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He Asked Me What He Looked Like

Reporting of Questions

- Inspector : So you are the salesman. Try to answer my questions correctly and the police will catch the thief.
- The Salesman : I still can't believe it.
- [Dazed]
- Inspector : When did you come to the bank?
- The Salesman : At about 12.30.
- Inspector : How much cash were you carrying?
- The Salesman : Rs. 20,500, I had to deposit it for my firm.
- Inspector : How were you carrying this cash?
- The Salesman : It was in my brief-case. I had put the brief-case on the counter and was filling in the pay-in-slip.
- Inspector : Will you, please, tell me what the brief-case looked like?
- The Salesman : It was a brown plastic case with one latch twisted. The other latch was all right.
- Inspector : And then?
- The Salesman : A young man standing nearby said that I had dropped some money on the floor. I bent to pick it up and he ran away with my brief-case.
- Inspector : What did the young man look like?
- The Salesman : He was tall, dark and thin, with a long scar on his left cheek.
- Inspector : Oh, so he had a scar on his left cheek. That's valuable clue.
- The Salesman : Can you place him?
- Inspector : A man of this description was released from jail yesterday. He would be fairly certain if you could tell us what his hair looked like.
- The Salesman : It was quite closely cropped. I'll be very grateful to you, if you catch the thief and recover the money.
- Inspector : Well, he might have had a haircut after he was let out. We will do our best.

The salesman makes a report of the conversation he had with the Inspector to the Manager of his firm.

The Inspector asked me when I went to the bank how much cash I was carrying. I told him I was carrying Rs. 20,500.

He wanted to know where it was.

I told him it was in my brown brief-case.

The Inspector then asked me what the young man looked like. I told him he was tall, dark and thin, with a long scar on his left cheek.

I asked the Inspector if he could place him. The Inspector replied that a man of his description was released from jail the day before. He has promised to help us.

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CHAPTER

Torch Bearers

–W. M. Ryburn (1753-1812)

◆ *About the Author*

W. M. Ryburn is a famous English writer who writes on games and sports and general topics. His style is journalistic. Sometimes he writes on political and social subjects.

◆ *About the Lesson*

Once a merchant had toiled hard and had made a lot of money. He wanted to give all his money to the son who proved himself to be the cleverer of the two. So he decided to solve his problem by giving them a test. In the test, the younger son was proved intelligent. In this way we can say that age does not make one great but it is wisdom that makes one great. So we should think for some time before our every action. It is our great responsibility to make ourselves a good citizen. In fact, we have to train ourselves for citizenship and for the service of our country.

PART I

Once upon a time, many centuries ago, there lived an old merchant. All his life he had toiled hard, buying and selling, with the result that he had made a lot of money. As the years went by, he laid by more and more riches. But the day came when he felt that he had not long to remain in this world. He began to wonder what he should do with his money.

Now, he had two sons. He made up his mind that he would not divide his money between them, but that he would give it all to the one who proved himself to be the cleverer of the two. The problem to be solved was that of finding out which of the two sons was the cleverer. He decided to solve this problem by giving them a test.

Calling the young men, he said to them. "Here are two rupees. I want you to take one rupee each and then to go out separately and buy something which will fill this house. You are not to spend more than one rupee."

The two sons looked at him as if he had taken leave of his sense. "How can we possibly buy enough of anything to fill the house with only one rupee?" They asked themselves. And they were reluctant to pick-up the rupee. But the old man insisted on their doing as he told them. "Off you go," he said. "And don't take too long over the business. I expect you back in a couple of days."

So each young man took-up a rupee and went out. The first one wandered through the bazaar, but nothing could he find which would in any way serve his purpose. All day long he wandered about, looking in all the shops, nothing could he find. He became more and more certain that something had gone wrong with his father. He was about to give up his search in despair, when he saw a bullock cart with a load of hay "That looks hopeful," he thought. "I wonder how much hay I can get for a rupee."

He went up to the driver of the cart and enquired about the price of the hay. There was a good deal haggling over the price, but, in the end, he was able to buy the load of hay for a rupee. (This was in the days when a rupee would buy a great deal more than it would buy now.)

So the young man led off the cart with the hay to his father's house. Hopefully he piled it into the house. But when it was all in, he found that there was not enough to cover even the floor, let alone fill the whole house.

When the second son went out with his rupee, he did not go straightway to the bazaar. Instead of doing that, he sat down and began to think. For a long time, he sat thinking about what he could possibly buy. At length, at evening time, an idea struck him. Taking his rupee, he walked quickly down the bazaar till he came to a shop where candles were sold. He spent his rupee on candles, of which he got quite a number. Then, taking his candles with him, he made his way back to his father's house. When he got there, his brother was standing disconsolately looking at the hay spread out on the floor.

It was now getting dark. Quickly the second son stood two or three candles in each room. Then he lit them. At once the house was filled with light.

His father was very pleased with him and said, "My son, you have shown true wisdom. I am ready to hand over all my money to you."

Now, we all live in a big house which we call our native country. We have each of us been given, some one rupee, some two rupees, some three rupees and some four rupees. These rupees are not rupees with which we can buy things, but they are different powers we have been given. Each of us has powers of body, powers of mind, powers of character. Each of us has strength, time, intelligence, which can be used. As we leave school and go out into the world, we are tested as to how we are going to use these talents which we possess. Are we going to use them to buy useless hay, or are we going to use them to spread light throughout our house, that is, our country? If we are going to be good citizens, then we shall use our powers and abilities to try to spread light into all parts of our country that is, we shall spend ourselves in the service of our country.

No country can progress unless it has good citizens. So that if we love our country and want to serve it, we shall try to become good citizens.

While we are at school, this is what we should be doing. We should be training ourselves in citizenship, and cultivating the characteristics of good citizens. If we do this, then, when we leave school and home, and go out into different parts of our country, we shall be able to fill it with the light of good citizenship.

|| Glossary ||

Centuries	शताब्दियाँ	series of hundred years
Toiled	कठिन परिश्रम किया	worked hard
To wonder	आश्चर्य में पड़ना	to get surprised
Riches	धन	wealth
Proved	सिद्ध किया	established truth of
To spend	खर्च किया	to pay for purchase

Possibly	सम्भवतः	perhaps
To pick up	उठा लेना	to carry
Expect	आशा करना	hope
Wandered	इधर-उधर घूमा	roamed
Search	खोज	seeking
Hay	भूसा	dried grass
Haggling	भाव तय करना	bargaining
Led off	लिवा ले गया	carried away
To cover	ढकना	to overspread
At length	अन्त में	at last
Disconsolately	दुखी हुआ, निराशापूर्वक	sadly and disappointedly
Lit	जलाया	kindled
Pleased	प्रसन्न हुआ	made glad
Hand over	सौंपना	to entrust
Strength	शक्ति	power, force
Talents	योग्यताएँ	abilities
Citizenship	नागरिकता	townmanship
Characteristic	गुण (विशेषताएँ)	salient qualities
Progress	उन्नति करना	advance
Merchant	व्यापारी	trader
A lot of money	बहुत सारा रुपया	a large amount of wealth
Laid	बचाया	saved
Problem	समस्या	something difficult to solve
Separately	अलग-अलग	individually
Sense of thinking	सोचने की शक्ति	reasoning
Power	शक्ति, बिजली	strength, electricity
Reluctant	अनिच्छुक	unwilling
Insisted	बारम्बार कहा, जोर दिया	urged
Couple of days	कुछ दिन	few days
purpose	उद्देश्य	object
In despair	निराशा में	state of loosing all hopes
Enquired	पूछताछ की	asked
Piled	ढेर लगा दिया	heaped-up
Straight	सीधा	direct
Struck	मन में आया	occurred in mind
Was getting dark	अंधेरा होता जा रहा था	approaching of night
Filled	भर गया	occupied with
Wisdom	चतुराई	sagacity, prudence
Native-country	मातृभूमि	motherland
Intelligence	बुद्धि	quick understanding
Citizen	नागरिक	townsman, native
Want to serve	सेवा करना चाहते हैं	to render, service
Cultivating	उगाना (पैदा करना)	to grow, generate
Different	भिन्न	unlike

|| Exercise ||

↳ COMPREHENSION

(A) Read the following passages and answer the questions given below :

(a) Many centuries ago.....than one rupee.

1. Write the name of the lesson from which the above noted passage has been taken. Who is the author of this lesson?
2. How had the merchant spent all his life?
3. What was the result of the merchant's hard work?
4. What was his problem? How did he decide to solve it?
5. Which words in the passage have the following meanings :
(a) Discover (b) Worked hard.

(b) For a long time.....out on the floor.

1. Write the title of the lesson from which the above noted passage has been taken. Who is the author of this lesson?
2. What did the second son buy for his one rupee?
3. Whom with the old merchant pleased and why?
4. What did the second son see when he got back home?
5. Find out the words from the passage which have the following meanings :
(a) Market (b) Prepared.

(c) It was now getting.....good citizens.

1. Write the name of the lesson from which the above noted passage has been taken. Who is the author of this lesson?
2. What different powers have we all been given?
3. How are we tested as we leave school and go out into all the world?
4. What does the author mean by 'hay' and 'light' in the given passage?
5. Which words in the passage have the following meanings :
(a) Abilities (b) Special gifts, faculties.

(d) No country can progress.....good citizenship.

1. Write the name of the lesson from which the above noted passage has been taken. Who is the author of this lesson?
2. What should we do, if we love our country?
3. What should we do, while we are at school?

4. What should we do, when we leave school and home?
5. Which words in the passage have the following meanings :
 - (a) Develop
 - (b) Qualities.

(B) Long Answer Type Questions:

Answer the following questions in not more than 60 words each :

1. How can we use our powers and abilities to spread light over all parts of our country?
Or How can we fill our country with the light of good citizenship?
2. What did the two sons do with their rupee? How did the second son prove himself cleverer than the first son?
3. What are different powers and abilities given to us? How can we use them?
Or What different powers have we been given?
4. What test did the old merchant give to his two sons to find out who was the cleverer of them? Why did he want to judge them?
Or Why did the old merchant want to judge his two sons? What test did he give to them to find out who was the Cleverer of the two?
5. Write a character-sketch of the old merchant in the lesson, "Torch Bearer."

(C) Short Answer Type Questions :

Answer the following questions in not more than 25 words each :

1. What was the result of the merchant's toil as given in the lesson 'The Torch Bearers'?
2. How did the merchant solve the problem?
3. What happened when the second son lit the candles? What did his father say to him?
4. What have 'hay' and 'light' been compared to?
5. Why should we try to become good citizens?
Or Why do we need to become good citizen?
6. Which of the two sons of the merchant was wiser and how?
7. What did the old merchant do all his life?
8. What did the old man say to his sons in the lesson, "Torch Bearers"?
9. Whom did the old man went to give all his money to?
10. How did the second son show true wisdom?
Or How did the second son prove that he was wiser than his elder brother?
11. How can we serve our country as good citizens?

(D) 1. Select the most suitable alternative to complete each of the following statements :

- (i) **The old merchant gave all his money to :**
- (a) his friend
 - (b) his first son
 - (c) his elder son
 - (d) his second son

(ii) No country can progress unless it has :

(a) good citizens (b) good workers (c) bad citizens (d) good teachers

2. Say whether each of the following statements is 'true' or 'false':

(i) All his life, the merchant had toiled hard.

(ii) He made-up his mind that he would not divide his money.

(iii) The merchant had only two sons.

(iv) The younger son was cleverer than the elder one.

(v) The second son was able to buy the load of the hay for a rupee.

(E) Vocabulary

(i) Match the following words of List 'A' with their meanings in List 'B'—

List 'A'

overpowering

crooks

argue

protest

List 'B'

to speak against

to discuss with reasoning

very strong

dishonest people

(ii) Match the words of List 'A' with their meanings in List 'B'—

List 'A'

mystery

enough

toiled

cremated

List 'B'

burnt fire

secret

sufficient

worked hard

(iii) Match the words of List 'A' with their meanings in List 'B'—

List 'A'

fame

appreciate

wealth

puzzled

List 'B'

confused

reputation

admire

riches

(iv) Match the words of List 'A' with their meanings in List 'B'—

List 'A'

solitary

haggling

mystery

reception

List 'B'

secret

welcome

lonely

bargaining

PART II

A story is told of Guru Nanak that, in the course of his travels, he came to a village. Besides him, his disciple, Mardana, also came to the village. They wanted to stay there for the night. But the villagers were rude and inhospitable and would not let them stay anywhere in the village. So Guru Nanak and Mardana were forced to spend the night in the open. As they turned away from the village, Guru Nanak said "I pray that the people of this village may always stay in this village." Mardana was somewhat puzzled at this, but said nothing.

The next night, they came to another village, where they met with a very different reception. The villagers welcomed them, treated them kindly, found them a place to stay for the night and gave them food to eat. In the morning, as Guru Nanak and Mardana were leaving, the Guru Nanak said, "I pray that the people of this village may not remain in their village, but may be scattered throughout the country."

But this was too much for Mardana. He protested. "Why," he said to the Guru, "Do you pray for good thing for people who treat us badly and for misfortunes for those who treat us well? You should have prayed for those inhospitable villagers to be scattered over the country and for these good people to remain comfortably where they are."

"No", replied Guru Nanak. "It is better for those inhospitable and selfish people to stay in one place where they can do harm in one place only. If they went to other places they would have an evil influence all through the country. Now these good people, with whom we put up last night, are too good to be left in one place. They have something which is needed everywhere. Their influence and their character will be of benefit of others, wherever they go. Hence they ought to be scattered so that they can take their light to other places."

Now we have to see to it that we grow into such citizens that people will want the light of our character and our influence everywhere. We do not wish to have the sort of character that will make people want us to stay in one place and not to mix with others. If we are to be good citizens, who will be able to serve our country, we must be carrying light with us wherever we go and not darkness. Our influence on others must be for good and not darkness. Our lives must be such that wherever we go and wherever we live, other people will be the better for our having been with them. A good citizen is a centre of light wherever he lives and whatever he is doing. The greater the number of good citizens in a country, the more enlightened will the country be as a whole.

All of us are, or will be, citizens of our country. But we have to make up our minds whether we are going to be good citizens or bad ones. We have to decide whether we shall live such lives that our country will be the better for our lives and work, or the worse. We have to try to imagine what our country would be like if everyone lived and acted in just the same way as we do.

A chain is as strong as its weakest link. Each one of us is a link in the chain that is our country. If we are weak and poor citizens, then our country will suffer, even though we may try to comfort ourselves with the false idea that it does not make any difference what one person does in such a large country where so many people live. But if one candle goes out, then in that one place there is darkness instead of light. It is only when all the candles burn brightly then the whole house will be full of light.

Each of us, therefore, has the responsibility of being a good citizen. We must see that our particular link in the chain is not a weak one. When the Olympic Games were held in London in 1948, a flame was carried to London from Greece, where the Olympic Games used to be held in times long ago. This flame was carried by a long relay of runners right across Europe. Each runner, carrying a lighted torch, ran for a certain distance till he came to the place where a fresh runner was waiting for him. The new runner then lit his torch from the one that had been carried to him. As soon as he had done this he set out to run with his lighted torch to where the next runner was waiting. He had a fresh torch, which he, in his turn, lit from the one brought to him. And so from runner to runner the flame

was carried till it reached London. From the last torch was lit the fire which burned all the time the games were going on.

Although nothing was said about it and no names were mentioned, at one place there was an accident. One runner when handing over his torch to a fresh runner, let it go out. How ashamed he must have been! He had let the flame go out. He had broken the chain.

Each one of us, as we leave school, has a flame to carry which we have to pass on to others. We have been given knowledge and skill. These we pass on by using them in the service of our country. If we do not use them, it means that we are letting the flame go out and none of us wants to do that. But if we are going to be able to keep alight the torch that has been given to us, we have to know how to look-after it and we have to know how to hold it as we run. In other words, we have to train ourselves for citizenship and for service of our country.

|| Glossary ||

In course of	के दौरान	during
Besides	अतिरिक्त	in addition to
Rude	अभद्र	ill-mannered
Puzzled	परेशान	confused
To spend	व्यतीत करना	to pass on
Different	भिन्न-भिन्न	unlike
Kindly	दयापूर्वक	benevolently
May be scattered	फैल जाय	spread all around
Badly	बुरी तरह से	evil, immorality
Selfish	स्वार्थी	self content
Evil influence	बुरा प्रभाव	bad effect
Ought	चाहिए	should
Wherever	जहाँ कहीं से	at whatever place
To mix with	धुल मिल जाना	mingled with
Citizen	नागरिक	town's man
Decide	निर्णय करना	resolve
Acted	व्यवहार किया	behaved
Suffer	कष्ट उठाना	to take pains
False	असत्य	not true
Idea	विचार	thought
Responsibility	उत्तरदायित्व	accountability
Runner	धावक	participant in running
Lighted torch	जलती मशाल	flaming light
Knowledge	ज्ञान	learning
Turn	बारी से	to cause to move on an axis
Go out	बुझ जाना	extinguish
To keep light	जलाये रखना	to keep burning
Travels	यात्राएँ	tours
Disciple	शिष्य	learner

Inhospitable	वह जो अतिथि का सत्कार न करे	not hospitable
Forced	बाध्य किया	compelled
Turned away	मुड़े	moved away
Reception	स्वागत	welcome
May not	न रहे	not live
Protested against	विरोध किया	objected, opposed
To remain comfortably	सुख से रहना आराम से रहना	to live happily happily
Put up	निवास करना	to dwell
Hence	इसलिए	therefore
Benefit	लाभ	advantage
Character	चरित्र	distinctive qualities/traits
Darkness	अन्धकार	doom
To make one's mind	दृढ़ निश्चय करना	to resolve
To imagine	विचार करना	to conceive
Link	कड़ी	lock
Comfort	सांत्वना या आराम देना	console
Instead of	के बजाय	in place of
Brightly	तेज चमक के साथ	glaring
Particular	विशेष	special
Set out	रवाना हुआ	departed
Accident	दुर्घटना	mishap
Skill	कुशलता	expertise
Mentioned	उल्लेख किया	made reference of
Ashamed	शर्मिन्दा हुआ	felt disgraced
To hold	पकड़ना	to grasp

|| Exercise ||

↳ COMPREHENSION

(A) Read the following passages and answer the questions given below :

(a) But the villagers.....where they are.

1. Write the title of the lesson from which the above noted passage has been taken. Who is the author of this lesson?
2. Why were Guru Nanak and Mardana forced to spend the night in the open?
3. What did Guru Nanak say when he left the first village?
4. What kind of reception did they get in the next village?
5. Point out those two words in the passage which have the following meanings:
(a) Impolite (b) Confused.

(b) But this was too much.....light to other places.

1. Write the name of the lesson from which the above noted passage has been taken. Who is the author of the lesson?

2. Why did Mardana protest?
 3. What according to Mardana, should Guru Nanak have prayed?
 4. Why was it better for the inhospitable people to stay in one place?
 5. Point out the words from the passage which have the following meanings :
 - (a) To produce an effect
 - (b) To separate and go off in different directions.
- (c) When the Olympic Games were.....were going on.**
1. Write the title of the lesson from which the above noted passage has been taken. Who is the writer of the lesson?
 2. Why was a flame carried to London from Greece alone, and not from any other country?
 3. How was the flame, carried all along its way from Greece to London?
 4. Out of the following five statements only two are true. Point out these two statements :
 - (a) The Olympic Games used to be held in London in times long ago.
 - (b) The same lighted torch which started from Greece was carried to London by a team of runners.
 - (c) As soon as the flame reached London it stopped burning.
 - (d) Each new runner lit his torch from the one that had been carried to him by the previous runner.
 - (e) One runner felt much ashamed of himself when his torch went out.
 5. (a) Locate the word which has been used twice in the first paragraph of the passage and means 'organised'.
 (b) Point out the words which means started.
- (d) Although nothing was.....none of us wants to do that.**
1. Write the title of the lesson from which the above noted passage has been taken. Who is the writer of the lesson?
 2. What happened accidentally at one place according to the writer?
 3. What must have been the effect of the accident on the person who caused it?
 4. What is our duty after we have completed our education?
 5. Locate the two words in the given passage which have the following meanings :
 - (a) Allowing
 - (b) Feeling shame.
- (e) Each of us.....service of our country.**
1. Write the name of the lesson from which the above noted passage has been taken. Who is the writer of this lesson?
 2. What different powers have we been given?
Or What powers do you have to use in the service of our country?
 3. What do we carry as we leave school?
 4. How shall we serve our country as good citizens?
 5. Why should we try to be good citizens?
 6. Point out the two words in the given passage which have the following meanings—
 - (a) a natural ability
 - (b) dried grass.

(f) All of us are, or will be will be full of light.

Or A chain is be full of light.

Or Each one of us be full of light.

1. What do we have to make up our minds? What have we to decide?
2. What do the words chain and link in the passage stand for? What is the false idea that the people sometimes have?
3. What has the candle light been compared with? Why should all the candles burn brightly?
4. Write the name of the lesson from which the above lines have been taken? Who is the writer of this lesson?
5. What will happen, if we are weak and poor citizens?
6. Which words in the passage have the following meanings :
(a) to resolve (b) similarly

(g) Now we have to see to our having been with them.

1. What type of citizens should we grow into?
2. For being good citizens, what must we carry?

(B) Long Answer Type Questions :

Answer the following questions in not more than 60 words each :

1. Why was Mardana puzzled?
2. Relate the story of Guru Nanak and Mardana in your own words?
3. Why have we been compared to a chain?
4. What are we expected to do after we leave school?
5. Why should we pass on the flame of knowledge and skill to others?
6. How did Guru Nanak teach his pupil Mardana the lesson of the greatness of heart?
7. How did the people of the second village treat their visitors? Why did Nanak pray that they may be scattered throughout the country?

(C) Short Answer Type Questions:

Answer the following questions in not more than 25 words each :

1. Why did Guru Nanak and Mardana go to the village?
 2. Why did the villagers not allow them to stay in the village?
 3. What did Guru Nanak pray for the people of the second village?
 4. What kind of reception did they meet in another village?
- Or How did the people of the second village treat their visitors? What did Nanak say to them?
5. Why was Mardana unhappy?
 6. Why did Guru Nanak want the inhospitable and selfish people to stay in one place?
 7. How can a country be enlightened?
 8. What qualities of character should we develop in ourselves?
 9. Why has a good citizen been called 'a centre of light'?
 10. Why should good people not stay at one place?
 11. Why did Guru Nanak think it better for the inhospitable people to stay in one place?
- Or What will happen if a link in a chain is broken?

(D) 1. Select the most suitable alternative to complete each of the following statements :

(i) A chain is as strong as :

- (a) its weakest link (b) its strongest link
(c) the number of links in it (d) the metal it is made of

(ii) Guru Nanak prayed that the people of the village where he spent the night in the open should stay with at village because he :

- (a) was displeased with the villagers
(b) was pleased with them
(c) did not want their influence to spread
(d) wanted to come again to the village

2. Say whether each of the following statements is 'true' or 'false':

- (i) The villagers of the first village were rude and inhospitable.
(ii) Our influence on others must be for bad and not for good.
(iii) All of us are, or will be, citizens of our country.
(iv) A chain is as strong as its weakest link.
(v) Olympic Games were not held in London in 1948.

(E) Vocabulary

1. (i) Match the following words of List 'A' with their meanings in List 'B':

List 'A'	List 'B'
Insist	Worked hard
Haggle	Not willing
Protest	Bargain
Reluctant	Make repeated request
Despair	Speak against
Toiled	Much
A lot of	Sufficient
Enough	Hopelessness

(ii) Match the words of List 'A' with their meanings in List 'B':

List 'A'	List 'B'
different	charmed
reception	in addition to
besides	welcome
enthralled	unlike

(iii) Match the words of List 'A' with their meanings in List 'B':

List 'A'	List 'B'
proceed	react
amiable	changing
varying	to go forward
respond	friendly

(iv) Match the words of List 'A' with their meanings in List 'B':

List 'A'	List 'B'
enthralled	worried
gloomy	confine
upset	sorrowful
constrain	charmed

2. Fill in the blanks with suitable words select from the list given below :

cultivate, unless, inhospitable, take leave

- (i) Being.....is a sign of bad culture.
 (ii) I have stayed here for a long time. Let me.....of you.
 (iii) We can.....good habits by regular practice.
 (iv) No country can progress.....it has good citizens.

3. Fill in the blanks with the following words :

anywhere, anyone, any longer, against, in favour of, on behalf of, for the sake of

- (i) I have heard enough. I don't want to hear.....from you now.
 (ii) I am not on good terms with Ravi so he always speaks.....me, whereas Anil is my friend and he always speaks.....me.
 (iii) The chief guest had to leave early so the prizes were distributed by the Principal.....the chief guest.
 (iv) I cannot accommodate you to stay.....you like.
 (v) I hate influencing others. But I'll put in a word for you.....your poor parents.
 (vi) It is very dark now. I cannot stay here.....

➔ Project Work

- (a) Phrasal verbs are 'multi-word verbs'. This verb consist of a basic verb + another word or words. The other world can be a preposition or an adverb that modifies or change their meaning. For example 'get up' is a phrasal verb that means rise which is very different from the original verb get. In the lesson 'Torch Bearers', there are a few phrasal verbs. Now read the lesson and make a list of some phrasal verbs with their meanings and usage in a **table form**.
- (b) Some words are given below in a table in Section 'A'. Read the words one by one and find out their meanings from the II part of the lesson 'Torch Bearers' that you have just finished. Discuss the names of the Parts of Speech of the words written by you in the Section 'B' and name them in the space provided :

Table

Words	Meanings	Name of the Parts of Speech
during	—	—
ill mannered	—	—
spread all around	—	—
bad effect	—	—
should	—	—
mingled with	—	—
accountability	—	—
flaming light	—	—

|| Worksheet–5 ||

Usage

In the reporting questions there are several points we must remember.

- First we must supply when necessary, a suitable introductory verbs such as **told, asked, enquired, wanted to know and tried to find out.**

Examples :

(i) He said to her “Where do you live ?”

Ans. He asked her where she lived.

(ii) “Why does he write a letter?” Ram said.

Ans. Ram inquired why he wrote a letter.

(iii) She said, “when did he go to Agra?”

Ans. She tried to find out when he had gone to Agra.

- Secondly in Direct Questions the subject follows the verb but in Indirect Questions the verb follows the subject :

Examples :

(i) “What is he reading?” he asked.

Ans. He asked what he was reading.

(ii) She said to her, “Are you playing hockey?”

Ans. She asked her if she was playing hockey.

- Thirdly when the Direct Questions begin with a question word like what, when, why, where, how or who the Question word is kept in the Indirect Question.

Examples :

(i) “What is your name?” Ram asked her.

Ans. Ram asked her what her name was.

(ii) She said to him, “what are you doing?”

Ans. She asked him, what he was doing.

- Fourthly, if the Direct Question is a yes or no Question, then we must use whether or if in the Indirect Question.

Examples :

(i) The doctor asked the patient, “Do you like to sleep?”

Ans. The doctor asked the patient if he liked to sleep.

(ii) Ram said to her, “Are you willing to go there?”

Ans. Ram enquired her if she was willing to go there.

- Lastly, in reporting questions, we change the question into a Noun clause and we do not use the question mark at the end.

Examples :

(i) He said to him, "where is your book?"

Ans. He asked him where his book was.

(ii) You said to him, "Are you reading a book?"

Ans. You asked him if he was reading a book.

|| Exercise ||

1. Change the following into Indirect Speech using if or whether:

1. Ram said to him, "Do you stay here?"
2. She said to her, "Will you come here today?"
3. Mohan said to his brother, "Are you coming to the party?"
4. Sarla said to Sita, "Can you go with me to the station?"
5. "Do you want to see the Taj"? said the guide to the tourist.
6. He said to Hari, "Are you going to see the exhibition?"
7. "Is it time to leave for the station?", he said.
8. She said to him, "May I use your telephone?"
9. "Have you anything to tell me?" said the traveller.
10. He said to me, "Will you help me in the hour of need?"

2. Complete the following sentences, using the Reported form of the questions in brackets :

↳ **Example :**

- He wanted to know from the Principal when the vacation would start.
("when will the vacation start?")
1. He asked the railway enquiry
("When is the Lucknow Mail expected?")
 2. He asked his father.....
("Where are we going for holidays?")
 3. He asked the Chairman.....
("What will be the starting salary?")
 4. She asked me ("How did you like the film?")
 5. She wondered ("Why has he not come back yet?")

↳ COMPREHENSION

Q. Read the following passage and answer the questions given below :

On a summer day, a stag came across a lake. He began to drink water. While drinking, he saw his own reflection in the water. He was proud of his horns but he condemned God for giving him thin ugly legs.

In the meantime, a hunter appeared on the scene. The stag thought that his life was in danger. The hunter chased him. But his ugly legs helped him very much in running very fast. He ran out the dogs but his beautiful branching horns were caught in a thick bush. At the same time, the dogs came and killed him.

Questions

- (i) What was the stag proud of?
- (ii) Why did he condemn God?
- (iii) How was he killed?
- (iv) Give the antonyms of 'winter', 'beautiful', 'thin' and 'saved'.
- (v) Give a suitable title to the passage.
- (vi) Write the meaning of underlined words.

↳ COMPOSITION

Q. Complete the following story with the help of the hints and words given below in not more than 40 words :

Once a mouse came under a lion's paw.....the mouse requested the lion for mercy.....he may be of some use to him in future....the lion laughed but left the mouse later the lion was trapped.....the mouse came.....and set him free.

↳ VOCABULARY

I. Fill in the blanks in the following sentences with the words from the list given below :

take leave, reception, protested, enlightened, any longer, laid by, cultivate, inhospitable

1. When the umpire declared Ramesh out, the captain of our team.....against the judgement.
2. It is very dark now, I can't stay here.....
3. As the years passed, the old merchant.....more and more riches.
4. Guru Nanak and Mardana met with a good.....by the people of the second village.
5. The more knowledge we get, the more.....we become.
6. I have stayed here for a long time, let me.....of you now.
7. The people of the first village were.....
8. We should.....the qualities of good citizens.