keep them, so far as I'm concerned. What the hell...! But I'm not a rich man, and I need the money.
- THE PRINCIPAL : I'm not sure I understand.
- WASSERKOPF : Dammit, I want my tuition fees back! Is that plain enough?
- THE PRINCIPAL : Why do you want it back?
- WASSERKOPF : Because I didn't get my money's worth, that's why! This certificate here says I got an education. Well, I didn't. I didn't learn anything and I want my money back.
- THE PRINCIPAL : But, look here, look here! I don't understand it at all! I've never heard of anything like it. What an absurd idea!
- WASSERKOPF : Absurd, is it? It's a good idea. It's such a good idea that I didn't get it out of my own head, thanks to the education I got here, which made nothing but an incompetent ass out of me. My old classmate Leaderer gave me the idea not half an hour ago.
- THE PRINCIPAL : Gave it to you?
- WASSERKOPF : *[nodding violently]* Like that. Here I was walking along the street, fired from my last job, and wondering how I could get hold of some cash, because I was quite broke. I met Leaderer. I said, 'How goes it, Leaderer?' 'Fine!' he says. 'I've got to hurry to the broker's to collect the money I made speculating in foreign exchange.' 'What's foreign exchange?' I said. He says 'I haven't got the time to tell you now, but, according to the paper, Hungarian money is down seventy points, and I've made the difference. Don't you understand?' Well, I didn't understand. I said, 'How do you make money if money goes down?' and he says, 'Wasserkopf, if you don't know that, you don't know a damn thing. Go to the school and get your tuition fees back.' Then he hurried away and left me standing there, and I said to myself, 'Why shouldn't I do that?' He's right,

now that I've thought it over. So I came here as fast as I could, and I'll be much obliged if you give me back my tuition fees, because they amount to a lot of money, and I didn't get anything for them.

THE PRINCIPAL : Really... But now... See here, we've never had a request like yours before. Leaderer told you –

WASSERKOPF : He's a good friend, Leaderer. He told me, and when I get my money back I'm going to buy him a present.

THE PRINCIPAL : *[rising]* You – you are not really serious, are you?

WASSERKOPF : I was never more serious in my life. Treat me wrong here and I'll go straight to the Ministry of Education and complain about you! You took my money and you taught me nothing. Now I'm no good for anything, and I can't do the things that I should have learned in school.

THE PRINCIPAL : You're mad! *[He breaks off, to continue in a more conciliatory tone]* My dear sir, Herr – er – Wasserkopf, please go away quietly. I'll think the matter over after you've gone.

WASSERKOPF : *[sitting]* No, no! You don't get rid of me so easy. I'll go when everything's been settled. I was given the instruction here in exchange for money, so that I might be able to do something; but I can't do anything because I was taught so badly, and any body can see I ought to have my money back.

THE PRINCIPAL : *[trying to gain time]* What makes you think you can't do anything?

WASSERKOPF : Everybody thinks so. If I get a job I can't keep it. Give me an examination and tell me what I ought to do. Call in the masters and let them say.

THE PRINCIPAL : What a distressing business! How unfortunate! You really want to take another examination?

WASSERKOPF : Yes. I've a right to take one.

THE PRINCIPAL : What an unusual case! *[He scratches his head]* I've never heard of anything like it before. Er – I shall have to consult the staff. I shall have to call a conference... Er – will you wait in the waiting room and give me a few minutes?

- WASSERKOPF : *[rising]* Yes, be quick. I've got no time to waste [he saunters out in a leisurely fashion].
- THE PRINCIPAL : *[rings; the servant enters]* Ask the staff to come here at once. A most extraordinary conference!
- THE SERVANT : Yes, sir. [He goes out]
- THE PRINCIPAL : *[trying out his speech]* Gentlemen, I have asked you to come here on account of a most unusual state of affairs. It is unprecedented. In the thirty years that I have been a schoolmaster I have never heard of anything like it. Never, so long as I live, shall I expect to hear of anything like it again. Never! God forbid! [The masters enter; they are characteristic figures whose eccentricities are exaggerated] Gentlemen, I have asked you to come here on account of a most unusual state of affairs. Sit down, gentlemen. I shall open the conference. It is unprecedented, incredible and fantastic. A former pupil has come to see me – er – an individual named Wasserkopf. He brought up a question, which I've never encountered in my many years of experience. [He explodes] I have never heard of anything like it.
- THE MATHEMATICS MASTER : Tell us about it.
- THE PRINCIPAL : He wants – he wants his tuition fees back.
- THE MATHEMATICS MASTER : Why?
- THE PRINCIPAL : Because he's lost his job. Because he's broke. Because he's an ass. I should be glad to have you express your views on this unparalleled case.

- THE PHYSICS MASTER : The case is natural. The law of conservation of energy proves that any given pupil will lose, in any given period, as much knowledge as a teacher can drill into his head in another period of like duration.
- THE HISTORY MASTER : There is nothing like it in the history of civilization. It is said that the Bourbons learned nothing and forgot nothing. If that is true.
- THE PHYSICS MASTER : The law of conservation of energy – [The two argue]
- THE MATHEMATICS MASTER : The question is, does he want the amount with simple or compound interest, because in the latter event
- THE GEOGRAPHY MASTER : Where is the fellow, anyhow?
- THE PRINCIPAL : He's waiting outside. He wants to be re-examined. He says he learned nothing. He says a re-examination will prove it. I'd like to know what you gentlemen think about it.
- THE MATHEMATICS MASTER : *[chuckling]* A re-examination? Gentlemen, it is my conviction that we will lose nothing by re-examining Wasserkopf. If he fails he will place us in an awkward position; therefore he must not fail. He has – shall I say? – pursued advanced studies in the school of life. We will not make our questions too difficult – agreed, gentlemen? We are dealing with a sly, crafty individual, who will try to get the better of us – and his money back – by hook or crook. We must checkmate him.
- THE PHYSICS MASTER : How?



THE MATHEMATICS MASTER : By sticking together. The object is to prevent him from failing, because if he fails he succeeds. That we must stop. If he fails, tomorrow there will be two more former pupils, and the next day a dozen. We must back each other up, gentlemen, so that this painful affair does not become a pedagogical scandal. We will ask him questions. Whatever his answers, we agree beforehand that they are correct.

THE PHYSICS MASTER : Who will decide?

THE MATHEMATICS TEACHER : I, if you will permit me. Mr. Principal, let us proceed with the examination. We will show the former pupil that we too can be shrewd!

THE PRINCIPAL : *[ringing; uneasily]* Isn't there a chance of something going wrong? Suppose it gets into the newspapers –

THE MATHEMATICS MASTER : Leave it to us.

THE PRINCIPAL : *[to the servant who has reappeared]*  
Show in Herr Wasserkopf.

*[He enters, without waiting to be shown in. He is most truculent. His hat is over one ear; he keeps his hands thrust into his pockets and stares insolently]*

THE STAFF : *[bowing, heartily]* How do you do?

WASSERKOPF : Who the hell are you? Sit down, you loafers!

*[He grins, waiting to be thrown out]*

THE PRINCIPAL : How dare you

THE MATHEMATICS MASTER : *[interrupting]* Please! [He turns to the others.] Sit down, you loafers! [They sit, greatly astonished. He turns to Wasserkopf.] My dear sir, the greeting you have just given us shows that you understand the patriarchal manners, which we impress upon everybody in

this institution. Exactly as in the days of the medieval humanists, teachers and pupils here are on a footing of perfect equality. You have shown us, in a most tactful way, that you approve of our customs. That is good of you, and I am sure my colleagues will agree that the pupil Wasserkopf, who appears before us for re-examination, need not be examined in what appertains to gentlemanliness. Instead we waive the examination in that subject, and mark him 'Excellent.'

THE PRINCIPAL

: Quite right! Quite right! [He writes] 'Manners: Excellent.'

THE STAFF

: Agreed! Agreed!

WASSERKOPF

: *[puzzled, then shrugging his shoulders]* All right, if you say so. What the hell...! I don't give a damn for the lot of you. My being gentlemanly isn't going to pass the examination. Let me fail as quickly as possible, and give me my money. Everything else is just nonsense.

THE PRINCIPAL

: *[flattering]* Speaking for the staff, we agree with you. Your exquisite courtesy will not affect us one way or the other. We will examine you, and be guided entirely by your replies to our questions. Take notice of that.

WASSERKOPF

: All right, carry on! Let's hear the questions. I need money. [He takes off his coat and hitches up his sleevebands.] Go to it! Ask me questions, professors – I mean, long-eared asses! I'd like to see you get a single correct answer out of me.

THE PRINCIPAL

: The examination will begin. History. Herr Schwefler?

THE HISTORY MASTER : *[moving to the centre of the table and indicates a chair facing of it]* Herr Wasserkopf, won't you be seated?

WASSERKOPF : *[staring at him insolently, arms akimbo]* To hell with a seat! I'll stand.

*[The History Master is disconcerted, and shows it, but the Mathematics Master leaps into the breach]*

THE MATHEMATICS MASTER : Bravo! Excellent! Herr Wasserkopf wishes us to understand two things. He will dispense with a formal written examination and will answer orally. Good! He will not be seated; he will stand. Also good. It follows that his physical condition is splendid, and I take it upon myself to award him an 'Excellent' in physical culture. I ask the Principal, who teaches that subject, to concur.

THE PRINCIPAL : Quite Right. [He writes] 'Physical Culture: Excellent'

THE STAFF : Agreed! Agreed!

WASSERKOPF : *[energetically]* No! [He sits; he grins.] You caught me once, didn't you? Well, you won't do it again. From now I'll have my ears open.

THE PRINCIPAL : 'Alertness: Very Good'

THE HISTORY MASTER : 'Perseverance: Unusual'

THE MATHEMATICS MASTER : 'Logic: Excellent'

WASSERKOPF : Get on with your questions!

THE MATHEMATICS MASTER : *[to the Principal]* 'Ambition: Boundless.' *[The Principal nods and writes]*

THE HISTORY MASTER : *[scratching his head]* Yes, yes, just a minute. [The other masters look at him with concern.]

WASSERKOPF : What's the matter, Schwefler? Aren't you prepared?

- THE HISTORY MASTER : A moment!
- WASSERKOPF : Oh, you can't think of a question that's easy enough? You were always a numskull.
- THE HISTORY MASTER : *[the idea arrives; triumphantly]* Candidate, answer this question: How long did the 'Thirty Years' War last?
- WASSERKOPF : Thirt – [He interrupts himself.] I mean to say, I don't know.
- THE HISTORY MASTER : Please answer my questions! I am sure you know! Give me the answer! [Wasserkopf thinks with his eyebrows drawn together. The Physics Master tiptoes to him and whispers loudly, 'Thirty years.' The Geography Master winks at him and holds up ten fingers three times.] Well, well?
- WASSERKOPF : Mr. Principal, this is no way to run an examination. [He indicates the Physics Master] That fellow is trying to make me cheat.
- THE PRINCIPAL : I shall deal with this decisively. [To the Physics Master] Go away!
- [The Physics Master slinks back to his place]*
- WASSERKOPF : *[after much thought]* How long did the 'Thirty Years' War last? Was that the question?
- THE HISTORY MASTER : Yes, yes!
- WASSERKOPF : *[grinning]* I know! Exactly seven meters! [They are paralyzed. He looks about in triumph.] Ha, ha! Seven meters! I know it lasted that long. It's possible I'm wrong, and if I am I fail. Seven meters! Ha, ha! Seven meters long! Seven meters! Please give me back my tuition fees. [The Masters look at each other; at their wits' ends]

- THE HISTORY MASTER : *[decisively]* Seven meters? Right! Your answer is excellent.
- WASSERKOPF : *[incredulously]* What. What did you say?
- THE HISTORY MASTER : *[swallowing manfully and watching the Principal out of the corner of his eye]* The answer is correct, as a matter of fact. The candidate has shown us that his thought processes are not merely superficial, and that he has investigated the subject in accordance with moderns researches based on – based on – based on –
- THE MATHEMATICS MASTER : Relativity, of course. The quantum theory. Planck. Einstein. It's all very simple. [To the History Master] Don't say another word. We understand perfectly. Einstein has taught us that time is as real as space and matter. It consists of atoms, and may be synthesized into a unified whole, and may be measured like anything else. Reduce the mass-system to a unit and a year may be represented by a meter, or seven years by seven meters. We may even assert that the 'Thirty Years' War lasted seven years only because – because – because –
- THE HISTORY MASTER : Because the actual warfare took place only during half of each day – that is to say, twelve hours out of twenty-four – and the thirty years at once become fifteen. But not even fifteen years were given up to incessant fighting, for the combatants had to eat – three hours a day, reducing our fifteen years to twelve. And if we deduct from this the hours given up to noon-day siestas, to peaceful diversions, to non-warlike activities – [He wipes his brow]

- THE MATHEMATICS MASTER : To social distractions, we are left only with time which the candidate has represented by the Einsteinian equivalent of seven meters. Correct! I take it upon myself, gentlemen, to propose a grading of 'Very Good' in History. Oof!
- THE STAFF : Bravo! Excellent! He has passed! [They congratulate Wasserkopf]
- WASSERKOPF : [*objecting*] But I don't see –
- THE PRINCIPAL : That ends the examination in History. [Writing] 'History: Very Good.' [The staff surround the History Master and congratulate him.] Now the examination in physics.
- WASSERKOPF : Now we'll see something, you tricksters!
- THE PHYSICS MASTER : [*energetically*] Come, come!
- WASSERKOPF : [*defiantly*] Well, what's going to happen? Ask your questions, or don't. I haven't got any more time to waste. [He stares at the Physics Master] Oh, now I remember you. Do you know what we used to call you behind your back? [The Physics Master smiles in agony] We called you cannibal, because you were always chewing your thumbs, just as you're doing now! [The master removes his thumb hastily. The rest of the staff smile.] That's what we called you! Oh, by the way, do you remember the day you tripped and fell flat in the aisle? Do you know who tied a string across from desk to desk, so you'd do that? I did it!
- THE PHYSICS MASTER : [*furiously*] You?
- WASSERKOPF : Don't get excited, little man. Ask me a hard question instead. Plough me.

- THE PHYSICS MASTER : [controls himself, well aware that Wasserkopf is trying to irritate him. Very sweetly]: Kind of you – very kind of you. And now, tell me, Herr Wasserkopf, do clocks in church steeples really become smaller as you walk away from them, or do they merely appear to become smaller because of an optical illusion?
- WASSERKOPF : What an absolute rot? How should I know? Whenever I walk away from clocks they get larger! Invariably! If I want them to get smaller I turn round and walk straight up to them, and they're not small at all.
- THE PHYSICS MASTER : In a word, therefore, in a word –
- WASSERKOPF : In a word, therefore, you give me a pain in the neck. You're an ass! That's my answer.
- THE PHYSICS MASTER : [*furiously*] Is that your answer? [He controls himself] Good! It is correct. [Turning to the staff] A difficult answer but a most brilliant one. I'll explain – that is to say, I'll explain. [With a sigh, he gets on with it] When we talk of an ass we always notice – we always notice –
- THE STAFF : [*anxiously*] Yes? Yes?
- THE PHYSICS MASTER : that his look is sad. Therefore – [He thinks. Suddenly triumphant] I've got it!
- WASSERKOPF : [*worried*] What have you got, you whiskered baboon?
- THE PHYSICS MASTER : I've got it, and the answer is right. Why is the look of the ass so sad? Because we are all the victims of illusion. But what illusions can affect the extremely primitive apperceptive powers of an ass? Obviously, the illusions of the senses, for the ass

lacks imagination; and these must be none other than optical illusions, since the ass, like us, observes that objects appear to become smaller as he moves away from them. The candidate has given us a most excellent answer in calling our attention to an animal whose whole expressions is melancholy because its senses are deceptive; or, to put it in another way, because the apparent decrease in size of an object, in this case a clock, is to be ascribed to optical illusion. The answer was correct. I certify, therefore, that the candidate may be given 'Very Good' in Physics.

THE PRINCIPAL : *[writing]* 'Physics: Very Good'

THE STAFF : Bravo!

*[They surround the Physics Master, slapping him on the back and shaking his hands, while he sinks into his chair, completely exhausted]*

WASSERKOPF : I protest!

THE PRINCIPAL : *[silencing him with a gesture]* The examination in Geography.

*[The Geography Master takes the place facing Wasserkopf]*

WASSERKOPF : Just look at him! The old hypocrite! How are you, anyhow, nitwit?

THE GEOGRAPHY MASTER : I beg your pardon?

WASSERKOPF : My name used to be in our class-book, didn't it? You old reprobate! You just wait! I'll fix you all right!

THE GEOGRAPHY MASTER : Tell me, candidate –

WASSERKOPF : I'll tell you! I'll tell you! Oh, how I used to hate you eighteen years ago!

THE GEOGRAPHY MASTER : *[imperturbably]*: Please tell me what city of the same name is the capital of the German province of Brunswick?



- WASSERKOPF : What a dumb question! The answer's part of the question.
- THE GEOGRAPHY MASTER : *[pleased]* Isn't it? And the answer – what is it?
- WASSERKOPF : 'Same' of course. That's the answer. If the name of the city is same, then the name of the city is 'Same.' Right? If it isn't I fail, and you refund my tuition fees.
- THE GEOGRAPHY MASTER : The answer is correct. The name of the city is 'Same.' Gentlemen, the candidate shows exceptional knowledge of the history of the city Brunswick. There is a legend that once, as the Emperor Barbarossa was riding in to the city, he met a young peasant girl who was munching a bun, and whose mouth was full. He called out to her, 'God bless you. What's the name of this city?' and the peasant girl answered 'Same to you, sir.' Then she stopped because her mouth was full, and the Emperor laughed and said, 'Ho, ho! So the name of the city is "Same."?' And for many years, thereafter, he never referred to Brunswick, except by that title. [He turns, winks solemnly at his colleagues.] The answer is excellent. The candidate is entitled to a grade of 'Excellent' in Geography.

*[He returns to his place to be showered with congratulations]*

- THE PRINCIPAL : *[writing]* 'Geography: Excellent.' Thus far the candidate has come through with flying colours. Only the examination in mathematics is left. Should he pass that he will have passed the entire examination.

WASSERKOPF

: I'm going to be more careful now. [The Mathematics Master takes his place facing Wasserkopf. The Other Masters are worried but the Mathematics Master assures them with a gesture that they may depend on him.] So here you are, old-stick-in-the-mud! Do you know we used to call you 'old-stick-in-the-mud' behind your back? You'd better brush up your wits if you think you're going to put one over me. I'll start off by telling you a few things about mathematics: two times two is five, and I make up my own multiplication tables as I go along. And if you add eight apples and two pears the answer is twenty-seven apricots. That's my system, and you'll see me use it. To hell with mathematics! 'Answer excellent'? 'Answer very good'? 'Answer correct'? Not this time. It will be simpler if you say you aren't prepared, and let me fail.

THE MATHEMATICS MASTER

: [*forcibly*] You must not joke about a serious examination. I'm going to ask you two questions. One of them is easy; the other is hard.

WASSERKOPF

: [*imitating him*] One of them is easy; the other is hard. The same old-stick-in-the-mud that you always were! I remember the pictures of you we used to draw on the board –

THE MATHEMATICS MASTER

: [*interrupting*]: If this were an examination in art you would be marked excellent. [He pauses, and Wasserkopf is suddenly silent.] But we are dealing with mathematics. The easy question: If we represent the speed of light by  $x$ , and the distance of the star Sirius from the

sun by y, what is the circumference of a one-hundred-and-nine-sided regular polyhedron whose surface coincides with that of the hip-pocket of a State railway employee whose wife has been deceiving him for two years and eleven months with a regimental sergeant-major of hussars?

- THE STAFF : [*much upset*] But look here, Professor! Professor!
- THE PRINCIPAL : Professor!
- WASSERKOPF : Don't interfere with him! [To the Mathematics Master] Will you repeat the question?
- THE MATHEMATICS MASTER : No. Either you paid attention or you did not. Either you know the answer, or you don't. Tell me the answer, because if you don't know it –
- WASSERKOPF : Of course I know it! Naturally I know it! I'll tell you: two thousand six hundred and twenty nine litres. Exact. No fractions. And did I give you the correct answer? [He chuckles] I've given you an answer which is too good!
- THE MATHEMATICS MASTER : No. The answer is wrong. The correct answer is two thousand six hundred and twenty-eight litres, and not twenty nine. [He turns to The Principal] I refuse to pass the candidate. Mark him 'Failure.'
- WASSERKOPF : [*bounding*] I told you so! I told you so!
- THE PRINCIPAL : [*thunderstruck*] Professor! Professor!
- THE MATHEMATICS MASTER : I'm sorry. It is true that his error amounted to less than a tenth of a per cent, in the total, but it was an error. He fails.

- WASSERKOPF : My tuition fees! My tuition fees!
- THE MATHEMATICS MASTER : In my opinion the candidate's request is reasonable. Now that I have satisfied myself he cannot pass our examination it is his right to recover the monies which were paid us.
- WASSERKOPF : That's so! That's right! Give me the money. [The staff stare as if the heaven had fallen]
- THE PRINCIPAL : [furiously, to the Mathematics Master] Is that what you think?
- THE MATHEMATICS MASTER : Absolutely. This is a good school. It is our duty to see that nothing ever injures its reputation. How much do we owe you, Herr Wasserkopf?
- WASSERKOPF : *[greedily, forgetting everything else]* I'll tell you exactly. I attended this school for six years in all. During the first three years the fee was 150 crowns quarterly. Total for three years 1, 800. During the second three years the fee was 400 crowns semi-annually. Total: 2, 400 and 1, 800 is 4, 200. Examination fees, 250 crowns 95 heller. Certificates, documents, books, stamp taxes, 1, 241 crowns 43 heller. Total: 5, 682 crowns 38 heller. Incidentals, stationery, notebooks, 786 crowns 12 heller. Grand total: 6, 450 crowns 50 heller. Knock of the heller and call it crowns.
- THE MATHEMATIC MASTER : *[checking with his paper and pencil as Wasserkopf calls out the amount]* Exactly!
- WASSERKOPF : Exactly! You can rely on it.

- THE MATHEMATICS MASTER : It's right. There's no question of it. It's right to the smallest detail. [He offers Wasserkopf his hand] I congratulate you! That was my difficult question!
- WASSERKOPF : [not understanding] What?
- THE MATHEMATICS MASTER : *[to the Principal]* I certify that the candidate passes in Mathematics. His answer to the easy question was a very little out of the way; but his answer to the difficult question – how much the refund should be – was exactly correct. Herr Wasserkopf is a mathematical genius.
- WASSERKOPF : *[striking his forehead]* So you did put one over me!
- THE PRINCIPAL : *[rising]* I present the results of the examination. Herr Wasserkopf has passed with distinction in every subject, and has again shown that he is entitled to the certificate we awarded him on his graduation. Herr Wasserkopf, we offer our congratulations – accepting a large share of them for ourselves for having taught you so excellently. And now that we have verified your knowledge and your abilities – [he makes an eloquent gesture] get out before I have you thrown out!
- [He rings for the servant. The following speeches are nearly spoken simultaneously.]*
- THE HISTORY MASTER : So I'm a numskull, am I? Say it again and I'll show you what is what!

THE PHYSICS MASTER	:	I'm a cannibal? What? And you were the one who tied a string across the aisle –
THE GEOGRAPHY MASTER	:	Hypocrite? Nitwit? Ass? Me?
THE MATHEMATICS MASTER	:	Old stick-in-the-mud?
THE SERVANT	:	<i>[entering]</i> Yes, sir?
THE PRINCIPAL	:	<i>[indicating Wasserkopf]</i> Remove that object! [The servant seizes Wasserkopf by the collar and the seat of his trousers and rushes him off. The Principal turns to the staff and beams.] Thank you, gentlemen, for your magnificent co-operation. In the future it will be our proudest boast that in this school a pupil simply cannot fail!

*[They shake hands and slap each other's back]*

## SHORT ANSWERS

### 1. What is the main theme of Refund?

The theme of the play is wit and unity. This play has presented outstanding use of wit of teachers and their unity against an ill-natured old pupil Wasserkopf who comes to his old school with his absurd demand.

### 2. What did the teachers decide to do when Wasserkopf asked for a refund?

The teachers decided to ask him questions.

### 3. Why does Wasserkopf consider himself good for nothing Refund?

Wasserkopf demands a refund of his tuition fees from the school because he believes the education he received in the school failed to provide him with any capability.

### 4. Why does Wasserkopf consider himself good for nothing?

He considers himself good for nothing because he can't learn anything useful in his school.

**5. Why did the teacher accept the answer of Wasserkopf?**

Wasserkopf gave ridiculous answers in order to fail the exam by any means necessary and receive a refund. Teachers accepted his answers because they wanted him to pass the exam for the sake of their school's reputation

**6. How does Fritz Karinthy deal with in Refund?**

Fritz Karinthy is a well know short story writer who wrote the one act play "Refund" in the year 1938. This is the story of a former student Wasserkopf, who demands that his tuition should be refunded because he feels his education was worthless. ... He better can go to the school and get his tuition fees back.

**7. How does the Mathematics Master trap Wasserkopf?**

The mathematics master will ask 1 easy question and 1 hard. he asks an easy one and accept that Wasserkopf cannot pass the examination.

**8. What did Wasserkopf demand from the principal?**

Wasserkopf demanded from the principal a return of tuition fees. This seemed to him to be a pointless and worthless request.

**9. What is the moral of the story Refund?**

The teachers agreed to refund the money if he can answer some of the questions right. He deliberately gives the wrong answer, but finally, the mathematics teacher outsmarts him. The moral of the story is not to be over smart and be dishonest.

**10. What does Wasserkopf want from the school?**

Wasserkopf wants his tuition fees back from school.

**11. How did the mathematics teacher prove Wasserkopf to be an excellent student?**

The teacher proved it correct due to optical illusion. The Mathematics teacher asked Wasserkopf to calculate the amount of refund. His correct answer made him successful. He was declared pass in every subject.

**12. Who is Wasserkopf?**

Wasserkopf is the central character of the play 'Refund'.

He is so gullible that he believes people, when they tell him he knows nothing. It makes his frustrated and angry. Wasserkopf is an unemployed man, about forty years old. He is turned away from all places that he goes to, seeking employment.

**13. What is the final judgement passed on Wasserkopf by his principal and teachers?**

Every teacher certifies that he answers correctly to all questions and Principal declares that Wasserkopf has passed with distinction in every subject and again shown that he is entitled to the certificate of graduation.

**14. What was the difficult question asked by the mathematics teacher?**

The question which is correctly answer by Wasserkopf is “how much do we owe you, Herr Wasserkopf” asked by the Mathematics Master.

**15. Why does Wasserkopf want to take another exam?**

Wasserkopf wants to take another examination to prove that he didn't learn anything in school.so he gets his money back.

**16. How does the mathematics master design or leads the exam in the play refund?**

The Mathematics Master designed the examination. He advised the Principal and other teachers that they should prevent Wasserkopf from failing because he would demand the refund of the tuition fees. So whatever his answers, the teacher must prove that his answers are correct. They all agreed to this proposal

**17. How is Wasserkopf marked excellent in physical culture in the Refund?**

Wasserkopf was not willing to take written re-examination. He did not want to take seat. He wanted to answer all the questions by standing. The mathematics teacher awarded him an ‘excellent’ in physical culture.

**18. What was the age of Wasserkopf?**

Wasserkopf is 40 year old man, he was a student at school where he did not learn anything.

## **PARAGRAPH ANSWERS**

**1. How did the Geography master hoodwink Wasserkopf?**

The Geography master remained calm even though Wasserkopf behaved in an unruly manner and made provocative utterances He asked Wasserkopf to name the capital of the German province of Brunswick which had the same name Wasserkopf said that the name of the city was the “same”. The geography master was not to be outsmarted as he intelligently proved with the help of an imaginary story that the answer was correct He marked Wasserkopf excellent in geography and passed him in geography.



**2. Why did the mathematics master pass Wasserkopf?**

Finally the mathematics master asked an easy question and difficult question, First he asked the easy question on the circumstances of 109 degrees polyhedron. Wasserkopf gave an incorrect answer. Question on the circumference of 109 degrees side mathematics master declared that Wasserkopf deserve a refund of tuition fees. Then, he asked the exact amount 5682 crowns and 38 hellers. Then which Wasserkopf had to get. Wasserkopf told them the mathematics master declared that the answer was correct as, by justifying all his answers to be correct, They marked him distinction in all the subjects and threw him out of the school.

**3. Consider Wasserkopf is the central character of the play 'Refund'.**

He is dejected and has lost all hope of finding a job. He is so gullible that he believes people, when they tell him he knows nothing. It makes him frustrated and angry.

Wasserkopf is an unemployed man, about forty years old. He is turned away from all places that he goes to, seeking employment. At one place, he is even told by the owner that he has learnt nothing from school and to go take a refund of his fees, as he has learnt nothing from the school. So, with this idea in mind he goes to his old school after a period of eighteen years, to ask for a refund of his fees. However, the clever teachers hatch a plan to outwit him. They hold a test to prove that he is intelligent. They go about proving that even the most incorrect answer from Wasserkopf is correct.

Refund is an interesting play in which a person named Wasserkopf is total failure. He was jobless and did nothing good in his life.

He thinks that the reason of his failure is his school and his school teachers they did not make him a good student and did not teach him good.

He refused to accept the fact that he is worthless and failure and put all the blame on the school and his teachers. His friend gave him an advice to claim for refund of his school fee that he gave 18 years ago.

He was very angry at the teacher when he enters in the school. But there was a very wise teacher he said him that he will refund his fees for sure but before this he has to pass a test of intelligence to show that he was very capable but school did not make him a big man.

**4. How did Mathematics (master) teacher prove that he was more shrewd than the former pupil?**

The Mathematics teacher proved that he was more 'Shrewd' than the former pupil. His first question to Wasserkopf was a simple one but Wasserkopf's answer was out of the way. The teacher showed his favour towards Wasserkopf

and called his claim for refund genuine. Wasserkopf calculated the amount of refund correctly. The answer made him call Wasserkopf as a mathematical genius.

#### 5. How did the history master pass Wasserkopf ?

The history master was the first to examine Wasserkopf. Wasserkopf tried to embarrass the teacher but he remained calm and unprovoked. He asked Wasserkopf how many years the 'Thirty Years War' lasted. Even though the answer was there within the question, Wasserkopf gave a wrong answer and that the war lasted for seven metres. He was sure that his answer was wrong and he asked for the refund of his fees. But The mathematics master proved it correct using Einstein's relativity theory.

#### 6. How did the physics master tackle Wasserkopf ?

The physics master began to examine Wasserkopf in physics. Wasserkopf embarrassed the physics master with abusive language. Though the teacher was initially irritated, he quickly realized that it was Wasserkopf's plan to get back the money. He asked Wasserkopf whether the clock in the church steeples became smaller as he walked away from it or whether it was optical illusion. Wasserkopf called the teacher an ass and said that it was his answer. The teacher proved that his answer was correct. He said that the ass looked sad and it was only an optical illusion. The physics master declared that Wasserkopf was good in physics.

## ESSAY ANSWER

### 1. How did the teachers outwit Wasserkopf?

#### *Introduction*

The play "Refund" is a synthesis of humour and satire. Fritz Karinthy, a Hungarian dramatist, criticizes the present system of education, which does not prepare students for their career.

#### *Wasserkopf*

The main character in the play is Wasserkopf. Wasserkopf in German means one with a "waterhead," an eccentric person. He is forty years old, yet he remains unemployed. Wherever he goes, the people tell him that he is fit for nothing. They tell him that he has not learnt anything in his school.

#### *Leaderer's Advice*

One day Wasserkopf meets his friend, Leaderer, in the street. He asks him about his business. Leaderer talks about foreign exchange and Hungarian money. Wasserkopf is not able to understand anything and starts asking questions about foreign exchange. Leaderer says that Wasserkopf has not

learnt anything and therefore he should go to his school to get his tuition fees back. Wasserkopf, who is jobless and does not have any finance, finds this idea as something beneficial to him and so he goes to the school where he studied once in order to demand his tuition fees back.

### ***Meeting with the Principal***

When he asks for the refund of his tuition fees, the Principal is shocked because after eighteen years he has come to the school thinking that he has learnt nothing worthwhile. The Principal calls for an urgent meeting with all other staff members. They decide to keep a re-examination for Wasserkopf and agree that whatever answer he gives they will prove him right.

### ***Reexamination***

One by one each teacher questions him and justified his wrong answer to be correct one and they mark him excellent. Though Wasserkopf gives wrong answers and use abuse words to each teacher, they don't show their anger because they have to prove him as an excellent student. Finally, the Mathematics Master says that he will ask an easy question and a difficult question. The first question is about the speed of light. Wasserkopf gives wrong answer and so the Mathematics Master gets angry and says that he has failed in his examination. Then he tells Wasserkopf that he deserves the refund of tuition fees and asks him the "difficult" question -- "How much do we owe you?" Wasserkopf, without knowing that he is going to fall into their trap, says that it is 5682 crowns and 38 heller. Now the Mathematics Master says that was his difficult question. Wasserkopf is declared to have passed the examination.

### ***Conclusion***

The play deals with an extraordinarily ludicrous situation. It also shows the ability of the teachers to manage the situation and how they tackle Wasserkopf without spoiling the reputation of their school.





# **UNIT V**

# **GRAMMAR**



# Nouns

---

Noun is a word that names a person, place, thing or animal.

**Person**



**Animal**



**Place**



**Thing**



## NOUN

A noun is a naming word. It can be the name of a thing, place, person, animal or feeling.

### Examples of Noun

#### Naming People

It could be a name of any person, for example: John, Fatima, Singh, Michael, Tom and so on.

#### Naming Places

It could be a name of any place, for example: America, China, Church, Taj Mahal, Paris and so on.

#### Naming Things

Naming things are like Car, Hat, Bottle, Table, Chair, Ball and so on.

#### Naming Animals

Dog, Rabbit, Elephant, etc.

## TYPES OF NOUN

1. Proper noun
2. Collective noun
3. Common noun
4. Material noun
5. Concrete noun
6. Abstract noun
7. Countable noun
8. Uncountable noun

### 1. Proper Noun

The particular name of the place or a person is known as the proper noun.

**Example:** India, China, Aman, Meena, etc.



## 2. Collective Noun

A name or noun used for a group of people, things or a group of animals is called a collective noun. collective nouns are also called a group of nouns.

**Example:** Team, committee, squad, family.

## 3. Common Noun

The common name given to every person, place, thing or activity belonging to the same kind is known as the common noun. A common noun is not a name of a particular person, place, activity or idea.

**Example:** Girl, boy, men, women, lawyer, engineer, etc.

## 4. Material Noun

The name used to mention materials or substances which are made up of an alloy are known as material nouns.

**Example:** Gold, Aluminium, Iron, plastic, etc.

## 5. Concrete Noun

The names used for the materials or the things which have physical existence or that materials are tangible in nature are known as concrete nouns.

**Example:** Table, Television, Laptop, mobile phones, etc.

## 6. Abstract Noun

The names which are used for an idea, quality, concept or condition are known as Abstract. Nouns are not physical substances, they don't have physical existence.

**Example:** Friendship, Love, Freedom, Excellence, Patience, etc.

## 7. Countable Noun

Count nouns are an idea that can form a plural and occur in a noun phrase with a numeral or an indefinite article. common nouns and concrete nouns can be countable nouns.

**Example:** One man, two books, four students, etc.

## 8. Uncountable Noun

The nouns that cannot be counted are known as uncountable nouns. These nouns are also called all abstract nouns are uncountable nouns but not all uncountable nouns are abstract.

Example: Word, Knowledge, Water, Sugar, Advice, etc.

**Underline the nouns in the following sentences**

1. The plane landed safely at the airport.
2. The boy dropped the soda on the table.
3. My dog likes to play with a ball and some toys.
4. I saw my friend at the mall.
5. There was a huge spider crawling across my bed.
6. Are those people waiting to get on the bus?
7. Friday is my favorite day of the week.
8. Children enjoy playing video games.
9. Nala, my pet, gave birth to eight cute puppies.
10. My birthday is in October.
11. John and Robert are twins.

**Identify the noun in the following sentences and write it in the blank provided next to the sentence**

1. Birds are flying. \_\_\_\_\_
2. I have an umbrella. \_\_\_\_\_
3. This flower is red. \_\_\_\_\_
4. Amish is tall. \_\_\_\_\_
5. Close the window. \_\_\_\_\_

**(Answers: 1. Birds 2. Umbrella 3. Flower 4. Amish 5. Window)**

## Facts of Noun

A noun is a type of word. ...

- The word noun comes from a Latin word. ...
- Nouns often come after words such as the, a, an or some. ...
- A common noun is a naming word. ...

## WHAT IS NOUN?

A word that is used to name a person, a place, a thing or an animal is known as Noun.

## NOUN - DEFINITION

A noun is a word, which is used as the name of a person, animal, place, bird, idea, emotion or thing.

**Example:** Jackson, Chennai, Umbrella, Monkey, etc.

## Examples of Noun






## TYPES OF NOUN

There are eleven basic types of noun. They are:

- Common Noun
- Proper Noun
- Concrete Noun
- Abstract Noun
- Uncountable Noun
- Countable Noun
- Collective Noun
- Singular Noun
- Plural Noun
- Compound Noun

### Types of Nouns Reference Guide

<p><b>Proper Noun</b></p> <p>A specific person, place, thing, or idea</p> <p>_____ <b>Example:</b> _____</p> <p>• Mary • Iowa • Disneyland</p>	<p><b>Common Noun</b></p> <p>A general person, place, thing, or idea</p>  <p>_____ <b>Example:</b> _____</p> <p>• girl • state • park</p>	
<p><b>Singular Noun</b></p> <p>Exactly one of a noun</p> <p>_____ <b>Example:</b> _____</p> <p>• bowl • house • puppy</p>	<p><b>Plural Noun</b></p> <p>More than one of a noun</p> <p>_____ <b>Example:</b> _____</p> <p>• dishes • beds • flowers</p>	<p><b>Compound Noun</b></p> <p>Two or more words that create one noun</p> <p>_____ <b>Example:</b> _____</p> <p>• toothpaste • six-pack • post office</p>
<p><b>Countable Noun</b></p> <p>Can be counted</p> <p>_____ <b>Example:</b> _____</p> <p>• dolphin • mile • book</p>	<p><b>Uncountable Noun (or Mass Noun)</b></p> <p>Cannot be counted</p> <p>_____ <b>Example:</b> _____</p> <p>• junk • freedom • sand</p> 	
<p><b>Concrete Noun</b></p> <p>Can be seen, felt, heard, smelled, or tasted</p>  <p>_____ <b>Example:</b> _____</p> <p>• cat • Tom • salt</p>	<p><b>Abstract Noun</b></p> <p>Cannot be seen, felt, heard, smelled, or tasted</p> <p>_____ <b>Example:</b> _____</p> <p>• freedom • love • power</p>	
<p><b>Possessive Noun</b></p> <p>A noun that owns something</p> <p>_____ <b>Example:</b> _____</p> <p>• Patrick's • country's • industry's</p>	<p><b>Collective Noun</b></p> <p>Group of things</p> <p>_____ <b>Example:</b> _____</p> <p>• family • herd • team</p>	

## EXERCISES

**Write the nouns in the following sentences and state their kind also**

1. The train stopped at the station.
2. A pack of cards is kept on the table.
3. The Taj Mahal is a beautiful building.
4. This necklace is made of gold.
5. The fireman could not put out the fire.
6. BTS is a group of 7 people

**Answers:**

1. Train (Common Noun), Station (Common Noun)
2. Pack (Collective Noun), Cards (Table Common Noun)
3. Taj Mahal (Proper Noun), Building (Common Noun)
4. Necklace (Common Noun), Gold (Material Noun)
5. Fireman (Common Noun), Fire (Abstract Noun)
6. BTS (Proper Noun), 7 (Countable Noun)

**Fill in the blanks with a suitable noun**

1. There is a \_\_\_\_\_ of keys on the table.
2. Our \_\_\_\_\_ won the match.
3. The Bible is a holy \_\_\_\_\_ of the Christians.
4. The Nile is the longest \_\_\_\_\_
5. Dhoni is a famous \_\_\_\_\_

**(Answers: 1. Bunch 2. Team 3. Book 4. River 5. Cricketer)**

## NOUN

### Definition

**What is noun?**

A noun is a word that refers to a thing, a person, an animal, a quality, an idea, or an action. It is usually a single word, but not always: chocolate, shocks, school, car, and time and a half are all nouns.

**Examples:**

- Thing – Book
- Person – Betty
- Animal – Dog
- Quality – Softness
- Idea – Justice
- Action – Dancing

**Example sentences for noun:**

- She is beautiful.
- Do you live in America?
- My father works in a school.
- My mother cooks delicious food.
- I like dancing.

**Underline the noun**

1. Mountain trekking is one of my hobbies.
2. One of my friends is working in Indian embassy.
3. He has no faith in God.
4. I'm leaving for US this week.
5. There are lots of animals.

**TYPES OF NOUN**

Common noun	Proper noun
Singular noun	Plural noun
Compound noun	Concrete noun
Countable noun	Uncountable noun
Collective noun	Abstract noun

## Common Noun

Common noun is the generic name for a person, place, or thing. It is a name which is given equally to a group or to different nouns or objects of a type is called a common noun.

### *Examples:*

- Boy
- Female
- Bird
- Snake
- Pen
- City, etc.



### *Example sentences for common noun:*

- I saw a few *women* going towards the dam.
- In which *school* did you study?
- A *child* is playing near the swimming pool.

### **Underline the common noun**

1. Girls like men with good character.
2. Let's go to the gym tomorrow.
3. Pass me that book.

## Proper Noun

A noun that designates a particular being or a thing, does not take a limiting modifier, and is usually capitalized in English is called “Proper noun”.

### *Examples:*

- Indian Ocean
- Japan
- Ford
- Divya
- BMW

### *Example sentences for proper noun:*

- *Maya* loves to sing.
- Kids like *Oreo* biscuits.
- I was born in *October*.

## Singular Noun

A singular noun refers to only one person, place, animal, thing etc.

### *Examples:*

- People – man, woman, child, person, father, mother
- Animal – bird, cat, dog, mouse, camel
- Things – table, chair, book, car, toy, mobile

### *Example sentences for singular noun:*

- My *son* went to school.
- A *rat* enters the kitchen.
- The hunter is trying to shoot a *pigeon*.

## Plural Noun

A plural noun is the form of noun used to show there are **more than one**.

### *Examples:*

- Children
- Foxes



- Ships
- School
- Babies

**Example sentences for plural noun:**

- The *boys* were throwing *baseballs*.
- Our *horses* are much happier wearing lightweight English *saddles*.
- You stole my *ideas* and didn't give me any credit.

**Example for plural:**

Most nouns simply add *-s* or *-es* to the end to become plural.

**Example:**

SINGULAR	PLURAL	SINGULAR	PLURAL
Cat	Cats	Fox	Foxes
Dog	Dogs	Box	Boxes
Bird	Birds	Bus	Buses
Car	Cars	House	Houses
Hand	Hands	Wish	Wishes

**Exceptional Plurals**

- A singular noun ending in a consonant and then y makes the plural by dropping the y and adding *-ies*.

**Examples:**

- a) Penny – pennies
- b) Spy – spies
- c) Baby – babies.
- Some nouns have same form in the singular and plural.

**Examples:**

- a) Sheep – sheep
- b) Fish – fish
- c) Deer – deer

- Some nouns have a plural form but takes a singular verb.

***Examples:***

- a) News
- b) Darts
- c) Billiards
- d) Athletics

- Some nouns have a fixed plural form and takes a plural verb.

***Examples:***

- a) Trousers
- b) Jeans
- c) Glasses
- d) Scissors
- e) Goods

- There are some irregular noun PLURALS. The most common ones are listed below.

***Examples:***

- a) Woman – women
- b) Person – people
- c) Tooth – teeth
- d) Mouse – mice
- e) Fungus – fungi

## **Compound Noun**

A compound noun is a noun when two or more words join together to make a single word.

***Examples:***

- a) Keyboard
- b) Bookstore
- c) Heart attack
- d) Headache
- e) Grandmother



Pick a suitable noun from the box given below to form a compound noun.

Drops	Hole	Light	Shell	Watch
Eye	Hill	Case	Fly	Stairs

1. Egg \_\_\_\_\_
2. Dragon \_\_\_\_\_
3. Stops \_\_\_\_\_
4. Bulls \_\_\_\_\_
5. Down \_\_\_\_\_
6. Book \_\_\_\_\_
7. Rain \_\_\_\_\_
8. Ant \_\_\_\_\_
9. Man \_\_\_\_\_
10. Sun \_\_\_\_\_

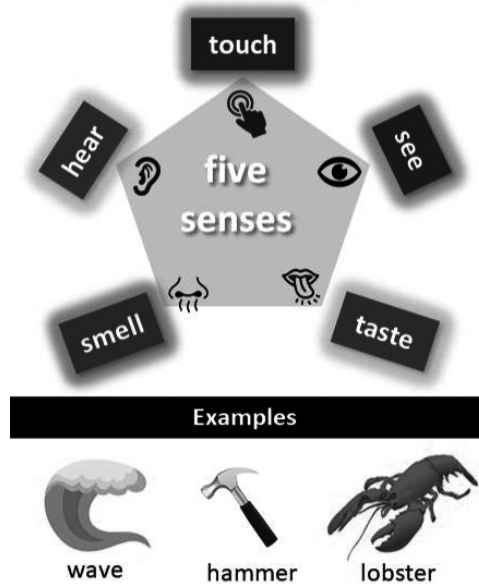
## Concrete Noun

It is a noun denoting a material object rather than an abstract quality, state, or action.

### *Examples:*

- Bear
- Pie
- Colony
- Tree
- Water

A concrete noun is something you can...



## Countable and Uncountable Noun

Countable nouns can be counted whereas uncountable nouns cannot be counted.

### *Examples – Countable:*

- Apple
- Eggs
- Carrots

**Examples – Uncountable:**

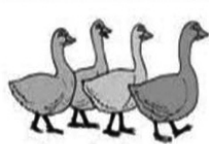
- Salt
- Sugar
- Rice

**Collective Noun**

A collective noun is a word referring to a collection of things taken as a whole.

**Examples:**

- Collective noun for bees – swarm
- Collective noun for fish – shoal
- Collective noun for ships – fleet
- Collective noun for sheep - herd
- Collective noun for lions – pride



A gaggle of geese



A swarm of bees



An army of ants



A clowder of cats



A parade of elephants



A bunch of flowers



A forest of trees



A galaxy of stars



A comb of bananas



A bouquet of flowers



A jar of honey



A can of soda



A pack of Cards



A cup of tea



A set of books

## Abstract Noun

An Abstract noun is a type of noun which is not identified or perceived by our body parts or any sense organs. Such as ability, advantage, defeat, gain, joy, love and so on.

### *Example sentences for abstract noun:*

- He is telling the *truth* to us.
- I know your *anger*, but you have to be calm.
- Try to control your *emotions*.
- The *entire* class laughed at me.
- His girlfriend blindly *believes* him.

The above seen topics are noun and its types.

## EXERCISES

**Write the nouns in the following sentences and state their kind as well**

1. The train stopped at the station.
2. A pack of cards is kept on the table.
3. The Taj Mahal is a beautiful building.
4. The necklace is made up of gold.
5. The fireman could not pull out the fire.
6. My family is going to Lucknow.
7. The Ganga is a holy river.
8. Many new plants have been planted in the garden.
9. The shepherd took his flock of sheep to the grassland.
10. A crowd gathered around the injured man.

**Fill in the blanks with a suitable noun**

1. There is a \_\_\_\_\_ of keys on the table.
2. Our \_\_\_\_\_ won the match.
3. The Bible is a holy \_\_\_\_\_ of the Christians.
4. The Nile is the longest \_\_\_\_\_

5. Sachin is a famous \_\_\_\_\_
6. Furniture is made of \_\_\_\_\_ and \_\_\_\_\_
7. A \_\_\_\_\_ can live only in water.
8. The \_\_\_\_\_ ran away with all the money.
9. \_\_\_\_\_ is the best policy.
10. The story of the \_\_\_\_\_ and the tortoise is very famous.

Thief	Cricketer	Team	Steel	Watch	Wood	Bunch
Hare	Book	Fish	River			





# Singular and Plural

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## NOUNS

1. Singular nouns
2. Plural nouns

### Singular Noun

A noun that stands for only one person, animal, place, or thing is said to be in the *Singular Number*.

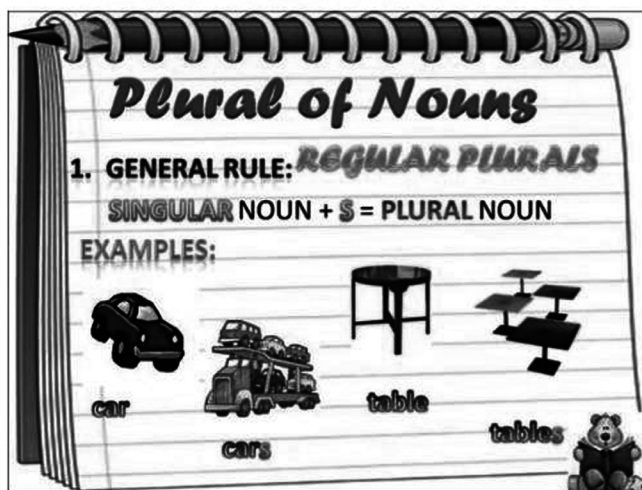
#### Examples of singular noun

Flower	
Girl	
Bird	



## Plural Noun

A noun that stands for more than one person, animal, place or thing is said to be in the *Plural Number*.



## SOME RULES FOR PLURAL FORMING

### Regular and Irregular Types in Singular and Plural

Rules for Plural Noun			
RULE	ACTION	EXAMPLES	
		Singular	Plural
Most common nouns	add s	chair pencil	chairs pencils
Most nouns that end in ch, sh, s, or x	add es	peach brush	peaches brushes
Most nouns that end in vowel + y	add s	boy key	boys keys
Most nouns that end in consonant + y	change y to i and add es	lady country	ladies countries
Most nouns that end in f or fe	change f or fe to v and add es	leaf knife	leaves knives
Most nouns that end in consonant + o	add es	mango potato	mangoes potatoes
Most nouns that end in vowel + o	add s	video radio	videos radios

## Regular Nouns

Most singular nouns form the plural by adding -s.

Singular	Plural
Boat	Boats
House	Houses
Cat	Cats

A singular noun ending in s, x, ch, sh makes the plural by adding -es.

**Examples:**

Singular	Plural
Bus	Buses
Wish	Wishes
Pitch	Pitches
Box	Boxes
Watch	Watches

A singular noun ending in a consonant and then y makes the plural by dropping the y and adding- ies.

**Examples:**

Singular	Plural
Penny	Pennies
Spy	Spies
Baby	Babies
City	Cities
Daisy	Daisies

## Irregular Nouns

There are some irregular noun plurals .The most common ones are listed below.

**Examples:**

Singular	Plural
Child	Children
Woman	Women
Man	Men
Tooth	Teeth
Foot	Feet
Person	People
Leaf	Leaves
Mouse	Mice
Goose	Geese
Half	Halves
Knife	Knives
Wife	Wives
Life	Lives
Focus	Foci
Fungus	Fungi
Nucleus	Nuclei
Crisis	Crises
Datum	Data
Criterion	Criteria

Some nouns have the same form in the singular and plural.

**Examples:**

Singular	Plural
Sheep	Sheep
Fish	Fish
Deer	Deer
Species	Species
Aircraft	Aircraft

## EXERCISES

1. I have three \_\_\_\_\_ (child, children).
2. There are five \_\_\_\_\_ (man, men)
3. \_\_\_\_\_ play with toys. (baby, babies)
4. A few men wear \_\_\_\_\_ (watch, watches)
5. I saw a \_\_\_\_\_ (mouse, mice)
6. There are one \_\_\_\_\_ (woman, women)

*(Answers: 1. children 2. men 3. babies 4. watches 5. mouse 6. woman)*

# Adjectives

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An Adjectives is a word that modifies a noun or a pronoun. In general, adjectives usually give us more information about a noun or pronoun by describing it or providing more information about it. For example, the adjective funny is used to say something causes fun or laughter.

## *Examples of Adjectives*

- Robert had four *books* on his shelf.
- Cristina bounced the round *basketball*.
- Jasmine looked into the clear *ball*.
- The colorful *butterfly* was on the flower.

## **TYPES OF ADJECTIVE**

1. Comparative Adjectives
2. Superlative Adjectives
3. Predicate Adjectives
4. Compound Adjectives
5. Possessive Adjectives
6. Demonstrative Adjectives
7. Proper Adjectives
8. Participial Adjectives
9. Limiting Adjectives

10. Descriptive Adjectives
11. Interrogative Adjectives
12. Attributive Adjectives
13. Distributive Adjectives

### 1. Comparative Adjectives

- Comparative adjectives are used to compare two different people or things to each other.
- Some examples of comparative adjectives include words such as smaller, faster, more expensive, and less reasonable.

#### ***Comparative adjective examples:***

- Whales are *larger* animals than dolphins.
- We moved to a *cheaper* apartment.
- The sequel was even *more incredible* than the first movie.

### 2. Superlative Adjectives

- Superlative adjectives are used to compare more than two people or things by indicating which one is the most supreme or extreme.
- Some examples of superlative adjectives include words such as smartest, loudest, most impressive, and least valuable.

#### ***Superlative adjective examples:***

- Adrian is the *fastest* member of our team.
- Out of all of my books, this one is the *oldest*.
- We are trying to figure out the *least confusing* way to explain the lesson to the new students.

### 3. Predicate Adjectives

- Predicate adjectives are adjectives that appear in the predicate of a sentence as a subject complement rather than directly next to the nouns or pronouns that they modify.
- Predicate adjectives follow linking verbs in sentences and clauses.

#### ***Predicate adjective examples:***

- Andrea is *tall*.
- Freddy became *angry*.
- The steak looks *delicious*.



#### 4. Compound Adjectives

- Compound adjectives are adjectives that are formed from multiple words, which are usually connected by hyphens.
- Some examples of compound adjectives include never-ending, cross-eyed, and run-of-the-mill.

***Compound adjective examples:***

- She had enough of the *double-dealing* salesman.
- My *happy-go-lucky* daughter loved our trip to Disneyland.
- The *better-off* members of the city live by the river.

#### 5. Possessive Adjectives

- Possessive adjectives are often used to express possession or ownership.
- The most commonly used possessive adjectives are my, your, its, her, his, our, their, and whose.

***Possessive adjective examples:***

- My favorite food is pizza.
- Sydney spent the day with *her* parents.
- Canadians celebrated *their* team's victory at the Olympics.

#### 6. Demonstrative Adjectives

- Demonstrative adjectives are used to express relative positions in space and time.
- The most commonly used demonstrative adjectives are this, that, these, and those.

***Demonstrative adjective examples:***

- *This* watch is cheaper than that one.
- *This* weekend is going to be really fun.
- Watch out for *those* prickly rose bushes next to you.

#### 7. Proper Adjectives

- Proper adjectives are adjectives formed from proper nouns. In general, proper adjectives are commonly used to say that something is related to a specific person or place.
- Proper adjectives include words such as African, Napoleonic, and Shakespearean.

***Proper adjective examples:***

- He was reading a *Russian* newspaper.
- I think *Haitian* food is tasty.
- We studied the history of *Victorian* England in school today.

**8. Participial Adjectives**

- Participial adjectives are adjectives that are based on participles, which are words that usually end in -ed or -ing and derive from verbs.
- Participial adjectives include words like amazing, impressed, and fascinating.

***Participial adjective examples:***

- Travis was late for his *swimming* lessons.
- Please hand me my reading glasses.
- The silly clown cheered up the *bored* children.

**9. Limiting Adjectives**

- Limiting adjectives are adjectives that restrict a noun or pronoun rather than describe any of its characteristics or qualities. Limiting adjectives overlap with other types of adjectives such as demonstrative adjectives and possessive adjectives.
- Limiting adjectives include words such as these, your, and some.

***Limiting adjective examples:***

- I bought *some* eggs at the store.
- She found *three* pennies under the couch cushions.
- Take a look at *that* house over there.

**10. Descriptive Adjectives**

- Descriptive adjectives are adjectives that describe the characteristics, traits, or qualities of a noun or pronoun.
- Most adjectives are Descriptive adjectives. Words such as purple, friendly, and attractive are examples of descriptive adjectives.

***Descriptive adjective examples:***

- A lot of *interesting* people visit this park.
- She told a *scary* story.
- The leaves turned *orange* and *red*.

### 11. Interrogative Adjectives

- Interrogative adjectives are adjectives that are used to ask questions.
- The interrogative adjectives are what, which, and whose.

***Interrogative adjective examples:***

- *What* color is your favorite?
- *Which* button turns off the lights?
- *Whose* turn is it to wash the cat?

### 12. Attributive Adjectives

- Attributive adjectives are adjectives that are directly next to the noun and pronoun that they modify.
- Usually, attributive adjectives come directly before nouns and pronouns but they modify. But they can sometimes appear after them.

***Attributive adjective examples:***

- She has *beautiful* handwriting.
- The *hungry* gorilla ate the *fresh* mangoes.
- Keith gave his dad something *special* for his birthday.

### 13. Distributive Adjectives

- Distributive adjectives are used to refer to members of a group individually.
- Examples of distributive adjectives include each, every, either, and neither.

***Distributive adjective examples:***

- *Each* puppy got their own little doghouse.
- *Every* member of the team scored a goal.
- I'll be happy if *either* candidate wins the election.

## EXERCISES

Choose the correct adjective from the box

1. The chair is very \_\_\_\_\_
2. The new car is very \_\_\_\_\_
3. The table is very \_\_\_\_\_
4. That dress is very \_\_\_\_\_

5. The book is very \_\_\_\_\_
6. The project is very \_\_\_\_\_
7. I have a small \_\_\_\_\_
8. America is a \_\_\_\_\_ country.
9. Her house is very \_\_\_\_\_
10. I have \_\_\_\_\_ time to arrange the party.
11. Your sister wants to buy \_\_\_\_\_ frock.
12. The \_\_\_\_\_ world knows the fact of terrorism.
13. \_\_\_\_\_ member has to sign this agreement.
14. There is not \_\_\_\_\_ water in the well.
15. He does not want \_\_\_\_\_ coffee.

some/any, other/another, all/whole, each/every, many/much, very few/  
very little, small, old, dog, pretty, big, fast, big, interesting, difficult

## ADJECTIVE DEFINITION, EXAMPLES AND TYPES OF ADJECTIVES

### Adjective Definition

An Adjective is a word that **modifies a noun or noun phrase and describes its referent**. Its semantic role is to change the information given by the noun. Adjectives are usually placed before the nouns they describe. In simple words, Adjectives are words that describe the qualities or states of being of nouns: enormous, doglike, silly, many etc. So we may define an Adjective is a word used with a noun to add something to its meaning. In English Grammar, the Adjectives have been described as a Part of Speech in various types and to understand each type of adjective in detail you must read the article further.

### Adjective Examples

The adjective examples below would help you to understand the adjective with ease. To get a better grasp of these various adjective examples, take a look at these example sentences containing some adjectives.

S. No.	Adjective Examples	Adjective Used in a Sentence
1	clever	Sita is a <i>clever</i> girl.
2	little	There is <i>little</i> time for preparation.
3	Five	He gave me <i>five</i> mangoes.
4	lazy	The <i>lazy</i> boy was punished by his teacher.
5	quite	I am <i>quite</i> well.
6	large	Kolkata is a <i>large</i> city.
7	honest	Sarabjeet is an <i>honest</i> man.
8	beautiful	Ashutosh bought her a <i>beautiful</i> saree on their anniversary
9	aggressive	Ben is an <i>aggressive</i> baby
10	ashamed	His parents are <i>ashamed</i> of his deeds
11	meaningless	He writes <i>meaningless</i> letters
12	nicer	This shop is much <i>nicer</i>

## Types of Adjectives

There are a total of 8 types of Adjectives in English grammar which are tabulated below:

S. No.	Adjective Types	Example
1	Descriptive Adjective	Large, beautiful, careful, hateful etc.
2	Numeral Adjective	Five, few, many, several, first etc.
3	Quantitative Adjective	Some, much, little, any, half, whole
4	Demonstrative Adjective	This, that, these, those, such
5	Interrogative Adjective	What, which, whose,
6	Possessive Adjective	Mu, our, your, his, her, its, their
7	Proper Adjective	English, Indian tea, French wines, Turkish tobacco
8	Exclamatory Adjective	What, how

## Types of Adjectives and their Examples

In English Grammar, there have been 8 types of Adjectives, which are explained with examples in the below section.

### 1. *Descriptive Adjectives*

Adjectives of Quality or Descriptive Adjectives show the kind of quality of a person or thing. *Ex:* Beautiful, large, small etc.

The foolish old crow tried to sing.

### 2. *Numeral Adjectives*

Adjectives of number or Numeral Adjectives show how many persons or things are meant. This adjective represents numeral value. *Ex:* Eight, few, second, some etc.

Few dogs like hot water.

They are further divided into two kinds i.e. Definite Numeral adjectives and Indefinite Numeral adjectives.

### 3. *Quantitative Adjectives*

Adjectives of quantity show how much quantity of a thing is meant. *Ex:* Some, little, whole, one fourth etc.

He ate some rice.

### 4. *Demonstrative Adjectives*

Demonstrative Adjectives point out which person or thing is meant. *Ex:* This, that, those, such etc.

This girl is taller than Rosie.

### 5. *Interrogative Adjectives*

What, which, and whose, when they are used with nouns to ask questions, are called Interrogative Adjectives.

Whose book is this?

### 6. *Possessive Adjectives*

We use Possessive adjectives to express who owns or possesses something. This is used in front of a noun. *Ex:* Own, my, our etc.

He is his own master.

### 7. *Proper Adjectives*

Adjectives formed from proper nouns are called Proper Adjectives. *Ex:* British, Chinese etc.

The British professor is teaching in the class.

### 8. *Exclamatory Adjectives*

The word *what* is sometimes used as an Exclamatory Adjective.

*Ex.* What a genius!

What a blessing!

## COMPARISON OF ADJECTIVES

1. Ram's mango is sweet.
2. Hari's mango is sweeter than Ram's
3. Govind's mango is the sweetest of all.

Adjectives change in form (sweet, sweeter, sweetest) to show comparison. They are called the three Degrees of Comparison.

1. The Adjective *sweet* is said to be to the Positive Degree.
2. The Adjective *sweeter* is said to be in the Comparative Degree.
3. The Adjective *sweetest* is said to be in the Superlative Degree.

## SOME RULES REGARDING ADJECTIVES

**Rule 1 :** An Adjective used attributively is generally placed immediately before the noun. *Ex.* King Francis was a hearty king and loved a royal sport.

**Rule 2 :** In poetry, however, the Adjective is frequently placed after the noun. *Ex.* Oh man with sisters dear!

**Rule 3 :** When several Adjectives are attached to one noun, they are sometimes placed after it for emphasis. *Ex.* There dwelt a miller hale and bold.

**Rule 4 :** When some word or phrase is joined to the Adjective to explain its meaning, the Adjective is placed after its noun. *Ex.* He was a man fertile in the resource.

**Rule 5 :** In certain phrases, the Adjectives always comes after the noun. *Ex.* God Almighty

<i>Parts of Speech in English Grammar</i>	
Pronoun	Noun
Preposition	Adverb
Verb	Conjunction





# Order of Adjectives

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In English grammar, adjective order is the customary order in which two or more adjectives appear in front of a noun phrase.

## ORDER OF ADJECTIVES

### How to Order Adjectives in English

In many languages, **adjectives** denoting attributes usually occur in a specific order. Generally, the adjective order in English is:

1. Quantity or number
2. Quality or opinion
3. Size
4. Age
5. Shape
6. Color
7. Proper adjective (often nationality, other place of origin, or material)
8. Purpose or qualifier

#### For example:

1. I love that **really big old green antique** car that always parked at the end of the street.
2. My sister adopted a **beautiful big white** bulldog.

When there are two or more adjectives that are from the same group, the word **and** is placed between the two adjectives:

1. The house is green **and** red.
2. The library has old **and** new books.

When there are three or more adjectives from the same adjective group, place a comma between each of the coordinate adjectives:

1. We live in the big **green, white and red** house at the end of the street.
2. My friend lost a **red, black and white** watch.

A comma is not placed between an adjective and the noun.

## Examples

Determiner	Quantity or Number	Quality or Opinion	Size	Age	Shape	Color	Proper Adjective	Purpose or Qualifier	Noun
A		beautiful		old			Italian	sports	car
The	three	beautiful	little			gold			plates
An		amazing			heart-shaped	red and white			sofa

## More Examples

1. I love that **beautiful old big green antique** car that always parked at the end of the street. [quality – age – size – color – proper adjective]
2. My sister has a **big beautiful tan and white** bulldog. [size – quality – color – color]
3. A **wonderful old Italian** clock. [opinion – age – origin]
4. A **big square blue** box. [dimension – shape – color]
5. A **disgusting pink plastic** ornament. [opinion – color – material]
6. Some **slim new French** trousers. [dimension – age – origin]
7. An **amazing new American** movie. [opinion – age – origin]
8. I bought a pair of **black leather** shoes. [color – material]

## EXERCISES

### 1. Choose the best answer for each sentence.

A. The house is \_\_\_\_\_.

- large and white
- white and large
- large white

**Answer: large and white**

B. They live in a \_\_\_\_\_ house.

- large and white
- white and large
- large white

**Answer: large white**

### 2. Which sentence uses the correct order of adjectives?

- A. We took a ride on a blue, old Chinese bus.
- B. We took a ride on a Chinese, old, blue bus.
- C. We took a ride on an old, blue Chinese bus.

**Answer: C**

### 3. Which sentence uses the correct order of adjectives?

- A. I'd like three good reasons why you don't like spinach.
- B. I'd like a good three reasons why you don't like spinach.
- C. I'd like good reasons three why you don't like spinach.

**Answer: A**

### 4. Which sentence uses the correct order of adjectives?

- A. I like that really big red old antique tractor in the museum.
- B. I like that really big old red antique tractor in the museum.
- C. I like that old, red, really big antique tractor in the museum.

**Answer: B**

5. Which sentence uses the correct order of adjectives?

- A. My brother rode a beautiful big black Friesian horse in the parade.
- B. My brother rode a beautiful Friesian big black horse in the parade.
- C. My brother rode a big, black, beautiful Friesian horse in the parade.

**Answer: A**

6. For each of the following sentences, choose the correct order of adjectives to fill in the blank.

- A. My grandmother lives in the \_\_\_\_\_ house on the corner.
- little blue, green and white
  - little blue and green and white
  - little, blue, green, and white

**Answer: little blue, green**

- B. The store carries an assortment of \_\_\_\_\_ objects.
- interesting new, old and antique
  - new, old, interesting and antique
  - interesting, old and new and antique

**Answer: interesting new, old and antique**

- C. We went for a two-week cruise on a \_\_\_\_\_ ocean liner.
- incredible brand-new, huge Italian
  - incredible, huge, brand-new Italian
  - Italian incredible, brand-new, huge

**Answer: incredible, huge, brand-new Italian**

7. For each of the following sentences, choose the correct order of adjectives to fill in the blank.

- A. I bought a pair of \_\_\_\_\_ boots.
- new, nice, red rain
  - nice new red rain
  - red nice new rain

**Answer: nice new red rain**

B. My dad was thrilled with his gift of \_\_\_\_\_ bowties for his clown act.

- three squirting new nice big polka-dotted
- three polka-dotted nice new squirting
- three nice big new polka-dotted squirting

***Answer: three nice big new polka-dotted squirting***

C. Please put the marbles into that \_\_\_\_\_ box.

- round little old red
- little old round red
- little old red round

***Answer: little old round red***

**8. For each of the following sentences, choose the correct order of adjectives to fill in the blank:**

A. I was surprised to receive a \_\_\_\_\_ puppy for my birthday.

- little, cute, eight-week-old golden retriever
- cute eight-week-old little golden retriever
- cute little eight-week-old golden retriever

***Answer: cute little eight-week-old golden retriever***

B. Our work uniform consists of black pants, black shoes, and a \_\_\_\_\_ shirt.

- yellow baggy big polo
- big baggy yellow polo
- baggy yellow big polo

***Answer: big baggy yellow polo***

C. I've been spending a lot of time in antique shops looking for the perfect \_\_\_\_\_ clock.

- little silver Italian cuckoo
- little Italian silver cuckoo
- silver little Italian cuckoo

***Answer: little silver Italian cuckoo***

9. Which sentence uses the correct order of adjectives?

- A. Our grandparents drive a motorhome with black and white stripes.
- B. Our grandparents drive a motorhome with black with white stripes.
- C. Our grandparents drive a motorhome with black, white stripes.

**Answer: A**

10. Which sentence uses the correct order of adjectives?

- A. During my college years, I wore a red, white and black big hat to sporting events.
- B. During my college years, I wore a big red, white and black hat to sporting events.
- C. During my college years, I wore a big red white and black, hat to sporting events.

**Answer: B**

# Career Skills

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## RESUME

### What is Resume

A resume is a formal document that contains detailed information about an individual who is seeking an employment opportunity in a specific organization. It is important to highlight that a resume contains detailed information about the academic and employment details of the applicant. Moreover, resumes contain personal information such as hobbies and interests among other critical details.

There are three types of Resume: **Chronological Resume**, **Functional Resume** and **Combination Resume**

A *chronological resume* lists your work experiences and achievements starting from the current or most recent one, and following up with previous jobs below. For this exact reason, the chronological resume is the perfect choice for job-seekers who have plenty of experience and achievements to list on their resume.

A *functional resume* is a type of resume format which showcases skills over experience. The purpose of a functional resume is to draw attention to transferable abilities rather than focusing on a chronological overview of your work history. Because of its properties, it's sometimes called a skills-based resume.

A *combination resume* format emphasizes both skills and accomplishments, and recent work history. For reference, a combination resume will include elements of the other two commonly used resume formats: Functional resume format: Lists required, relevant and transferable skills that set you apart from other candidates.

## Example

### RESUME

R. Priya

1/42 (B) Mandalavad

Tirupattur (Post)

Tirupattur (Dt)

Email ID: priya.111@gmail.com

Cell: +91-8967536241

### CAREER OBJECTIVE

Being motivated with good attitude, strong analytical and development skills wanted to become part of leading organization and fulfill my desire of acquiring knowledge and pleasure working with the most competent professionals.

### EDUCATION

Course	Institution	Year of Passing	% of Marks
Ph.D. (Full time Nanoscience)	Vels University (VISTAS)	2018	90
M.Sc (Full time Nanoscience)	Vels University (VISTAS)	2015	80
B.Sc. (Physics)	Marudhar Kesari Jain College, Vaniyambadi	2013	69
Higher Secondary Education	Hindu Girls Higher Secondary School, Ambur	2010	51
Secondary Education	Hindu Girls Higher Secondary School, Ambur	2008	74

### TECHNICAL SKILLS

Programming languages: C, C++, Java basic

### AREA OF INTEREST

- Computer Networks
- Database Management System



## CERTIFICATION

- Workshop on “Machine Learning And Big Data” at “Vedha Technologies” on 15.08.19
- Internship on “Apache Spark” at “Vedha Technologies” Siit Technologies
- Workshop on “Hand-On Ethical Hacking” on 19.08.19
- Distinction in English type writing conducted by Tamil Nadu Government.

## STRENGTHS

- Positive thinking
- Goal keeping and achieving
- Problem solving and hardworking

## ACHIEVEMENTS

- Active participation in “Vigyana Pradarshini” paper presentation-Maths on 23rd and 24th October conducted by vidhya bharathi Tamil Nadu
- Dakshina Bharat Hindi Prachar Sabha, Madras conducting exams for learners (completed up to 3 levels)
- Damein foundation India trust in appreciation of participation in Resource Mobilization for social cause

## PERSONAL DETAILS

Residential Address : 1/42 (B) Mandalavadi  
 Tirupattur (Post)  
 Tirupattur (Dt)

Date of Birth : 26.02.2000

Nationality : Indian

Gender : Female

Father's Name : Naveen

Mother's Name : Latha N

Languages known : English, Tamil, Telugu, Hindi

Hobbies : Painting, development technical skills using open source

Marital Status : Unmarried

**DECLARATION**

I hereby declare that the above information is true to the best of my knowledge and belief, I'll strain every nerve to add value to our organization.

Yours Sincerely,

R. Priya

Date:

Place:

**BIO-DATA**

Name : A. Sudha  
 Father Name : A. Ashokkumar  
 Sex : Female  
 Date of Birth : 21-April-1993  
 Marital Status : Married  
 Nationality : Indian  
 Address : 7, Kovil Street  
                     Kunnur  
                     Chennai  
 E-mail ID : sudhaa123@gmail.com

**EDUCATIONAL QUALIFICATION**

S. No.	Qualification	Name of Institution	Year of Passing	Percentage
1.	B.Sc Statistics	Loyola College, Vellore	2022	89%
2.	HSC	Sri Vidya Vikas Junior College, Kongareddypalli	2019	86.3%
3.	SSLC	ZP High School, Mapakshi	2017	82%

Salary Drawn : Rs.400000  
Salary Expected : Rs.500000  
Other Interests : Sports, Music, Dance

I hereby declare that the information given above is true to the best of my knowledge and belief.

Signature

(A. Sudha)

Date:

Place:

## **CURRICULUM VITAE AND COVERING LETTER**

### **Curriculum Vitae**

That actually depends where you are.

In the U.S., a CV (also known as a curriculum vitae) is a very detailed document that lists your work experience, skills, educational background along with other academic achievements and it used be people pursuing a career in academia.

In most of the rest of the world, a CV is for a job and looks exactly like it's American resume counterpart. It contains information on your work experience, skills, and educational background in reference to a particular job you're applying for.

For the sake of this article, we'll be using CV to mean the curriculum vitae used in the academic community within the U.S.

A typical academic CV has the following format:

- Contact Information
- Research Profile
- Education Section
- Publications
- Awards and Honors

- Grants and Fellowships
- Conferences
- Teaching Experience
- Research Experience
- Languages and Skills

## Covering Letter

A cover letter is similar to what its name suggests— it's a letter that covers the key points in your experience and skill set that prove you're a great candidate for the job.

Unlike the bullet pointed list usually found on a CV, the cover letter reads like a letter and gives you an opportunity to deep dive into concrete examples of your expertise.

The general layout of a cover letter looks like this:

- Cover letter header
- Cover letter salutation
- Cover letter introduction
- Secondary paragraph that underlines your experience and expertise
- Third paragraph that proves you're a great fit to the company and role
- Cover letter ending with a call to action
- Professional sign-off

## Examples

### Curriculum Vitae

Dr. V. Shobana, M.Sc, M.Phil., Ph.D.

Supervisor and Convener

PG & Research Department of Physics

Loyola College

Chennai

## OBJECTIVE

Would like to take up challenging position and whereby I can leverage my skills and knowledge for the growth and development of the organization, while growing my management skills.

## EDUCATIONAL QUALIFICATION

MA., M.phil., B.Ed.,

## SKILL SETS

- Communication Skills
- Self Motivation
- Highly devoted to the profession

## WORK EXPERIENCE

Degree	Year Passed Out	Institute
MA English	2005	Tamil Nadu Open University
M.Phil English	2007	Tamil Nadu Open University
MA Tamil	1989	M.K University
M.Phil Tamil	2007	M.K University

## PERSONAL DETAILS

Name : V. Shobana  
 Father Name : S. Venu  
 Sex : Female  
 Date of Birth : 21-April-1993  
 Marital Status : Married  
 Languages Known : Tamil, English, Hindi  
 Nationality : Indian  
 Address : 9, Vivekanandhar Street  
                   Saidapet  
                   Chennai  
 E-mail ID : shobana.v21@gmail.com

## DECLARATION

I hereby declare that the information given above is true to the best of my knowledge and belief.

Thanking you

Yours Faithfully

V. Shobana

## Covering Letter

Dear Sir/Madam,

My name is (mention your name). I am writing this letter to remind you about our conversation held at (mention previous meeting) about (mention the topic you discussed). I am writing to you because I feel that I can add value to your company as a (job position).

During my work in (current company), I have learned many valuable skills that helped me in all my endeavors in the company. Some of the skills that I learned are (mention the most important skills that you have learned). If given a chance, I can prove to be a valuable asset with my present skill set.

I am hoping to hear from you soon. All my contact details are listed with the resume that I have attached with this cover letter.

Best wishes,

(Name)

# Composition

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## LETTER WRITING - FORMAL

### What is Letter Writing?

Letter Writing has been deemed as one of the most useful forms learnt and used for various reasons. There are several kinds of letters, each of which has its own form and style. However, there are certain parts of the letter which remain the same. They include:

- Sender's address
- Date
- Greeting or Salutation
- Body of the Letter
- Subscription
- Signature

#### Sender's Address

The writer's complete postal address has to be mentioned at the beginning of the letter on the left-hand side of the paper. This lets the receiver know where you wrote the letter from.

#### Date

The date is written just below the sender's address, and It lets the recipient know when exactly the letter was written. The date may be written in any of the following ways:

4th July 2005

July 4, 2005

4/6/2005

4-6-2005

4.6.2005

### **Greeting or Salutation**

The Salutation depends on the relationship between the sender and the receiver.

- To members of your family and friends, it could be Dear Father, My Dearest Friend, Dear Uncle, Dear Diana, etc.
- To Business people or any officer of higher rank, it could be Dear Sir, Dear Sirs, Sir/Ma'am, etc.

### **Body of the Letter**

The message that you want to convey is stated in the body of the letter. The style, however, depends on the type of letter you are writing. The style of a friendly letter differs completely from that of a business letter or an official letter, but there are certain points that apply to both formal letters and informal letters.

Generally, when you draft the body of your letter, see to that you divide it into short paragraphs, according to the change in the subject matter. Use simple and direct language that is easy to comprehend. Put down all your points in a logical order. Mind your punctuation; incorrect punctuation will alter the meaning of the sentence completely.

### **Subscription**

The subscription helps you end the letter in a polite and courteous manner. The subscriptions change according to the type of letter you are writing. It can be written as Yours faithfully, Yours lovingly, Yours sincerely, With love, etc.

### **Signature**

The signature or the name of the writer should be written just before the subscription.

## **KINDS OF LETTERS**

There are two kinds of letters. They are:

- (i) Informal letter
- (ii) Formal letter



## Informal Letter

Letters to friends and family can be written in a conversational style. They are just a composition of spontaneous thoughts, and they are easy and personal. When writing an informal letter, you are free to use colloquial language, which would be quite out of place in a formal letter. This does not mean that you can pen down random thoughts that are totally disconnected and make no sense. Wrong spelling, punctuation and grammar are not allowed even though the letter is informal and personal.

An informal letter can be written by following a basic format that includes the sender's address, date, greeting, body of the letter, subscription and signature. To know more about how to write an informal letter, visit [Informal Letter Format](#).

## Formal Letter

Formal letter or Business letters should be clear and concise. You should always remember that formal letters are written to bring important information into consideration, so you should always take care to draft the letter carefully by providing only the necessary information.

The language used in formal letters is a lot more professional than informal letters. The format of formal letters is the same as explained above, with a few additions, viz., 'the Receiver's Address', 'Subject' and 'Signature'. Check out [Formal Letter Writing in English](#) for more information on formal letters.

## LETTER WRITING SAMPLES

### Formal Letters

#### 1. Letter to the publisher ordering books for your store

From

N. Prajith

24, Crosby Lane

Bangalore - 600 045

20th August 2019

To

The Manager

Zack Publishing House

Mumbai - 400 012

Subject: Requirement of new books for the store – reg.

Dear Sir,

I have received the books that you had sent last week. The books are in perfect condition, and they were delivered on time. Owing to the great service rendered, I would like to order more books that would be a great addition to the wide range of books available at my store. Given below is a list of books that I would like to purchase:

<i>Title of the Book</i>	<i>Author</i>	<i>No. of Copies</i>
Wuthering Heights	Emily Bronte	3
Treasure Island	R L Stevenson	2
A Brief History of Time	Stephen Hawking	4
Surely You're Joking, Mr. Feynman!	Richard Feynman	2

I shall be grateful if you could send me copies of these books as mentioned by VPP as early as possible to the address given.

Thank you in advance.

Yours faithfully,

N. Prajith

## 2. Letter to the Editor about a road that needs repair

From

N. R. Deepak  
25, SS Street  
Chernan Nagar  
Coimbatore - 641 023  
8th September 2019

To

The Editor  
The Hindu  
Coimbatore

Subject: Repair of the road in Cheran Nagar

Sir,

I would like to bring to your notice that the people in and around Cheran Nagar have been facing difficulties in travelling back and forth because of the bad condition of the roads there. We have appealed to the Municipality, but there has not been any development on the issue so far.

As private appeals to their office have had no effect, perhaps a little publicity will do no harm. For the last month, the roads in Cheran Nagar have been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night it is positively dangerous for motors or carriages to pass that way. Moreover, there are heaps of road metal on both sides of the road, which leave very little room in the middle. The residents of the area have been inconvenienced in this way for weeks.

The situation is becoming worse. There have been multiple accidents happening due to this condition. I request you to highlight the seriousness of the matter in your newspaper so that the road may be put in thorough repair without further delay.

Thanking You

Yours sincerely,

N. R. Deepak

### 3. Sample Letter for TC from College

From

R.Jagan  
15 B, Hill Crest Residency  
Ramakrishna Mutt Road  
Ooty – 643 001  
January 5, 2022

To

The Principal  
SNS College of Arts and Science  
R K Puram  
Ooty – 643 006

Subject: Request Letter for Transfer Certificate

Dear Sir,

I am Adithya Srinivasan, a second-year student of B Sc Computer Science. I am writing this letter to request for a TC as my family is relocating to Coimbatore next month. I have already applied to colleges in Coimbatore, and I have been shortlisted as well. I would be required to submit the Transfer Certificate as soon as I receive a confirmation of my admission.

I request you to kindly consider my request and issue me a Transfer Certificate by the end of this month.

Thank you

Yours sincerely,

R. Jagan

#### 4. Formal Apology Letter for Delivery of Damaged Products

From

R. Ram

45 C, The Throttlers

Big Bazaar Street

Vytilla

Kochi – 682019

10/01/2022

To

Siddarth

10/227, Jagathala Road

Aruvankadu

Ooty – 643002

Subject: Apology for delivery of damaged goods

Respected Sir,

I have been informed that the LED indicators you bought were not working properly. You had mentioned that there was a problem with the wiring connection. We regret the inconvenience caused. We can replace it for you at the earliest once you return it to us (to the above-mentioned address).

Thank you

Yours sincerely,

R. Ram

## Informal Letters

### 1. Letter to your cousin enquiring about her first visit to Ethiopia

34, Park Avenue

Mumbai – 400023

24th September 2021

Dearest Maria,

I was so glad to hear from my mother that you are back home after the trip. Hope you had a safe and enjoyable trip. I have been waiting to hear all about the trip from you.

Since this was the first time you have been to a foreign land, I guess every little bit of the trip was as exciting as you expected it to be. I have heard from my friends residing there that the place is extremely beautiful and that the people there are very endearing. However, I was worried when I knew that there were a few bomb blasts during your stay there. Hope all of you there were safe. I hope everything else was fine except for this.

I had spoken to your mother earlier, and she told me that you would be coming home after two weeks. I saw your pictures on Instagram as well. I can't wait to meet you and hear all your stories. Waiting eagerly for your reply.

Your loving cousin,

Sarah

**2. Letter to a friend about arranging a get-together**

BB Street,

Allahabad – 211005

12/02/2020

Dear Surya,

Hope you are keeping well, and everyone at home is keeping safe and healthy. It has been a long time since all of us have met, so I was thinking we could all meet up. I have planned to have a get-together next month. I would love to discuss more about it.

All of us could meet on Friday evening and stay over the weekend at a resort in Munnar. The climate in Munnar is great and it will be a good stress reliever. We could also go around the tourist spots if everyone is interested. If you are ready, we could talk to the others also. I will visit you next weekend to discuss more on this.

Awaiting your reply and hoping to meet you soon.

Love,

Sreya

**3. Reply, regretting inability to join**

144, Stark Lane

Mumbai – 400054

15/02/2020

Dear Sreya,

It is extremely thoughtful of you to plan a get-together for all of us. I wish I could join you, but I am sorry to say that I have a project starting next month and it would not be possible for me to be there. If there is any way of preopening the get-together to any time before the month-end, I can definitely make it happen.

I hope we can reschedule the get-together and not miss the chance to meet up. Waiting to hear from you.

With love,

Surya

**4. Letter to your friend about your plans for the summer holidays**

89 B, Jaya Nagar

Block IV

Bangalore – 500008

March 23,2021

My dear Rachel,

Hope you are keeping safe and healthy. I am writing to you to find out if you would be able to join me for the summer holidays.

I have planned to spend the summer in Barbados as I have an official meeting for which I have been asked to be the keynote speaker. I would be occupied only for a week, and I am sure we would be able to go around once the meeting is over. I had met with Joey and Chandler and proposed this idea, and they happily accepted. Monica also has agreed to come with us. It would be wonderful if you and Phoebe could join us as well. It would be our first summer together like we have always wanted.

I really hope and wish both of you could make it too. Let me know as soon as possible so that we can book our tickets and plan out everything, including our stay and other activities.

Eagerly waiting for your response.

Love,

Ross

