

U.P. Series

ENGLISH

Class-11

My Struggle for an Education

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एक दिन, कोयले की खदान में काम करते समय संयोग से मैंने दो खनिकों को वर्जीनिया में किसी स्थान पर बने अश्वेत लोगों के एक विशाल स्कूल के बारे में बातें करते हुए सुना। यह पहला अवसर था जब मैंने किसी ऐसे स्कूल या कॉलेज के विषय में सुना था जो हमारे कस्बे में बने अश्वेत लोगों के छोटे-से स्कूल से कहीं अधिक आकर्षक था।

उन्होंने जैसे-जैसे उस स्कूल का वर्णन किया, मुझे ऐसा प्रतीत हुआ कि पृथ्वी पर यह सर्वश्रेष्ठ स्थान होगा। उस समय मुझे स्वर्ग भी इतना अधिक आकर्षक प्रतीत नहीं हुआ जितना कि वर्जीनिया का हैम्पटन नॉर्मल एण्ड एग्रीकल्चरल इंस्टीट्यूट, जिसके विषय में ये लोग बातें कर रहे थे। मैंने तुरंत ही उस स्कूल में जाने का निश्चय किया, यद्यपि मुझे तनिक भी यह कल्पना नहीं थी कि वह कहाँ है या कितने मील दूर है या मैं वहाँ कैसे पहुँच सकता हूँ। मेरे मन में लगातार एक ही विचार हिलोरे ले रहा था और वह था हैम्पटन जाने का। मैं दिन-रात इसी विषय में सोचता रहता था।

सन् 1872 के पतझड़ के मौसम में, मैंने वहाँ पहुँचने का दृढ़ निश्चय कर लिया। मेरी माता इस गंभीर आशंका से दुःखी थी कि मैं एक असंभव कार्य की कोशिश करने जा रहा हूँ। फिर भी किसी भी कीमत पर मैंने उनसे अनमने ढंग से जाने की स्वीकृति प्राप्त कर ली। कपड़े खरीदने और मार्ग-व्यय के लिए मेरे पास बहुत कम धन था। मेरे भाई जॉन ने अपनी सामर्थ्य के अनुसार पूरी सहायता की परन्तु वास्तव में वह पर्याप्त नहीं थी।

अन्ततः वह शुभ दिन आ गया और मैं हैम्पटन के लिए रवाना हो गया। मेरे पास केवल एक छोटा-सा सस्ता थैला था जिसमें ऐसे कुछ कपड़े थे जो मुझे प्राप्त हुए थे। उस समय मेरी माँ इतनी अधिक कमजोर और अस्वस्थ थी कि उन्हें पुनः देख पाने की आशा नहीं के बराबर थी और इसी कारण हमारा बिछोह अधिक दुःखदायी हो गया था। फिर भी उन्होंने आखिर तक हिम्मत बनाए रखी।

माल्डन से हैम्पटन की दूरी लगभग पाँच सौ मील है। पैदल चलकर तथा प्रार्थना करते हुए घोड़ा-गाड़ियों व कारों में स्थान पाकर किसी प्रकार मैं कई दिनों के बाद वर्जीनिया के रिचमॉन्ड नगर पहुँचा जो हैम्पटन से 82 मील पहले था। जब मैं थका हुआ, भूखा और धूल भरा वहाँ पहुँचा तो काफी रात हो चुकी थी।

इससे पहले मैं, कभी किसी बड़े शहर में नहीं गया था, इस कारण मुझे अधिक परेशानी हुई। जब मैं रिचमॉन्ड पहुँचा तब मेरे पास कुछ भी धन नहीं बचा था। उस स्थान पर मैं किसी को जानता-पहचानता भी नहीं था और शहरी तौर-तरीकों से अनजान होने के कारण मुझे नहीं पता था कि कहाँ जाऊँ। मैंने ठहरने के लिए अनेक जगहों पर पूछताछ की किंतु सभी लोग धन चाहते थे जो मेरे पास नहीं था। कोई दूसरा उपाय समझ में न आने के कारण मैं गलियों में भटकता रहा।

मैं आधी रात के बाद तक गलियों में घूमता रहा। अन्त में मैं इतना थक गया कि और अधिक नहीं चल सकता था। मैं थका हुआ था, मैं भूखा था, मैं सबकुछ था लेकिन निराश नहीं था। जब मैं शारीरिक रूप से थककर बिलकुल चूर हो गया तो एक गली के उस किनारे पर पहुँचा जहाँ चौड़ी पगडण्डी ऊपर उठी हुई थी। मैंने कुछ क्षणों के लिए प्रतीक्षा की जब तक कि मैं आश्वस्त नहीं हो गया कि कोई पथिक मुझे देख नहीं रहा है और तब खिसककर मैं पगडण्डी के नीचे पहुँच गया और अपने थैले को तकिये की तरह लगाकर रातभर भूमि पर लेटा रहा। लगभग सारी रात मैं लोगों के पैरों की धम-धम चलने की आवाज अपने सिर के ऊपर सुनता रहा।

अगले दिन प्रातःकाल मैंने अपने को कुछ तरोताजा महसूस किया, परन्तु मैं बहुत अधिक भूखा था। ज्योंही इतना प्रकाश हुआ कि मैं अपने चारों ओर सबकुछ देख सकूँ तो मैंने देखा कि मैं एक बड़े जहाज के निकट हूँ। ऐसा लगता था कि उससे कच्चा लोहा उतारा जा रहा है। मैं तुरन्त उस जहाज के पास गया और कप्तान से विनती की कि वह मुझे जहाज से माल उतारने के काम में लगा ले ताकि मैं भोजन के लिए कुछ धन जुटा सकूँ। वह कप्तान जो एक गोरा व्यक्ति था दयालु दिखाई दे रहा था, सहमत हो गया। मैंने नाश्ते के लिए धन जुटाने के लिए काफी देर तक काम किया और मुझे ऐसा लगता है, जैसा कि मुझे अब भी याद है कि वह नाश्ता मेरे द्वारा किए गए सभी नाश्तों में सबसे अधिक रुचिकर था।

मेरे कार्य ने कप्तान को इतना सन्तुष्ट कर दिया कि उसने मुझसे कहा कि मैं प्रतिदिन के हिसाब से कुछ धनराशि कमाने के लिए काम जारी रख सकता हूँ। मैं ऐसा करने के लिए बहुत प्रसन्न था। मैं उस जहाज पर कई दिनों तक कार्य करता रहा। अपनी थोड़ी-सी मजदूरी में से भोजन पर व्यय करने के बाद उतना नहीं बचा पाता था कि मैं हैम्पटन जाने का खर्चा उठा सकूँ। हरसंभव उपाय से बचत की दृष्टि से मैंने पगडण्डी के नीचे सोना जारी रखा।

जब मैंने हैम्पटन जाने के लिए काफी धन बचा लिया तब मैंने जहाज के कप्तान को उसके अहसानों के लिए धन्यवाद दिया और

पुनः चल पड़ा। बिना किसी असामान्य घटना के मैं अपनी बचत के पूरे पचास सैंट, जिनसे मुझे अपनी शिक्षा आरंभ करनी थी, के साथ हैम्पटन पहुँच गया। स्कूल के तिमंजिले पक्के विशाल भवन को पहली दृष्टि में देखकर ही मुझे लगा कि वहाँ तक पहुँचने के लिए मुझे जिन परेशानियों का सामना करना पड़ा है उनका मुझे प्रतिफल मिल गया है। उस दृश्य ने मानों मुझे नया जीवन दे दिया।

हैम्पटन इंस्टीट्यूट के प्रांगण में पहुँचते ही मैं जितनी जल्दी संभव था उतनी जल्दी कक्षा में प्रवेश के लिए मुख्य अध्यापिका के सम्मुख उपस्थित हुआ। काफी लंबे समय तक सही भोजन और स्नान न करने तथा कपड़े न बदल पाने के कारण, वास्तव में मैं उनके ऊपर बहुत अच्छा प्रभाव नहीं डाल सका। मैंने तुरन्त भाँप लिया कि उनके मन में मुझे विद्यार्थी के रूप में प्रवेश देने में दुविधा है। कुछ समय तक उन्होंने प्रवेश देने से न तो इनकार ही किया और न ही मेरे पक्ष में निर्णय लिया। मैं उनके नजदीक ही चक्कर लगाता रहा और हर प्रकार से अपनी योग्यता के अनुसार उन्हें प्रभावित करने का प्रयत्न करता रहा। इसी बीच मैंने उन्हें अन्य विद्यार्थियों को प्रवेश देते हुए देखा और इससे मेरी बेचैनी बहुत बढ़ गई। मैंने मन की गहराई में महसूस किया कि मैं भी उनकी तरह कार्य करने योग्य हूँ यदि मुझे वह जो मेरे अन्दर है दिखाने का एक मौका मिल जाए।

कुछ घंटे बीत जाने के पश्चात् मुख्य अध्यापिका ने मुझसे कहा, “बराबर वाले गायन कक्ष में सफाई की आवश्यकता है। झाड़ू लो और उसे साफ कर दो।”

मेरे मन में तुरन्त यह विचार आया कि मेरे लिए यह सुअवसर है। मैंने इससे पहले कभी भी कोई आदेश इतनी प्रसन्नता से स्वीकार नहीं किया था।

मैंने गायन कक्ष में तीन बार झाड़ू लगाई, फिर मैंने झाड़ू लिया और उससे इसे चार बार झाड़ा। दीवार के चारों ओर के लकड़ी के सामान, सभी बेंचों, मेजों और डेस्कॉ को मैंने झाड़ू से चार बार साफ किया। इसके अतिरिक्त सभी फर्नीचर को अपने स्थान से हटाया और कमरे की सभी अलमारियों और एक-एक कोने को पूरी तरह साफ कर दिया। मैं अनुभव कर रहा था कि मेरा भविष्य बहुत बड़ी सीमा तक, इस कमरे की सफाई से अध्यापिका के ऊपर पड़ने वाले मेरे प्रभाव पर आधारित है। जब मेरा काम पूरा हो गया, मैंने मुख्य अध्यापिका को सूचित कर दिया। वे पूर्वोत्तर अमेरिकी (यांकी) महिला थीं जो जानती थी कि धूल और गन्दगी को किस स्थान पर खोजा जाए। वे कमरे में गई तथा फर्श और अलमारियों का निरीक्षण किया, फिर उन्होंने अपना रूमाल लिया और दीवारों के पास लगे हुए लकड़ी के सामान, मेज और बेंचों पर रगड़ा। जब उन्हें फर्श पर तनिक-सी भी गन्दगी या किसी भी फर्नीचर पर धूल का एक कण भी नहीं मिल सका तो उन्होंने शान्त भाव से कहा, “मैं सोचती हूँ कि तुम इस संस्था में प्रवेश पाने के योग्य हो।”

उस समय मैं पृथ्वी पर सर्वाधिक प्रसन्न लोगों में से एक था। उस कमरे की सफाई करना मेरे लिए कॉलेज की परीक्षा थी। उसके बाद से मैंने अनेक परीक्षाएँ उत्तीर्ण की हैं, परन्तु मैंने सदैव यह महसूस किया कि अब तक उत्तीर्ण की गई सभी परीक्षाओं में यह सर्वोत्तम थी.....।

EXERCISE

Explanation

Explain with reference to the context the following:

1. As they me day and night.

Reference to context: These lines are taken from the essay 'My Struggle for an Education'. The writer 'Booker T. Washington' is a Negro educator and reformer.

On hearing about the Hampton Normal and Agricultural Institute in Virginia from the two miners, Booker decided to go to that school. In these lines he tells how the description of the school fascinated him.

Explanation: As the two miners described the school, it appeared to be the greatest and attractive place to the author. Even the school appeared to be more attractive place than the Heaven to him, at that time. He decided to go to the Hampton Normal and Agricultural Institute in Virginia one day. Although he had no idea about its location but his ambition to reach Hampton made him work day and night.

Comment: The passage has an idiom 'set on fire'. It means to make someone passionate to achieve something.

2. In the fall it all.

Reference to context: These lines are taken from the essay 'My Struggle for an Education'. The writer 'Booker T. Washington' is a Negro educator and reformer.

Booker decided to go to Hampton, in the fall of 1872 but his mother was very worried. He had very little money but his brother John helped him. Finally, he started his journey to Hampton after saying goodbye to his mother.

Explanation: In the autumn season of 1872, Booker made an effort to go there but his mother was against his decision. She had a serious fear that he was searching for an unobtainable thing but half-heartedly she gave him permission to go and start his journey. He had little money but his brother John helped him. Finally the day of his departure came. He had a small cheap satchal that has few things that

he could get to carry with him. His mother was so sick that he hardly hoped to see her again. And this made their parting more sad. But Booker's mother was a courageous lady so she did not come in the way of his son's ambition and bid him farewell.

Comments: The passage has an idiom '**a wild-goose chase**'. It means a foolish search for something non-existent and unobtainable.

3. **I had never streets.**

Reference to context: These lines are taken from the essay '**My Struggle for an Education**'. The writer '**Booker T. Washington**' is a Negro educator and reformer. Booker, reached a large city Richmond and was completely out of money. He neither have any relative and friend nor money so this made him more miserable.

Explanation: The author reached a very large city Richmond. He was new to the city and did not know anyone so this made him more miserable. Moreover, he had no money left so he had no place for lodging. Therefore, he decided to walk on the streets.

4. **I must have feet over my head.**

Reference to context: These lines are taken from the essay '**My Struggle for an Education**'. The writer '**Booker T. Washington**' is a Negro educator and reformer. Booker, walked on the streets after midnight. He was feeling tired, hungry and weak. Then, he saw a broad sidewalk which was sufficiently raised above the ground and he slept under it.

Explanation: The author walked on the streets after midnight and was feeling tired, hungry and weak. Finally he saw a broad sidewalk which was raised above the ground. He waited for few minutes so that no passers by could see him crawling under the sidewalk. He laid there for the night and made his bag of clothes his pillow. He could not have a sound sleep because he can clearly hear the sound of footsteps of the passengers walking on the sidewalk, the whole night.

5. **The next morning ever eaten.**

Reference to context: These lines are taken from the essay '**My Struggle for an Education**'. The writer '**Booker T. Washington**' is a Negro educator and reformer.

The author felt refreshed and hungry after waking up next morning. In order to get money for food he worked in a ship.

Explanation: After waking up the author felt hungry. Therefore, he looked his surroundings for a job. He saw a large ship from which a cargo of pig iron was being unloaded. So, he asked the captain of the ship for a job. Finally, the captain allowed him to unload the vessel and get money for food. He worked there for a long time in order to earn money to have food.

6. **When new life.**

Reference to context: These lines are taken from the lesson '**My Struggle for an Education**'. The writer '**Booker T. Washington**' is a Negro educator and reformer.

The author started his journey to Hampton, when he had saved enough money. The first sight of the school made him forget all the miseries and hardship he faced to reach there.

Explanation: When the author had saved enough money to reach Hampton, he thanked the captain and bid farewell. He reached Hampton with an extra money of fifty cents from which he can begin his education. The first sight of the large, three-storey brick school building made him forget all the pain which he faced to reach there. The sight of the college give him a beginning of a new life as he reached his goal and he can make a better future by studying in that school.

7. **As soon as was in me.**

Reference to context: These lines are taken from the essay '**My Struggle for an Education**'. The writer '**Booker T. Washington**' is a Negro educator and reformer.

The author meet the head teacher for allotment to a class. But the teacher neither refused nor admitted him as a student.

Explanation: As the author reached the grounds of the Hampton school, he immediately went to the head teacher for his allotment to a class. But he did not made a favourable impression upon the teacher because of his improper looks and clothing. The author could see the doubts in her mind about his admission as a student but she did not refused him. The author continued to stay near to her and impress her so that he could get admission. He saw the other students taking admission and this worried him. He felt that if he could get the admission or chance to prove his worth, he can surely do better than the other students.

8. **I swept institution.**

Reference to context: These lines are taken from the essay '**My Struggle for an Education**'. The writer '**Booker T. Washington**' is a Negro educator and reformer.

The author swept the recitation room and cleaned everything thoroughly. Finally the head teacher inspected the room and allotted him a class.

Explanation: The author swept the recitation room three times and then dusted it four times. He cleaned all the woodwork around the walls, every bench, table and desk. He cleaned every corner and closet properly. After cleaning thoroughly, he reported to the head teacher. The head teacher was a Yankee woman who inspected the floor and closets. She inspected the woodwork around the wall and over the table and benches through her handkerchief. When she was unable to find a single bit of dirt she told him that he can enter the institution.

9. **I was one of..... one I ever passed.**

Reference to context: These lines are taken from the essay 'My Struggle for an Education'. The writer 'Booker T. Washington' is a Negro educator and reformer.

After being passed in the test of cleaning the recitation room, the author was very happy. He felt that he was the happiest person on the earth.

Explanation: The head teacher saw that Booker had cleaned the room thoroughly. She decided to admit him to the school. He was glad to hear it. He felt that he was one of the happiest man in the world. Cleaning that room was a very important test for him. It was like an examination in the college. He passed many more examinations after that. But no other examination gave him so much joy and excitement. So he regards it as the best of all the examinations of his life.

Comprehension

Read the following passages and answer the questions given below them:

1. **I must have over my head.**

Questions with their answers:

(i) **What did the author search for till late in the night?**

Ans: The author was searching for some proper place to take rest at night.

(ii) **What quality of character of the author stands out in the passage?**

Ans: The author is courageous and determined because despite of feeling hungry and tired he did not loose hope.

(iii) **How do you know that the author could not sleep peacefully in the night?**

Ans: The author could not sleep peacefully in night because he could clearly hear the tramp of feet passing over his head as he was sleeping under sidewalk.

(iv) **Why do you think the author tried not to be seen by anyone while going to sleep?**

Ans: The author tried not to be seen by anyone while going to sleep because he was feeling ashamed and hesitated. He also thought that nobody will disturb him if he crept under sidewalk quietly.

2. **The next ever eaten.**

Questions with their answers:

(i) **How did the author feel like when he got up next morning?**

Ans: The next morning the author felt refreshed but at the same time he was extremely hungry.

(ii) **Why did the author go to the vessel?**

Ans: The author went to the vessel in order to get job for earn money for food.

(iii) **What kind of man was the captain?**

Ans: The captain was a kind hearted man.

(iv) **Why does the author call the breakfast as the best breakfast of his life?**

Ans: The author worked long and hard enough to earn money to have breakfast. Therefore, he called the breakfast as the best breakfast of his life as it was earned by hard labour.

3. **When I had new life.**

Questions with their answers:

(i) **When did the author thank the captain?**

Ans: When the author had saved enough money to reach Hampton then he thanked the captain for offering him job.

(ii) **What rewarded the author for all he had undergone?**

Ans: The first sight of the large, three-storey brick school building fascinated the author and he felt rewarded for all the suffering through which he had undergone to reach there.

(iii) **What was the amount of money with which the author reached Hampton?**

Ans: The author reached Hampton with an extra amount of fifty cents.

(iv) **What gave a new life to the author?**

Ans: The first sight of the school building fascinated the author. It seemed to him as a reward of his hard labour and a beginning of a new life.

4. As soon as in me.

Questions with their answers:

(i) **What did the author do to present himself for assignment to a class?**

Ans: The author presented himself as soon as possible for assignment to a class.

(ii) **Why did the author could not make a favourable impression upon the head teacher?**

Ans: The author could not make a favourable impression upon the head teacher because of his untidy looks.

(iii) **Why did the author continue to linger about the head teacher?**

Ans: The author continued to linger about the head teacher because neither she enrolled him to a class nor she refused.

(iv) **What added greatly to the discomfort of the author?**

Ans: The author saw that the head teacher was enrolling other students to the class, this added greatly to his discomfort.

5. I swept the recitation this institution.

Questions with their answers:

(i) **Why do you think the author dusted the room after sweeping it?**

Ans: The author dusted the room four times after sweeping it because he did not want the head teacher to find a single bit of dirt anywhere inside the room. As his future depended upon the impression he made upon the teacher in cleaning the room.

(ii) **What do you understand by the expression 'woodwork around the walls'?**

Ans: Benches, tables, desks and almirah all the things made of wood refer to the woodwork.

(iii) **How did the head teacher ensure the cleanliness of the room?**

Ans: The head teacher took her handkerchief and rubbed it on the woodwork about the walls and over the table and benches for ensuring the cleanliness of the room.

(iv) **What qualities do you think were needed for admission to the institution?**

Ans: Sincerity, hard working and obedient were the qualities needed for the admission to the institution.

Short Answer Type Questions

Answer the following questions in not more than 30 words each:

1. **How and when did Booker T. Washington reach Richmond?**

Ans: Booker reached to Richmond by walking and begging or hitchhiking in wagons and in cars. He reached to Richmond after a number of days when he started his journey.

2. **How did the author carry out the work assigned to him?**

Ans: The author carried out his work with proper dedication. He swept the recitation room three times and dusted it four times. He moved every piece of furniture to clean it and also cleaned every closet and corner.

3. **Where was the school for the coloured people situated and what was its full name?**

Ans: The school for the coloured people was situated somewhere in Virginia. Its full name was Hampton Normal and Agricultural Institute.

4. **What inspired Washington to go to Hampton Institute?**

Ans: The talk between the two miners inspired Washington to go to the Hampton Institute. As they kept on describing the school it appeared to Washington as the best place on earth.

5. **What exactly was his college examination and why?**

Ans: His college examination was cleaning the recitation room properly. The head teacher neither allotted him to a class nor did she refused him. Later, she asked him to sweep the recitation room, cleaning the room was his examination.

6. **'Never did I received an order with more delight'. Which order Booker T. Washington is referring to?**

Ans: The head teacher asked Booker to sweep the room and as it was his only chance to get the admission in the college so he received the order delightfully.

7. **What did Booker T. Washington do to save money?**

Ans: Booker continued to sleep under the sidewalk to save money because after buying the food he could not save much for his journey to Hampton.

8. **What message do you get from the lesson 'My Struggle for an Education'?**

Ans: The message that we get from the lesson is that we should always be focused towards our aim. We should be firm and determined, no matter what the situation is. We should always remember", Hard work leads to success".

9. **How did the teacher test the suitability of Booker to admit him as a student?**

Ans: The teacher asked Booker to clean the room. When he had cleaned the room, she inspected the

cleanliness of the room with her handkerchief and when she found not a single bit of dust, she admitted him as a student.

10. How can you say that the author of the lesson 'My Struggle for an Education' is a man of perseverance?

Ans: The author is a man of perseverance because he continued to work hard as a labourer to reach his destination and then he lingered about the head teacher for admission. He did not lose hope at any point of his journey. He swept the room delightfully as it gave a chance to him to show what was in him.

Long Answer Type Questions

Answer the following questions in not more than 150 words each:

1. What impression does the essay 'My Struggle for an Education' leave upon you?

Ans: Introduction: Washington's essay 'My Struggle for an Education' is full of valuable messages for us. It is a source of inspiration.

Ambition for education: The first thing that we learn is that we should have ambition to obtain knowledge. We should make every possible effort to achieve it like that of the writer. We should not be discouraged by our poverty.

Determination: We should realise the importance of determination. We should never lose courage. Washington was not discouraged even when he was tired and hungry. He had no money, his mother was broken in health and the head teacher did not admit him. He faced every difficulty with determination and succeeded. He kept patience and worked with all his strength to achieve his ambition.

No work is mean: The most important message we get is that every work is noble. We should do everything whole-heartedly. When Washington had no money in Richmond he worked as a labourer on a ship. His work was satisfactory and the captain allowed him to work everyday. At Institute, he swept and cleaned the room gladly. He did it so thoroughly that the head teacher agreed to admit him.

Thus, it shows 'hard work is the key to success'. We should always focus on our goal no matter what the situation is.

2. Describe how Booker T. Washington struggled with various difficulties to reach Hampton?

Ans: Introduction: Booker T. Washington was determined to get education at Hampton Normal and Agricultural Institute in Virginia. He had to struggle with many difficulties to reach Hampton.

Financial difficulties: He had very little money. With this small amount it was very difficult to buy clothes and to pay travelling expenses. His brother John helped him. But that was not enough. Hence he put the few articles of clothing which he could get in a small cheap satchel.

Psycho-pressure due to illness of his mother: His mother was very ill when he left for Hampton. He hardly expected to see her again. So their parting was very sad.

Difficulties in journey: Hampton was about five hundred miles away from Malden. By walking, begging rides both wagons and in the cars, he reached the city of Richmond after a number of days. He reached there in the night. He had not a single acquaintance in Richmond. He was tired and hungry. He passed the night under the sidewalk. Next morning, he was extremely hungry. He saw a ship. He worked there to unload a cargo of pig iron to get money for food. He continued working there at a very nominal wages. After buying food there was not much left to pay his way to Hampton. He continued to sleep under the sidewalk.

Conclusion: Hampton was still eighty-two miles away from Richmond. Therefore he continued hard working for money. When he had saved enough money, he started for Hampton. In this way facing the difficulties he could reach his destination.

3. Narrate in your own words how Booker T. Washington secured admission to the Hampton Institute?

Ans: Hampton Institute: Booker T. Washington had to struggle hard for getting education in his boyhood days. One day he heard about the Hampton Institute. It attracted him most. So he had a strong desire to go there. He started for Hampton. He faced great difficulties during his journey. At last he reached Hampton.

The author before the head teacher: He was very happy to see the Institute building. After reaching the grounds of the Hampton Institute, he presented himself before the head teacher for admission. As he had made a long journey to Hampton he was tired, hungry and dirty. So, he could not make a favourable impression upon her. He kept lingering about her. After some hours she asked him to sweep the recitation room.

His sincere work for admission: He thought it was the best chance for him to show his worthiness. He knew that his admission depended on it. So, he carried out her orders gladly. He swept the room three times and dusted it four times. He thoroughly cleaned the furniture and every closet and corner. Then he reported to the head teacher. She inspected the floor and the closets. She took her handkerchief and rubbed it on the woodwork against the walls and over the table and benches. She did not find dirt or a

particle of dust anywhere. She was satisfied and told him that she would admit him. Thus it was through the sweeping of that room sincerely that he got admitted to the Hampton Institute. It clearly shows that we should be focused toward our aim. Therefore, it is rightly said that, "Where there is a will there is a way".

Multiple Choice Questions

Choose the most suitable option:

1. I was one of the souls on earth.
(a) saddest (b) biggest (c) highest (d) **happiest**
2. I was on fire constantly with one and that was to go to Hampton.
(a) wish (b) desire (c) **ambition** (d) motive
3. I was filled with at the thought of it.
(a) **excitement** (b) incitement (c) appointment (d) scent
4. Take the broom and it.
(a) **sweep** (b) brush (c) scrub (d) clean
5. I found myself somewhat but I was extremely hungry.
(a) tired (b) **refreshed** (c) sleepy (d) pleased
6. I reached Hampton, with a surplus of exactly..... cents with which to begin my education.
(a) forty (b) **fifty** (c) twenty (d) sixty
7. The recitation room needs sweeping.
(a) good looking (b) attractive (c) dirty (d) **adjoining**
8. The of that room was my college examination.
(a) cleaning (b) dusting (c) **sweeping** (d) rubbing
9. I expected to see her again, and thus our parting was all the more sad.
(a) never (b) **hardly** (c) scarcely (d) seldom
10. My work pleased the captain so well that he told me I could working for the small amount per day.
(a) **continue** (b) stop (c) deny (d) like
11. Finally the day came, and I started for Hampton.
(a) mentioned (b) **great** (c) final (d) stated
12. The mother at that time was rather weak and broken in
(a) spirit (b) heart (c) **health** (d) mind
13. The from Malden to Hampton is about five hundred miles.
(a) area (b) **distance** (c) unity (d) difference
14. The author had not a single..... in the city of Richmond.
(a) friend (b) **acquaintance** (c) guardian (d) enemy
15. I continued working on this vessel
(a) for many days (b) **for a number of days** (c) for much time (d) for a long time
16. It occurred to me at once that was my chance.
(a) never (b) ever (c) **here** (d) it
17. I have the feeling that in a large measure my future depended upon the impression I made upon the teacher in the of the room.
(a) washing (b) **cleaning** (c) dusting (d) sweeping
18. The school or college was more than the little coloured school in the town.
(a) precious (b) **pretentious** (c) pernicious (d) pious
19. I continued to about her and to impress her in all the ways I could with my worthiness.
(a) **linger** (b) cling (c) dodge (d) shout
20. In the fall of 1872, I to make an effort to get there.
(a) planned (b) **determined** (c) decided (d) made up my mind
21. I must have walked the streets till after.....
(a) midday (b) **midnight** (c) late evening (d) early morning
22. The next morning I found myself somewhat refreshed, but I was extremely
(a) **hungry** (b) excited (c) thirsty (d) emotional
23. When I was through, I to the head teacher.
(a) **reported** (b) went (c) said (d) came

Language Skills

1. Match the words under column 'A' with their synonyms under column 'B'.

'A'	—	'B'
pretentious	—	showy
grave	—	serious
at any rate	—	anyhow
acquaintance	—	familiarity
exhaustion	—	extreme weakness
tramp	—	the sound of walking
somewhat	—	a little
undergone	—	suffered
worthiness	—	merit

2. Read the following words and use them in your own sentences:

at any rate	—	At any rate he wanted to win the competition.
to give new life	—	The minor escape from the accident gave him a new life .
wild-goose chase	—	The hunter was angry because he was sent out on a wild-goose chase .
a great deal	—	Shakespeare wrote a great deal of his work in lovely verse.
in a large measure	—	The economy of a country is based in a large measure on farming.

3. Fill in the blanks with the given words:

to linger about; resolved; wild-goose chase; all the more

- (i) I **resolved** at once to go to that school at Hampton.
- (ii) My mother was troubled with a grave fear that I was starting out on a **wild goose chase**.
- (iii) I hardly expected to see her again, and thus our parting was **all the more** sad.
- (iv) I continued **to linger about** her, and to impress her in all the ways I could with my worthiness.

4. Write the antonyms of the following words:

pretentious	—	natural/unaffected
consent	—	forbid
elevated	—	lowly/base
somewhat	—	hugely
economize	—	spend

5. Given below are the detailed meanings of the words you have read in chapter search and correct word against each meaning:

- | | |
|--|------------------|
| (i) the meeting point of two lines or surfaces moving towards each other | adjoining |
| (ii) an area of land or water through which explosive mines have been placed | coal mine |
| (iii) a craft for travelling on water | ship |
| (iv) any inorganic substance formed in the earth | coal |
| (v) the master of a merchant vessel | captain. |

2

Forgetting

सम्पूर्ण पाठ का हिन्दी रूपान्तरण

रेलयात्रियों द्वारा खोए हुए और अब बिक्री के लिए लन्दन के एक बड़े स्टेशन पर रखे हुए सामान की सूची प्रकाशित हुई है और बहुत-से आदमी जिन्होंने वह सूची पढ़ी है, अपने साथियों की विस्मृति पर आश्चर्यचकित हैं। यदि इस विषय पर सांख्यिकीय आँकड़ों का लेखा-जोखा उपलब्ध हो, फिर भी मुझे सन्देह है कि यह देखने में आएगा कि विस्मृति सामान्य है। यह मानव की याददाश्त की कार्यकुशलता है न कि अकुशलता जो मुझे आश्चर्य में डाल देती है। आधुनिक मनुष्य टेलीफोन के नम्बरों को याद रखता है। उसे अपने मित्रों के पते भी याद रहते हैं। उसे उच्च गुणवत्ता वाली शराब उत्पन्न करने की तिथि याद रहती है। उसे दोपहर व रात्रि के भोजन की निमन्त्रण तिथियाँ याद रहती हैं। उसकी स्मृति में अभिनेताओं, अभिनेत्रियों, क्रिकेट के खिलाड़ियों, फुटबाल के खिलाड़ियों तथा हत्यारों के नाम भरे रहते हैं। वह आपको बता सकता है कि कई वर्ष पूर्व अगस्त के महीने में कैसा मौसम था और उस देहाती होटल का नाम भी, जहाँ उसने ग्रीष्म ऋतु में बहुत बुरा भोजन किया था। उसके साधारण जीवन में, पुनः उसे लगभग सभी चीजें याद रहती हैं, जिनको याद रखने की उससे उम्मीद की जाती है। लन्दन में ऐसे कितने व्यक्ति हैं जो प्रातः वस्त्र पहनते हुए किसी वस्त्र को पहनना भूल जाते

हो? सौ में से एक भी नहीं। कदाचित् दस हजार में एक भी नहीं। ऐसे कितने लोग हैं जो घर के बाहर जाते समय सामने का द्वार बन्द करना भूल जाते हैं? शायद कोई भी नहीं। और ऐसा पूरे दिन होता रहा है, सोने का समय आने तक लगभग प्रत्येक व्यक्ति ठीक समय पर ठीक वस्तु याद रखता है तथा एक साधारण व्यक्ति भी सीढ़ियों से ऊपर चढ़ने से पहले बत्ती बुझाना कभी नहीं भूलता।

यह मानना चाहिए कि कुछ ऐसे विषय हैं जिनके सम्बन्ध में याददाश्त अपनी सामान्य पूर्णता से कम कार्य करती है। मैं सोचता हूँ कि यह केवल बहुत ही व्यवस्थित ढंग से काम करने वाला व्यक्ति ही हो सकता है जो अपने चिकित्सक द्वारा बताई गई दवा को लेना सदैव याद रख सकता है। यह और अधिक आश्चर्यजनक है क्योंकि दवाई उन मामूली वस्तुओं में से एक है जो याद रखनी चाहिए। नियमानुसार यह सोचा जाता है कि दवाई भोजन से पहले, भोजन करते समय या भोजन के पश्चात् ली जाती है, ओर भोजन स्वयं दवाई की याद दिलाने वाला होना चाहिए। फिर भी यह एक तथ्य है कि नैतिक विभूतियों के अतिरिक्त बहुत ही कम लोग नियमित रूप से दवाई लेना याद रखते हैं। कुछ मनोवैज्ञानिक हमें बताते हैं कि हम वस्तुओं को इसलिए भूल जाते हैं क्योंकि हम उनको भूलने की इच्छा रखते हैं और यह भी हो सकता है कि बहुत से लोगों को गोलियों और काढ़ा (पीने वाली तरल दवाइयाँ) लेने से घृणा होने के कारण वे निर्धारित घण्टे पर उनको लेना भूल जाते हैं। फिर भी इससे यह स्पष्ट नहीं होता कि मुझ जैसा दवाईओं का जीवनपर्यन्त भक्त उनको लेने में किस प्रकार भुलक्कड़ हो सकता है, जैसा कि वे लोग जो सबसे अधिक अनिच्छा से उनको लेते हैं। एक नई और बहुत विज्ञापित दवाई के आते ही मुझे बहुत प्रसन्नता होती है। फिर भी चाहे दवाई मेरी जेब में रखी हो, दवाई लेने का समय पास आते ही मैं भूल जाता हूँ। दवाई बेचने वाले उन दवाईयों से बहुत धन कमाते हैं, जिन्हें खाना लोग भूल जाते हैं।

मैं समझता हूँ कि विस्मृति (भुलक्कड़) का सर्वसामान्य रूप पत्रों को डाक में डालने के मामलों में होता है। यह इतना सामान्य है कि मैं एक महत्वपूर्ण पत्र को मुझे मिलकर जाते व्यक्ति को डाक में डालने के लिए देने पर विश्वास करने में अनिच्छुक हूँ। उसकी स्मृति पर मुझे इतना कम विश्वास होता है कि पत्र देने से पहले मैं उसे शपथ दिला देता हूँ। जहाँ तक मेरा अपना सम्बन्ध है, कोई भी व्यक्ति जो मुझे डाक में डालने के लिए पत्र देगा वह चरित्र को बहुत कम परखने वाला होगा। चाहे मैं पत्र हाथ में ही लिए होऊँ फिर भी मैं सदैव पहले लैटर बॉक्स (पत्र-पेटिका) से आगे निकल जाता हूँ, तभी मुझे याद आता है कि मुझे पत्र डाल देना चाहिए था। पत्र को हाथ में लिए-लिपे थककर सुरक्षा की दृष्टि से उसे मैं अपनी जेब में रख लेता हूँ और उसके बारे में बिल्कुल भूल जाता हूँ। इसके बाद नियंत्रित और शांत जिंदगी चलती है जब तक कि ऐसी परिस्थितियाँ नहीं बन जाती कि मुझसे उलझन भरे शर्मनाक प्रश्न नहीं किए जाते हैं और मैं अपनी गलती के साक्ष्यों को प्रस्तुत करते हुए पत्रों को जेब के बाहर नहीं निकालता हूँ। यह माना जा सकता है, कि ऐसा दूसरे लोगों के पत्रों में मेरी रुचि कम होने के कारण होता होगा, किन्तु यह स्पष्टीकरण नहीं हो सकता क्योंकि मैं उन थोड़े से पत्रों को भी डालना भूल जाता हूँ जिनको मैं स्वयं लिखना याद रखता हूँ।

जहाँ तक रेलगाड़ियों और टैक्सियों में सामान छोड़ने की बात है, ऐसे मामलों में मैं बड़ा अपराधी नहीं हूँ। छड़ियों और पुस्तकों के अतिरिक्त मैं लगभग किसी भी वस्तु को याद रख सकता हूँ और प्रायः पुस्तकों को भी मैं याद रख सकता हूँ। मुझे छड़ियों को रख पाना पूरी तरह असम्भव लगता है। उनके प्रति मेरी रुचि पुराने फैशन की है और मैं उनको प्रायः खरीदता रहता हूँ परन्तु मैं ज्यों ही किसी मित्र के घर जाता हूँ अथवा रेलगाड़ी में यात्रा पर जाता हूँ, तब एक अन्य (दूसरी) छड़ी खोई हुई वस्तुओं की दुनिया में चली जाती है। खो जाने के डर से, मैं छाता ले जाने का साहस नहीं करता। मजबूती से जकड़कर पकड़े रखने वाले किसी छाता वाहक ने क्या कभी छाता न खोने का ऐसा यश पाया?

फिर भी हममें से कुछ लोग अपनी विस्मृति (भुलक्कड़पन) के कारण अपनी बहुत-सी सम्पत्ति को यात्रा के दौरान खो देते हैं। जबकि एक औसत इंसान अपने पहुँचने के स्थान पर अर्थात् गंतव्य स्थान पर अपने सामान सहित सुरक्षित पहुँच जाता है। वर्ष में रेलगाड़ियों में खोई हुई वस्तुओं की सूची बताती है कि वयस्क व्यक्तियों की अपेक्षा युवा व्यक्ति अपनी वस्तुएँ अधिक खोते हैं और सामान्यतया गम्भीर रहने वाले व्यक्तियों की अपेक्षा खिलाड़ियों की स्मृति (याददाश्त) बहुत खराब होती है। उदाहरण के लिए काफी अधिक संख्या में फुटबॉल की गेंदे और क्रिकेट के बल्ले इन खिलाड़ियों द्वारा खो दिए जाते हैं। यह कार्य उन लड़कों के लिए सरल होता है जो खेल से लौटते हुए अपने सामान को भूल जाते हैं क्योंकि उनकी कल्पनाएँ खेल के मैदान के विचारों से भरी रहती हैं और उनके मस्तिष्क ऊँची कल्पनाओं से भरे होते हैं। कुछ खिलाड़ियों के मस्तिष्क अपनी हार के कारण और भ्रम के कारण भरे हुए रहते हैं। वे अपनी उपलब्धियों को अपनी भूलों का परिणाम बताते हैं। वे स्वयं को बाहरी संसार से अलग देखते हैं। जब खिलाड़ी रेलगाड़ियों से उतरते हैं तब उनकी स्मृति (याददाश्त) उन गेंद और बल्ले लेने जैसे कार्यों को याद रखने से रोक देती है। शेष बचे हुए दिन में वे काल्पनिक संसार में विचरण करते हैं। इसमें कोई सन्देह नहीं है कि ऐसा ही उनको (मछली पकड़ने वाले) काँटेबाज के बारे में कहा जा सकता है जो मछली पकड़ने का अपना काँटा भूल जाते हैं। सामान्य रूप से काँटेबाजों के बारे में कहा जाता है कि वे सबसे अधिक कल्पनाओं में खोए रहते हैं और एक मछली पकड़ने वाला जो मछली पकड़ने के बाद अपने कार्य में विस्मृति (भुलक्कड़पन) को बताने के लिए विवश होता है, उसके द्वारा वास्तव में मछली पकड़ने के काँटे को भुला दिया जाता है क्योंकि वह कल्पना-संसार के सपनों में खोया रहता है। उसकी विस्मृति (भुलक्कड़पन) उसके एक दिन के कार्य के बारे में एक बहुत बड़े आनन्द के लिए सम्मान की बात होती है। वह मछली पकड़ने के अपने काँटे को भूल जाता है, जैसे कि कवि एक पत्र को डालना भूल जाता है क्योंकि उसका मस्तिष्क अधिक वैभवशाली सामग्री से भरा होता है। मुझे इस प्रकार की विस्मृति (भुलक्कड़पन) एक प्रकार का सद्गुण प्रतीत होती है। विस्मृति

(भुलक्कड़) व्यक्ति एक ऐसा व्यक्ति होता है जो अपने जीवन को सर्वश्रेष्ठ ढंग से संवार रहा होता है इसलिए उसके पास औसत दर्जे के कार्यों को याद रखने के लिए समय नहीं होता है। पत्र को पत्र-पेटिका में डालने के लिए कौन सुकरात या कॉलरिज पर यकीन कर सकता था? उनकी आत्मा इन वस्तुओं से ऊपर थीं (अर्थात् वे अपने दार्शनिक उच्च विचारों में डूबे रहते थे)।

इस प्रश्न पर कि क्या अच्छी याददाश्त का होना आवश्यक है, प्रायः वाद-विवाद छिड़ता रहा है और भूल करने वाले व्यक्ति कभी-कभी अपनी श्रेष्ठता मनवाने का प्रयास करते रहे हैं। वे कहते हैं कि एक व्यक्ति, जो पूर्णरूप से स्मरण करने वाला यन्त्र है, प्रथम श्रेणी की बुद्धि वाला व्यक्ति कभी नहीं होता। वे बच्चों या बड़ों के विविध दृष्टान्तों का उल्लेख करते हैं, जिनकी आश्चर्यजनक स्मृतियाँ थीं और कहने को उनमें कोई बुद्धि नहीं थी। फिर भी मैं सोचता हूँ कि कुछ मिलाकर, महान् लेखक व महान् संगीतकार विलक्षण स्मरण शक्ति वाले हुए हैं। जिन कवियों को मैं जानता हूँ उनकी याददाश्त उन शेरर दलालों से कहीं अच्छी थी जिनसे मैं परिचित रहा हूँ। वास्तव में स्मृति उनकी कला की आधी ही धरोहर है। इसके विपरीत ऐसा लगता है कि राजनेताओं में भुलक्कड़पन का तत्व अधिक होता है। दो राजनेताओं को एक ही घटना का स्मरण करने दो— उदाहरणार्थ किसी मन्त्रिपरिषद् की बैठक में क्या हुआ था— और उनमें से प्रत्येक आपको कहेगा कि दूसरे राजनेता की कहानी अत्यधिक गलत है या तो उसकी स्मृति छलनी जैसी है या वह सच को झूठ में बदलने वाला दुस्साहसी है। राजनेताओं की आत्मकथाओं तथा भाषणों में तथ्यों को बार-बार चुनौती दी जाती है, यह इस पहलू को दर्शाती है कि संसार ने अभी तक आदर्श राजनेताओं को उत्पन्न करना आरम्भ नहीं किया है, ऐसे व्यक्ति जिनमें महान् कवियों के समान याददाश्त व बुद्धि कौशल दोनों ही तत्व मिलते हों।

साथ-ही-साथ सामान्य रूप से अच्छी याददाश्त इतनी औसत होती है कि हम एक व्यक्ति को जो इसे नहीं रखता, उसे सनकी या झक्की कहते हैं। मैंने एक ऐसे पिता के बारे में सुना है जो बच्चों को घुमाने वाली चार पहियों वाली गाड़ी में अपने बच्चे को घुमाने ले गया था और अपने भ्रमण के दौरान उजली धूप के प्रलोभन में रूक गया और शराब पीने के लिए मधुशाला में प्रवेश कर गया। बच्चे को गाड़ी में बाहर छोड़कर वह शराब पीने के बाद वहाँ से पिछले दरवाजे से बाहर निकल गया। थोड़ी देर बाद उसकी पत्नी को कुछ खरीददारी करनी थी, वह उस शराबखाने के सामने से गुजरी जहाँ अपने बच्चे को सोता हुआ देखकर भयभीत हो गई। अपने पति के व्यवहार पर नाराज होकर उसने उसे सबक सिखाने का निश्चय किया। अपने मन में कल्पना करते हुए कि जब वह बाहर आएगा और बच्चे को गायब देखेगा, वह बच्चा गाड़ी वहाँ से ले गई। वह घर पहुँची यह सोचते हुए कि उसका पति घबराया हुआ चेहरा और काँपते हुए होंठों के साथ शीघ्र ही यह सूचित करेगा कि बच्चे को चुरा लिया गया है। वह उसकी दशा का क्रोध के साथ आनन्द उठाएगी। लेकिन वास्तविकता इसके विपरीत निकली, जब दोपहर के खाने से तुरन्त पहले उसका पति प्रसन्नतापूर्वक मुस्कराता हुआ आया और पूछा, “मेरी प्रिय, आज खाने में क्या बनाया है?” बच्चे के विषय में वह भूल गया था कि वह उसे अपने साथ बाहर ले गया था। किसी दार्शनिक से नीचे स्तर के कितने लोगों में इस प्रकार का भुलक्कड़पन होगा। मुझे आशंका है कि इसमें से अधिकांश लोग ऐसी ही कमजोर स्मरण शक्ति लेकर जन्म लेते हैं। यदि ऐसा नहीं होता तो किसी भी आधुनिक बड़े शहर में परिवार व्यवस्था सुचारु रूप से चल ही नहीं सकती है।

EXERCISE

Explanation

Explain with reference to the context the following:

1. **A list and murderers.**

Reference to context: These lines are taken from the lesson "**Forgetting**". The writer of this essay is **Robert Lynd**, a great modern essayist.

Once a list of articles lost by railway passengers was published in London. Many people were astonished by the forgetfulness of their fellows.

Explanation: In these lines, the writer tells us that once a list of articles lost by railway passengers has been published at great London station. Seeing the list many people were astonished at the forgetfulness of their fellows. He says that if written records of data about the things which travellers forget in train compartment were available than it would be common to find that forgetfulness is common in the travellers. The author wonders that it is on the success of human society rather than on its failure. He further says that modern man/people remembers long telephone numbers, addresses, date of old articles, appointment for lunch or dinner, names of actor, actresses, cricketers footballers and murderers.

2. **Certain forget to take.**

Reference to context: These lines are taken from the lesson "**Forgetting**". The writer of this essay is **Robert Lynd**, a great modern essayist.

The author points out clearly forgetting in some matters. Forgetting may be due to carelessness, indifference and being busy in some matters.

Explanation: In these lines, the author says that some psychologists say that it is due to the antipathy to pills and potions. The author does not agree to this theory outright. Giving his example he says that he is

a life-long devotee of medicines. He wishes to have them at the regular time. But it often happens that the medicine in his pocket and he wishes to have it, yet he forgets it most unwillingly.

The author draws a very solid conclusion that chemists earn lots of money out of those medicines which so many people forget to take. As they forget to take medicine, they take more time to cure. The more time they take, the more medicines they have to buy from chemists.

3. The commonest about it.

Reference to context: These lines are taken from the lesson "**Forgetting**". The writer of this essay is **Robert Lynd**, a great modern essayist.

The author says that memory works less than usual in some matters. People forget to post the letters at proper time. The author himself is forgetful of posting letters.

Explanation: The author thinks that the most common form of forgetfulness takes place in the matter of posting letters. This type of forgetfulness is so common that the author is always unwilling to give an important letter to post to a person who has come to visit him. He has very little confidence in the memory of the visitor. And if he has to give the letter to him to post, he puts him on his oath to post the letter.

The writer further says that if anyone asks him to post a letter is a poor judge of character because even if he puts the letter in his hand, he forgets to post it even when he passes from the first pillar box. He puts the letter in his pocket and totally forget to post it.

4. After that remember to write.

Reference to context: These lines are taken from the lesson "**Forgetting**". The writer of this essay is **Robert Lynd**, a great modern essayist.

The author says that when he forgets to post other's letter than he had to face many embarrassing questions and the forgetfulness might be thought as a result of lack of interest in other people things.

Explanation: In these lines, the author tells his condition when he forget to post other's letter. He says the life become tame, quiet and he had to face embarrassment because he forget to post the letter. He is asked many questions and he had to take out the letter from his pocket. He says, it might be thought because of the lack of interest in other peoples work or letters but it cannot be the explanation as he himself forgets to post some of the letters that he himself remember to write.

5. As for leaving achieved this?

Reference to context: These lines are taken from the lesson "**Forgetting**". The writer of this essay is **Robert Lynd**, a great modern essayist.

The author explains that he does not forgot things except books and walking-sticks. So, he is not a offender in forgetting things.

Explanation: In these lines the author says that he does not forget things in trains and taxis mostly so he is not guilt in these matters. He can remember almost anything except books and walking-sticks. He can remember books many times but he feels quite impossible to remember about the walking-sticks. He like to buy walking-sticks as his taste is old fashioned for them so he buy them frequently but whenever he goes to visits his friends house or travel by train than he forgets about the stick and looses it. He does not carry an umbrella with him because of the fear of loosing it mostly. He asks "Does the person who holds his umbrella tightly has never forgotten his umbrella?"

6. Few of us their errors.

Reference to context: These lines are taken from the lesson "**Forgetting**". The writer of this essay is **Robert Lynd**, a great modern essayist.

The author tells that some persons have lost many things because of forgetfulness. These persons often forget to take their luggage while getting down form the train. The author says that young mostly forgotten their things rather than the adults.

Explanation: The author says that there are some persons who forget to take their luggage while descending form the train. Usually the ordinary travellers reach to their homes safe without forgetting anything in the train. But the example mentioned in the beginning of the essay occurs mostly with the young travellers. In the opinion of the author sportsmen have also worse memory than an earnest minded person. Many footballs and cricket bats were forgotten by there sportman. It may be because the sportman who is returning after playing the game, have their imagination still filled with the perception of the game. In his mind he is recalling the mistakes he had made while playing.

7. For the rest Utopia.

Reference to context: These lines are taken from the lesson "**Forgetting**". The writer of this essay is **Robert Lynd**, a great modern essayist.

The author is telling about the sportsmen and anglers who forget things.

Explanation: In these lines the author is telling that the sportsman keeps on recalling the mistakes which

he made while playing, therefore for the rest of the day he is a citizen of dreamland. The same happens with the angler, who forgets his fishing-rod. It is said that the anglers are mostly lost in their imaginations. An angler is lost in his imagination so he forgets about the fishing-rod.

8. The questions their art.

Reference to context: These lines are taken from the lesson "**Forgetting**". The writer of this essay is **Robert Lynd**, a great modern essayist.

Here, the author says the topic of having a good memory is always a matter of discussion. Men with intelligent minds are also liable to commit mistakes. They may have sometimes tried to claim their superiority in intelligence but the author refuses to accept their claims.

Explanation: The author says that the topic of 'having a good memory has always been a topic of discussion and men with weak memory have tried to prove them superior. Those men who claim superiority but forward the argument that a person who has a very good memory like a machine is barely a man of first grade intelligence. In the opinion of author this argument is wrong. They submit the examples of so many cases of children or men. In the opinion of author these children or men possessed very good memory but they had no intelligence at all. But according to the opinion of author great authors and music composers may be of good memory and intelligent also.

The author says that among the poets and stock-brokers in his knowledge, the poets have a better memory because it is the one of the main part or half substance of their art.

9. At the same him a lesson.

Reference to context: These lines are taken from the lesson "**Forgetting**". The writer of this essay is **Robert Lynd**, a great modern essayist.

The author tells about a person with strange memory.

Explanation: In these lines, the author tells that if a person lacks in ordinary memory, everyone so think him as a strange person. He says that he had heard about a father who take out his baby in perambulator and to take a break, he moves into a pub for a glass of beer leaving the baby in perambulator outside. After few minutes his wife passed through the pub as she was going for shopping. As she saw her baby outside the pub, sleeping in perambulator, she was horrified. She was very angry at her husbands's behaviour and decided to teach him a lesson.

10. She wheeled great modern city.

Reference to context: These lines are taken from the lesson "**Forgetting**". The writer of this essay is **Robert Lynd**, a great modern essayist.

In these lines the author shows and points out a father's carelessness. A father took his baby in a pram. He entered into a public house for a glass of beer and leaves the baby at the door of public house alone. He came out through the door of the saloon bar and forgot the child. A little later, his wife went past the bar. She discovered her sleeping baby in the pram. Angry at her husband's behaviour, she decided to teach him a lesson.

Explanation: His wife imagined how her husband would feel frightened when he came out of the bar and saw the child missing. She brought the pram with the child home. She thought that her husband would inform her that the child had been stolen. His face would be white and his lips would be trembling. She would enjoy his state angrily. But the reality was otherwise. Her husband returned home. He had no worry of the child. He was cheerful and smiling. He asked affectionately his wife what she had prepared for lunch that day. Such was the forgetfulness of the father that he had completely forgotten about his child. The author asks a question that how many men below or except the philosopher are such absent minded. The author thinks that most of us are born with ordinary efficient memories. And if it was not like this than the family could not survive in modern society.

Comprehension

Read the following passages and answer the questions given below them:

1. Certain forget to take.

Questions with their answer:

(i) Why do we forget things according to certain psychologists?

Ans: According to certain psychologists we forget things because we wish to forget them.

(ii) Why do people often forget to take medicines at the appointed hours?

Ans: People forget to take medicines at the appointed hours because they have great dislike for medicines.

(iii) What delights the author most?

Ans: The introduction of a new medicine delights the author most.

(iv) How do the chemists make their fortunes?

Ans: The chemists make their fortune out of the medicines, people forget to take.

2. The commonest have posted it.

Questions with their answer:

(i) Does the author believe a departing visitor to post an important letter?

Ans: The author does not believe a departing visitor to post an important letter. He does not rely on his memory.

(ii) When does the commonest form of forgetfulness occur?

Ans: The commonest form of forgetfulness occurs in the matter of posting letters.

(iii) What is the weakness of the author posting a letter?

Ans: The weakness of the author about posting a letter is that he forgets to post a letter. He remember it when he has past the letter box.

(iv) Does the author post a letter at the first letter box?

Ans: The author does not post a letter at the first letter box. When he has past the first letter box, he remembers that he ought to have posted it.

3. As for even achieved this?

Questions with their answer:

(i) What does he often prefer to buy?

Ans: He often prefers to buy walking-sticks.

(ii) What is the author forgetful of?

Ans: The author is most forgetful of books and walking-sticks.

(iii) What is the most common weakness described in the passage?

Ans: The most common weakness described in the passage is carrying an umbrella.

(iv) What is he most afraid of carrying?

Ans: He is most afraid of carrying umbrellas because he fears to lose it.

4. His loss of above such things.

Questions with their answer:

(i) Why is his loss of memory really a tribute?

Ans: When a fisherman thinks about his day's sport of fishing, he has an intense feeling of enjoyment. Thus, his loss of memory is really a tribute to that intensity of his enjoyment.

(ii) How does the author justify fisherman's forgetting the fishing-rod and the poet's to post a letter?

Ans: The author justifies fisherman's forgetting the fishing rod and the poet's to post a letter by telling that their minds are filled with much more impressive matter.

(iii) What do you mean by the sentence "Who would have trusted Socrates or Coleridge to post a letter?"

Ans: The sentence "Who would have trusted Socrates or Coleridge to post a letter?" means that their minds are filled with so glorious matter that they cannot remember things of average quality such as posting a letter.

(iv) What does the word 'mediocre' stand for?

Ans: The word 'mediocre' stands for the things of average quality.

5. A man, they say of the truth.

Questions with their answer:

(i) Why has the memory of statesman been compared with a sieve?

Ans: The statesmen have bad memories. They forget things easily. They cannot retain the facts and figures correctly as a sieve cannot retain any substance.

(ii) Is it true that perfect memory means great intelligence?

Ans: No, a man with perfect memory has no intellect to speak of.

(iii) Who have better memories – the poets or the stock-brokers?

Ans: The poets have better memories than the stock-brokers.

(iv) How will you define an ideal statesman?

Ans: An ideal statesman is a person who has the genius of memory and of intellect combined.

6. On the other hand, of intellect combined.

Questions with their answer:

(i) What way does the author suggest to test the memory of the statesmen?

Ans: To test the memory of the statesmen, ask them what happened at a particular Cabinet meeting.

(ii) What each statesman will say about the story told by other statesman?

Ans: Each statesman will say about the story told by other statesman to be incorrect.

(iii) What do you understand by the expression 'an audacious perverter of truth' used in the passage?

Ans: The expression 'an audacious perverter of truth' means 'that man is impudent, he changes truth into falsehood'.

(iv) Why are the facts in the autobiographies and speeches of statesman frequently challenged?

Ans: The facts in the autobiographies and speeches of statesman are frequently challenged because they do not have good memories.

7. I had heard her sleeping baby.

Questions with their answer:

(i) Where did the father go leaving the baby alone in the perambulator?

Ans: Leaving the baby alone in the perambulator the father went into a public house for a glass of beer.

(ii) Describe the story of the father, the baby and the perambulator in brief.

Ans: One sunny morning a father took the baby out in a perambulator and left it with the baby lying in it outside a public-house.

(iii) When did the wife see her baby?

Ans: When the wife went for some shopping, she saw her baby in the perambulator outside the public house.

(iv) Why was the wife full of horror?

Ans: The wife was full of horror because she discovered her baby alone in the perambulator outside the public-house.

Short Answer Type Questions

Answer the following questions in not more than 30 words each:

1. Why is the memory of sportsmen worse than that of other ordinary people?

Ans: The memory of sportsmen worse than that of other ordinary people because their minds are full of the play, the playfield, their achievements or their errors. They are separated from their outward surroundings and so they easily forget their things while leaving the train.

2. What are the most common things we often forget according to Robert Lynd?

Ans: The commonest form of forgetfulness can be seen when railway passengers leave their articles when they reach their destination. People forget to take medicine at the proper time. Some people forget their important letters to post.

3. What do certain psychologists tell us about forgetting?

Ans: According to certain psychologist men forget things because they wish to forget. It is possible that people forget taking medicine due to their dislike for pills and potions.

4. Who do you think is the most absent-minded person on the basis of your study of the essay 'Forgetting'?

Ans: On the basis of our study of the essay 'Forgetting', we can say that the father, who took his baby in a perambulator for walking and forgot to bring it back is the most absent-minded person.

5. What is absent-mindedness?

Ans: Absent-mindedness is a kind of virtue by which a man can make the best of his life.

6. Who is a poor judge of character and why?

Ans: A person who entrusts a letter to the author to post is a poor judge of man's character. It is so because the author always forgets to post a letter. He does not remember to post even his own letters.

7. Who have bad memories? What way does the author suggest to test their memory?

Ans: Statesmen or politicians have bad memories. To test their memory, the author suggests that two politicians should be asked to try to recall the same event for example at some Cabinet meeting.

Long Answer Type Questions

Answer the following questions in not more than 150 words each:

1. How does the author defend the absent-mindedness? Give examples in support of your answer.

Ans: Introduction: If statistical records were available on 'forgetting', it would be found that absent-mindedness is common.

His wonder: He says it is the efficiency rather than the inefficiency of human memory that compels his wonder.

Forgetfulness is a tribute: He takes the example of the angler who forgets his fishing-rod. His forgetfulness is really a tribute to the intensity of his enjoyment in thinking his day's sport.

Forgetfulness is a virtue: An angler forgets his fishing-rod as the poet forgets to post a letter. Their minds are filled with more glorious matter. Absent-mindedness of this kind seems to the author all but a virtue.

Conclusion: The absent-minded man is often a man who is making the best of life. He therefore has no

time to remember the mediocre. His soul is above such insignificant things as taking medicine, posting letter and remembering fishing-rod and other things.

2. What does Robert Lynd say in defence of forgetfulness?

Ans: The author, Robert Lynd says that his forgetfulness is not related with forgetting articles in compartment of trains. He is forgetful in posting letters. Even when he carries the letter in his hand, he remembers to post the letter when the first letter-box is left behind. Then tired of holding the letter in his hand, he puts letter in his pocket for safety and forgets all about the letter. Later, he remember to produce the letter from his pocket when a number of embarrassing questions are asked. Some people may think that author forgets to post other people's letters due to lack of interest. But the author rejects this argument because he says that he forgets to post his own letters also.

The author is also forgetful about books and walking-sticks. He says that he can often remember books but he can never remember walking-sticks. Whenever he pays a visit to his friend's house or goes on a journey in a train, he forgets his walking-sticks and he has to buy a new one. In the same way, he says that he dare not carry an umbrella for fear of losing it.

3. According to Robert Lynd, "It is the efficiency rather than the inefficiency of human memory that compels my wonder." Discuss the statement with suitable examples.

Ans: Introduction: People are born with good memories. Only a few people have dull memories.

Efficiency of human memories: Modern man has efficient memory. He remembers even telephone numbers. He remembers the addresses of his friends. He remembers the dates of good celebrations. He remembers appointments for lunch and dinner. His memory is crowded with the names of actors and actresses. He remembers the names of cricketers and footballers and murderers. He can tell you what the weather was like in a long past August and the name of the provincial hotel at which he had a vile meal during the summer.

In his ordinary life modern man remembers almost everything that he is expected to remember. Almost everybody remembers to do the right thing at the right moment from morning till the sleeping time in the night. Even an ordinary man seldom forgets to turn off the lights before going upstairs.

Inefficiency of human memory: Forgetfulness is common. In some matters memory works with less than its usual perfection. The things people generally forget are taking medicine and posting letters. Some people forget their walking-sticks, umbrellas and books. Sportsmen forget footballs and cricket bats. Anglers forget their fishing-rods.

Conclusion: These cases are only a few. People work with efficient memories. Hence the statement that it is the efficiency rather than the inefficiency of human memory that compels my wonder, is justified.

4. Describe those things which a modern man seldom forgets, according to Robert Lynd.

Ans: Introduction: The author is astonished at the absent-mindedness of the people. He is surprised to see the forgetfulness of these people. He does not feel any sympathy for the people of this type.

Things which are seldom forgotten: It is a fake absent-mindedness of a individual person, who forgets at a particular movement. Modern man does not forget a telephone number. Even the addresses of the friends and relatives are kept in the memory properly. Celebrated dates are remembered by a modern man as well.

Remembering the dates: Thus modern man also remembers the appointments for lunch and dinner. He has a great list of names in his mind of actors and actresses. He also remembers so many cricketers, footballers and murderers.

Conclusion: In fact he can tell you the things which were happened in long-past. So, in the ordinary life, one remembers almost all the things which are expected to be remembered.

Multiple Choice Questions

Choose the most suitable option:

- The same may be said, no doubt, of anglers who forget their
(a) nets (b) baskets (c) **fishing-rods** (d) lunch boxes
- Absent-mindedness of this kind to me all but a virtue.
(a) **seems** (b) goes (c) comes (d) vanishes
- The ordinary man arrives his destination with all his bags and trunks safe.
(a) on (b) to (c) **at** (d) for
- A number of footballs and cricket bats, for instance, were forgotten.
(a) heavy (b) countable (c) respectable (d) **considerable**
- In his ordinary life, again, he remembers almost everything that he is to remember.
(a) **expected** (b) hoped (c) required (d) supposed

6. The absent-minded man is often a man who is making..... of life and therefore has no time to remember the mediocre.
 (a) **the best** (b) the worst (c) own (d) himself
7. The commonest form of forgetfulness, I suppose, occurs the matter of posting letters.
 (a) over (b) **in** (c) upon (d) on
8. It is the efficiency rather than the inefficiency that any wonder.
 (a) impels (b) dispels (c) propels (d) **compels**
9. A list of lost by railway travellers and now on sale a great London station has been published.
 (a) arsenal (b) arteries (c) artillery (d) **articles**
10. I can remember almost anything books and walking sticks.
 (a) **except** (b) accept (c) deceive (d) precept
11. If it were not so, the institution of the family could not in any great modern city.
 (a) revive (b) **survive** (c) derive (d) connive
12. I not to carry an umbrella for fear of losing it.
 (a) **dare** (b) fare (c) care (d) share
13. As for leaving articles in trains and in taxis, I am no great in such matters.
 (a) enemy (b) **delinquent** (c) fool (d) opponent
14. Most of us, I fear, are born with prosaically memories.
 (a) sufficient (b) **efficient** (c) little (d) no
15. Indignant at her husband's behaviour, she decided to him a lesson.
 (a) forget (b) **teach** (c) read (d) memorise
16. Certain tell us that we forget things because we wish to forget them.
 (a) physicians (b) **psychologists** (c) neurologists (d) homeopaths
17. So common is forgetfulness that I am always to trust a departing visitor to post a important letter.
 (a) unwilling (b) disinclined (c) **reluctant** (d) inclined
18. A man, they say, who is a remembering machine is seldom a man of the first intelligence.
 (a) prefect (b) imperfect (c) **perfect** (d) effect
19. The fishing rod of reality is forgotten as he daydreams over the of the fishing rod of Utopia.
 (a) **feats** (b) feasts (c) feet (d) freaks
20. Modern man remembers even numbers.
 (a) book (b) directory (c) **telephone** (d) road
21. There are, it must be admitted, some matters which the memory works with less than its usual perfection.
 (a) for (b) in (c) **in regard to** (d) about

Language skills

1. Write the meanings of the following words in English and also use them in your own sentences:

- (i) **absent-mindedness**: inattentive or forgetful behavior
 He was **absent-minded** in the class of maths, so he achieved less marks.
- (ii) **vintages** : era/ period/ high-quality
 He possess **vintage** motor cars.
- (iii) **vile** : extremely unpleasant
 The **vile** queen tried to get rid of her stepdaughter.
- (iv) **methodical** : well ordered
 Their movement were slow and **methodical**.
- (v) **moral giants**: people particular about taking things.
 The **moral giants** always do their work before deadline.
- (vi) **reluctant**: unwilling/ hesitant
 He was **reluctant** to choose mathematics.
- (vii) **circumstances**: situation
 Whatever be the **circumstances**, you should, never loose hope.
- (viii) **delinquent** : lawless
 Provision is made for truant and **delinquent** children.
- (ix) **mediocre**: ordinary

She belongs to a **mediocre** family.

(x) **fallible** : error-prone

She was **fallible** in maths but she never failed in it.

(xi) **audacious** : bold/ daring

Successful people are **audacious** and not afraid take risks.

(xii) **perambulator** : pram

The mother took the baby out in the **perambulator**.

(xiii) **public-house** : pub or licensed stores to sell alcoholic drink

He went to **public-house** on every Saturday.

(xiv) **quivering**: tremble or shake

Every muscle of his face was **quivering**.

2. Write the synonyms of the following word:

indignant	—	dissatisfied/ resentful
vile	—	unpleasant
perfect	—	ideal
relish	—	delight/ pleasure
tribute	—	praise/ accolade
pause	—	cease/ stop
anticipating	—	expect/ predict

3. Write the antonyms of the following words:

fallible	—	infallible
forget	—	remember
antipathy	—	affinity/ liking
quivering	—	steady/ stillness
audacious	—	timid

4. Read the following homophones and use them in your own sentences to get their meaning:

- (i) **sale** — They told the customer that the house was not for **sale**.
sell — She earn a living by **selling** her drawings.
- (ii) **weather** — I checked the news to find out the **weather** condition for tomorrow.
whether — I am doubtful **whether** she will join us or not.
- (iii) **expect** — Everybody came to the party **expect** Suman.
accept — They **accepted** the invitation of her birthday party.
- (iv) **seem** — He **seems** to be a wise man.
seam — My bags have very strong **seam**.
- (v) **prescribe** — The doctor **prescribed**, the medicine to the patient.
proscribe — Mobile phones are **proscribed** while driving in India.

5. Given below are the detailed meanings of the words you have read in chapter. Search and write the correct word against each. The first letter of the word is given as a hint:

- (i) persons who study the human mind and its functions, especially those affecting behaviour in a given context **Psychologists**
- (ii) persons who catch fish with hook, bait and a rod **Anglers**
- (iii) a hand-carriage for children **Perambulator**
- (iv) a skilled, experienced, and respected political leader **Statesman**
- (v) the science of collecting and analysing numerical data in large quantities **Statistical records**

3

The Ant and the Grasshopper

सम्पूर्ण पाठ का हिन्दी रूपान्तरण

जब मैं बहुत छोटा बालक था, तब मुझे ला फॉन्टेन की कल्पित कहानियाँ मौखिक याद कराई गईं और प्रत्येक कहानी से मिलने वाली नैतिक शिक्षा सावधानीपूर्वक मुझे समझाई गई। जो कहानियाँ मैंने याद की, उनमें से एक कहानी 'चींटी और टिट्ठा' थी, जिसका उद्देश्य बच्चों को यह ज्ञानवर्द्धक शिक्षा देना था कि इस असार संसार में परिश्रम को पुरस्कार मिलता है तथा चालबाजी और आलस्य को दण्ड मिलता है। इस प्रशंसनीय कहानी में (मैं वह बात कहने के लिए क्षमा चाहता हूँ जिसे हम विनम्र भाव से परन्तु भूल से यह समझते

हैं कि इसे प्रत्येक व्यक्ति जानता है) चींटी शीत ऋतु के लिए भोजन सामग्री एकत्रित करने में गर्मियों परिश्रम से बिताती है, जबकि टिड्डा घास की पत्ती पर बैठकर सूर्य की ओर मुँह करके गीत गाता रहता है। जाड़ा आता है और चींटी को आराम से भोजन मिलता है, परन्तु टिड्डे के भोजन का गोदाम खाली है: वह चींटी के पास जाकर थोड़ा-सा भोजन माँगता है। तब चींटी उसे अपना यह सर्वविदित उत्तर देती है—

“तुम ग्रीष्मकाल में क्या कर रहे थे?”

“मैं गाता था, मैं दिनभर और रातभर गाता रहता था।”

“तुम गाते थे। अच्छा, तो अब जाओ और नाचो।”

मैं कभी भी इस कहानी की नसीहत से पूर्ण रूप से सहमत नहीं हो पाया। ऐसा मैं अपनी हठधर्मिता के कारण नहीं बल्कि बचपन में पाई जाने वाली बुद्धि की अपरिपक्वता के कारण मानता था जिसमें नैतिक ज्ञान कम होता है। मेरी सहानुभूति टिड्डे के साथ थी और कुछ समय तक मैं चींटी देखते ही उस पर पैर रखे बिना नहीं रहता था। इस संक्षिप्त विवरण में (और जैसा कि मैंने बाद में पाया है, पूर्ण रूप से मानवीय ढंग से) मैंने विवेक और समझदारी के प्रति असहमति प्रकट की है।

मुझे यह शिक्षाप्रद कहानी उस समय अकस्मात याद आ गई जब एक दिन मैंने जॉर्ज रैमसे को जलपान-गृह में अकेले दोपहर का भोजन करते देखा। मैंने कभी किसी व्यक्ति को इतना उदास नहीं देखा था। वह आकाश की ओर टकटकी लगाए देख रहा था। वह उस तरह दिख रहा था मानों सारे संसार का बोझ उसके कंधों पर आ पड़ा हो। उसे देखकर मुझे बहुत दुःख हुआ। तुरन्त मुझे आशंका हुई कि उसका अभाग भाई फिर परेशानी का कारण है। मैं उसके समीप गया और अपना हाथ बढ़ाया।

“तुम कैसे हो? मैंने पूछा।

“मैं प्रसन्न नहीं हूँ,” उसने उत्तर दिया।

“क्या फिर टॉम का ही मामला है?”

उसने आह भरी।

“हाँ, यह फिर टॉम ही है।”

“तुम उसे छोड़ क्यों नहीं देते? तुमने संसार में उसके लिए सब कुछ किया है। अब तक तुम जान गए होंगे कि वह बिलकुल निकम्मा है।”

मैं समझता हूँ प्रत्येक परिवार में एक कुल कलंक होता है। टॉम बीस वर्ष से उसके लिए बहुत परेशानी पैदा करने वाला रहा था। उसने अपना जीवन काफी सम्मानपूर्ण ढंग से आरम्भ किया था; उसने व्यापार आरम्भ किया, विवाह किया और उसके दो बच्चे हुए। रैमसे परिवार के लोग पूर्ण रूप से सम्मानित लोग थे और हर प्रकार से माना जाता था कि टॉम रैमसे अच्छा और सम्मानपूर्ण जीवन बिताएगा। परन्तु एक दिन, बिना किसी चेतावनी के उसने यह घोषणा कर दी कि उसे काम करना अच्छा नहीं लगता और वह विवाह-बंधन के भार को सहन करने में सक्षम नहीं है। वह मौज उड़ाना चाहता था। उसने किसी विरोध को नहीं सुना। उसने अपनी पत्नी और अपना काम-काज छोड़ दिया। उसके पास थोड़ा-सा धन था और उसने यूरोप की विभिन्न राजधानियों में दो वर्ष मौज-मस्ती में बिताए। उसकी गतिविधियों के समाचार समय-समय पर उसके रिश्तेदारों के पास पहुँचते रहते थे और उन्हें गहरा दुःख पहुँचता था। वह निश्चय ही मौज उड़ा रहा था। वे अपना सिर धुन्ते और पूछते कि जब उसका धन खर्च हो जाएगा तो क्या होगा। उन्हें शीघ्र ही पता लगा कि वह उधार लेने लगा है। वह आकर्षक और विवेकहीन प्रकृति का व्यक्ति था। मुझे कभी ऐसा दूसरा कोई व्यक्ति नहीं मिला जिसका उसको उधार लेने के लिए मना करना मुश्किल था। वह अपने मित्रों से नियमित उधार लेने लगा और वह सहज रूप से ही मित्र बना लेता था। परन्तु वह सदैव यही कहता था कि आवश्यकताओं पर धन व्यय करना नीरस है, उस धन के व्यय करने से आनन्द प्राप्त होता है, जो विलासिता और आमोद-प्रमोद पर व्यय किया जाता है। इसके लिए वह अपने भाई जॉर्ज पर निर्भर रहता था। वह उस पर अपने आकर्षण को नष्ट नहीं करता था। जॉर्ज गंभीर व्यक्ति था और ऐसे प्रलोभनों का उस पर असर नहीं होता था। जॉर्ज का चरित्र अच्छा था। एक या दो बार वह टॉम के सुधर जाने के आशवासनों का शिकार हो गया और उसे बहुत अधिक धन दे दिया। जिससे वह एक नई शुरुआत कर सके। इस धन से टॉम ने एक मोटरकार और कुछ अच्छे आभूषण खरीद लिए। परन्तु जब परिस्थितियों ने जॉर्ज को यह सोचने पर विवश कर दिया कि उसका भाई कभी किसी कार्य में नहीं लगेगा तो उसने उससे सम्बन्ध तोड़ लिए। टॉम ने बिना किसी हिचक के उसको मूर्ख बनाकर उससे धन ऐंठना आरम्भ कर दिया। एक सम्मानित वकील को यह अच्छा नहीं लगता था कि भाई को उसके मनपसंद जलपान-गृह के पीछे मदिरा-कक्ष में कॉकटेल हिलाते हुए देखे या अपने क्लब के बाहर एक टैक्सी की ड्राइवर की सीट पर प्रतीक्षा करते हुए देखे। टॉम कहता था कि मदिरालय में कार्य करना या टैक्सी चलाना पूर्ण रूप से सम्मानित कार्य है किन्तु यदि जॉर्ज उसे दो सौ पौण्ड देने को तैयार हो तो परिवार के सम्मान के लिए उसे इस काम को छोड़ देने में कोई आपत्ति नहीं होगी। जॉर्ज ने उसे धन दे दिया।

एक बार टॉम जेल जाते-जाते बचा। जॉर्ज बुरी तरह परेशान हो गया। उसने लज्जाजनक मामले की पूरी जाँच की। टॉम वास्तव में हद से आगे बढ़ गया था। वह निरंकुश, विवेकहीन और स्वार्थी बन गया था परन्तु उसने पहले कभी कोई बेईमानी का कार्य नहीं किया था, बेईमानी से जॉर्ज का तात्पर्य गैर-कानूनी कार्य से था; और यदि उस पर मुकदमा चलाया जाता तो निश्चय ही उसे सजा होती। परन्तु जॉर्ज अपने एकमात्र भाई को जेल नहीं जाने दे सकता था। क्रोनशॉ नामक जिस व्यक्ति को टॉम ने ठगा था, वह प्रतिशोध लेना चाहता था।

वह मामले को न्यायालय में ले जाने पर अड़ा हुआ था। वह कहता था कि टॉम दुष्ट है और उसे दण्ड मिलना ही चाहिए। मामले को निपटाने के लिए जॉर्ज को बहुत कष्ट उठाना पड़ा और पाँच सौ पौण्ड देने पड़े। मैंने उसे इतने अधिक क्रोध में कभी नहीं देखा था जितना उस समय जब उसने सुना कि टॉम और क्रोनशाँ चैक का रुपया मिलते ही एक साथ मॉण्ट कार्लो चले गए। वहाँ उन्होंने आनन्दपूर्वक एक माह बिताया।

बीस वर्ष टॉम ने घुड़दौड़ में दाँव लगाए और जुआ खेला, अति आकर्षक लड़कियों के साथ प्रेम का नाटक किया, नाचा, सबसे महँगे जलपान-गृहों में भोजन किया और कीमती वस्त्र पहने। वह सदैव बहुत चुस्त और सुन्दर लगता था जैसे उसने अभी एक पिटारे से बाहर कदम रखा हो। यद्यपि वह 46 वर्ष का था किन्तु आप उसे कभी 35 वर्ष से अधिक का नहीं कह सकते थे। वह बहुत ही अधिक हँसमुख साथी था और यद्यपि आपको यह पता होने पर भी कि वह बिल्कुल निकम्मा है आपको उसकी संगति में आनंद ही आता। उसमें अत्यधिक उत्साह, मौज-मस्ती और अद्भुत आकर्षण था। मैंने उसे धन देने में कभी असंतोष व्यक्त नहीं किया, जो वह अपने जीवन की आवश्यकताओं के लिए मुझसे नियमित रूप से वसूल किया करता था। मैं कभी भी यह महसूस किए बिना उसे पचास पौण्ड नहीं देता था कि मुझ पर उसका ऋण है। टॉम रैमसे सभी को जानता था और सब लोग टॉम रैमसे को जानते थे। आप उसे कभी अच्छा नहीं कर सकते थे परन्तु आप उससे आकर्षित हुए बिना भी नहीं रह सकते थे।

बेचारा जॉर्ज जो अपने निर्लज्ज भाई से केवल एक वर्ष बड़ा था साठ वर्ष का लगता था। पच्चीस वर्षों में किसी वर्ष भी उसने पन्द्रह दिन से अधिक की छुट्टी कभी नहीं ली थी। वह प्रतिदिन सुबह साढ़े नौ बजे अपने कार्यालय पहुँच जाता था और छह बजे से पहले वहाँ से कभी नहीं जाता था। वह ईमानदार, परिश्रमी और योग्य था। उसकी पत्नी अच्छी थी जिसके प्रति अविश्वास की बात कभी उसने सोची भी नहीं थी, और उसकी चार पुत्रियाँ थीं जिनके लिए वह सबसे अच्छा पिता था। वह अपनी आय का एक-तिहाई भाग बचाना आवश्यक समझता था और उसकी योजना थी कि 55 वर्ष की आयु में अवकाश ग्रहण करके वह गाँव के छोटे से घर में चला जाएगा और वहाँ अपने बाग की देखभाल करेगा तथा गोल्फ खेलेगा। उसका जीवन निष्कलंक था। वह प्रसन्न था कि वह बूढ़ा हो रहा है क्योंकि टॉम भी बूढ़ा हो रहा था। उसने अपने हाथ रगड़े और कहा—

“जब टॉम युवा और सुन्दर था तब तो सब ठीक था, परन्तु वह मुझसे केवल एक वर्ष छोटा है। चार वर्ष में वह पचास का हो जाएगा। तब वह जीवन को इतना सरल नहीं पाएगा। पचास वर्ष का होने तक मेरे पास तीस हजार पौण्ड होंगे। पच्चीस वर्ष से मैं कह रहा हूँ कि टॉम की अन्त में स्थिति बहुत शोचनीय होगी और हम देखेंगे कि उसे वह कैसा लगेगा। हम देखेंगे कि क्या वास्तव में कार्य करने से सुख मिलता है या निकम्मा रहने से।”

बेचारा जॉर्ज! मुझे उससे सहानुभूति थी। अब मैं उसके पास बैठा हुआ यह जानने को उत्सुक था कि टॉम ने कौन-सा लज्जाजनक कार्य कर दिया है। जॉर्ज निश्चय ही बहुत अधिक व्याकुल था।

“क्या तुम्हें मालूम है, अब क्या हुआ है?” उसने मुझसे पूछा।

मैं बुरे से बुरा समाचार सुनने के लिए तैयार था। मैं सोच रहा था कि क्या आखिरकार टॉम पुलिस के हाथ पड़ गया है। जॉर्ज मुश्किल से बोल पाया।

“तुम इस बात से इनकार नहीं करोगे कि मैं जीवनपर्यन्त परिश्रमी, सदाचारी, सम्मानित और सीधा-सच्चा रहा हूँ। परिश्रमी और मितव्ययी जीवन के उपरान्त, मैं सुरक्षित निवेश खातों में जमा धन से प्राप्त थोड़ी-सी आय पर अवकाशपूर्ण जीवन की आशा कर सकता हूँ। मैंने उस स्थिति में, जिसमें भी भगवान की मुझे रखने की इच्छा रही है, सदैव अपने कर्तव्य का पालन किया है।”

“ठीक है।”

“और तुम इस बात से इनकार नहीं कर सकते हो कि टॉम निकम्मा, अयोग्य, अनैतिक और नीच बदमाश रहा है। यदि कहीं न्याय होता तो वह जेल में होता।”

“ठीक है।”

जॉर्ज का चेहरा लाल हो गया।

“कुछ सप्ताह पहले उसने एक औरत से सगाई कर ली जो आयु में उसकी माँ की अवस्था की थी। और अब वह मर गई और जो कुछ उसके पास था, टॉम के लिए छोड़ गई है: पाँच लाख पौण्ड, एक शानदार नौका, लन्दन में बना एक मकान और एक मकान गाँव में।”

जॉर्ज रैमसे ने मुट्ठी भींचकर मेज पर मारी।

“यह उचित नहीं है, मैं तुमसे कहता हूँ, यह उचित नहीं है। लानत है, यह उचित नहीं है।”

मैं इसमें कुछ नहीं कर सकता। जब मैंने जॉर्ज के क्रुद्ध चेहरे को देखा तो मैं ठहाका लगाकर हँस पड़ा, मैं अपनी कुर्सी पर लड़क गया और फर्श पर गिरते-गिरते बचा। जॉर्ज ने मुझे कभी क्षमा नहीं किया। परन्तु टॉम मेफेयर में अपने सुन्दर मकान में प्रायः मुझे बढ़िया रात्रि-भोजन पर निमन्त्रित करता रहा है, और यदि कभी-कभी मुझसे धन की छोटी सी मात्रा लेता है, तो वह केवल उसकी आदत की मजबूरी है। वह एक सौवरिन (ब्रिटिश मुद्रा) से अधिक कभी नहीं होती है।

EXERCISE

Explanation

Explain with reference to the context the following:

1. **Among those I punished**

Reference to context: These lines are taken from the short story "The Ant and the Grasshopper" written by **William Somerset Maugham**.

The author tells, they were taught the stories which have some moral in them.

Explanation: In these lines, the author tells us that among the stories told to him, 'The Ant and the Grasshopper' was a story which taught him that hard-work or labour is rewarded and dizziness is punished.

2. **I do not ascribe and common sense.**

Reference to context: These lines are taken from the short story "The Ant and the Grasshopper" written by **William Somerset Maugham**.

When the narrator was a little child he had learnt by heart the fable 'The Ant and the Grasshopper'. This story had a strange effect on him. Here, he tells us how he tried to show what he felt.

Explanation: The teaching of the story was the people who work hard to get happiness in life and those who are very fond of pleasure suffer hardships. But the narrator could never agree to it. He says that it was not so because he was obstinate and liked bad things.

The narrator says that in his childhood he was not in favour of moral thought. He did not agree with the view that hard work should be rewarded and idleness must be punished. The story of "**The Ant the Grasshopper**" did not appeal to him. He is saying that in these lines, he express his disapproval by his common sense and cautiousness.

3. **I could not out my hand.**

Reference to context: These lines are taken from the short story "The Ant and the Grasshopper" written by **William Somerset Maugham**.

The narrator was not in favour of moral thought taught to him in the childhood on the basis of the fable of 'The Ant and the Grasshopper'. In the opinion of narrator it is not compulsory that a hardworking person should be rewarded and an idle man must suffer.

Explanation: The narrator thought about George Ramsay in the context of the famous fable "The Ant and the Grasshopper". George Ramsay was his close friend. One day the narrator saw him sitting in a restaurant. He was taking his lunch there. He was alone there. There was nobody with him in the restaurant at that time. He appeared to be upset. His mood was not good at that time. He was just like an embodiment of gloom and disappointment. In his full life the author had never seen any person more dejected and full of sadness than him. The author was sad for him but he had a doubt that his unfortunate brother will be the cause problem for him again. He went to help him and held out his hand.

4. **I suppose every no expostulations.**

Reference to context: These lines are taken from the short story "The Ant and the Grasshopper" written by **William Somerset Maugham**.

The author says that he thinks there is a disgraceful person in every family. Tom was a disgraceful person in the respectable Ramsay's family.

Explanation: The author is telling that he personally thinks that there is a disgraceful person like Tom in every family. Tom was creating problems for George since twenty years. Tom stated his life ideally. He started business, married and had two children. The Ramsay's family were considered as a family of respectable people and therefore there were many reasons to expect that Tom will have a good and honourable career. But suddenly one day, Tom said that he did not want to work anymore and is totally unfitted for family life. He said that he wanted to enjoy himself and was listening to no one complain.

5. **But one day money was spent.**

Reference to context: These lines are taken from the short story "The Ant and the Grasshopper" written by **William Somerset Maugham**.

Tom was a problem for his elder brother George. There were so many troubles due to Tom. Although initially he began his life in a proper way. He went into business, married and had two children.

Explanation: Tom declared clearly that he would not work now and would not care for his wife and two children too. He was not in favour to any complaints, when he left his home, he had some money. He spent two years happily in different capitals of Europe. He spent all his money. Different types of rumours about him reached to his relatives. So he passed his whole time in eat-drink and be merry and enjoyment. In this way in a short period he spent all that he had.

6. He was charming luxuries.

Reference to context: These lines are taken from the short story "The Ant and the Grasshopper" written by **William Somerset Maugham**.

Tom Ramsay's personality was charming. He who came in his contact was attracted towards him, but he hated to work too much. One day he left his all routine work and his family. Now his aim was only to enjoy life fully.

Explanation: Tom's personality was too much charming. When his all money was spend in eating, drinking and merry making he started borrowing money from his friends and relatives. He never cared for right and wrong. His method of borrowing money was admirable. It was quite impossible to say no to his request of borrowing money. He regularly borrowed money from his friends. The habit of borrowing money was his only income. He wasted all the borrowed money. In this way money went out of his hands like water.

7. He was a most in his debt.

Reference to context: These lines are taken from the short story "The Ant and the Grasshopper" written by **William Somerset Maugham**. The author is describing the attractiveness in Tom's personality.

Explanation: The author is telling that Tom was the most entertaining person. If anyone did not know about his worthlessness then they would love his company. He was a joyful, cheerful and mesmerising person. The author never refused to give him money, which he needed to fulfill his daily needs whenever the author lent him fifty pounds he thinks that he is under his debt and has to pay Tom's money.

8. "You're not going to place me."

Reference to context: These lines are taken from the short story "The Ant and the Grasshopper" written by **William Somerset Maugham**.

George was upset when he came to know that his brother Tom's deed of marrying to an aged woman, he blazed into anger and talked with the author.

Explanation: George Ramsay was a hard-working, modest and honourable person and he stuck to his ideas whole life. The author was well acquainted with the nature of George Ramsay. The author says that he led such type of life as God wished and he has never adjusted with his high ideals and way of living. He was fully satisfied with his posts and positions and is fully secured. He had always fulfilled his duties, no matter whatever were the situations.

9. I could not help a sovereign.

Reference to context: These lines are taken from the short story "The Ant and the Grasshopper" written by **William Somerset Maugham**.

Here, the author wants to explain why George was so upset and troubled. Tom blackmailed his elder brother George many times. Then he married to an old lady of the age of his mother for the sake of her wealth. Soon, the old woman died and Tom became rich.

Explanation: When George told the narrator about this incident he burst into laughter. At this George was surprised. He did not expect that the author should take this incident so lightly. But the narrator thought that George would never forgive him for this behaviour. George was motionless. The narrator had no complaint against Tom, because he enjoyed rich dinners with Tom many times. The narrator further says that for him, Tom was a good man. He, sometimes, borrowed money from him. But he never gave Tom more than a sovereign *i.e.* a coin.

Comprehension

Read the following passages and answer the questions given below them:

1. Among those I go and dance.

Questions with their answer:

(i) What makes the grasshopper sing in summer?

Ans: The grasshopper sings in summer because it is enjoying its leisure.

(ii) Why did the ant work hard in summer?

Ans: The ant worked hard in summer as it is conscious of the hard time of winter.

(iii) What message do you get from the passage?

Ans: We get the message that we should not waste our time in enjoyment but work for future.

(iv) Why do you think the grasshopper was hungry but helpless?

Ans: The grasshopper was hungry but helpless as it went to beg food from the ant in winter.

2. I suppose no expostulations.

Questions with their answer:

(i) What is the opinion of the author about every family?

Ans: The opinion of the author was that every family has a black sheep *i.e.* a disgraceful person for the

family like Tom was for Ramsay's family.

(ii) **How did Tom begin his life?**

Ans: Tom began his life very decently. He had his business, got married and soon had two children.

(iii) **What type of people had the Ramsays been?**

Ans: The Ramsays were perfectly respectable people.

(iv) **What did Tom declare one day?**

Ans: One day, Tom declared that he did not like work and was totally unfit for the married life. He wanted to enjoy himself.

3. **The man Tom month there.**

Questions with their answer:

(i) **Who was Cronshaw?**

Ans: Cronshaw was the man whom Tom had cheated. Although Tom and Cronshaw together planned to blackmail Tom's brother and both fled to Monte Carlo after getting money from him.

(ii) **What did it cost George to settle the affair?**

Ans: It cost George a sum of five hundred pounds to settle the affair.

(iii) **Which behaviour of Tom sent George into a rage?**

Ans: When George heard that Tom and Cronshaw had gone off together to Monte Carlo by cashing the cheque then this sent George into a rage.

(iv) **Why was Tom performing the role of a cheat?**

Ans: Tom was performing the role of a cheat because he fooled his brother and cashed the cheque and went to Monte Carlo with Cronshaw for gambling.

4. **Poor George was growing old too.**

Questions with their answer:

(i) **How old did George look?**

Ans: George looked sixty years old.

(ii) **How punctual was George in his duty?**

Ans: George was very punctual as he had never taken more than a fortnights holiday in the year for a quarter of a century.

(iii) **What kind of father and husband was George?**

Ans: George was the best father and a faithful husband.

(iv) **What was George's plan after retirement?**

Ans: George would shift to a little house in the country. He would cultivate garden and play golf there.

5. **"You're not going me."**

Questions with their answer:

(i) **What has been the George's way of life?**

Ans: George's way of life has been hard-working, decent, respectable and straightforward.

(ii) **What do you understand by the expression, 'a life of industry'?**

Ans: The expression 'a life of industry' means that the life of a person should be full of hard work.

(iii) **George hopes to retire a contented man. How do you know?**

Ans: George Ramsay hopes to retire a contented man as he has been investing money in gilt-edged securities for use at the time of retirement.

(iv) **What do you understand by the term 'Providence'?**

Ans: The term 'Providence' stands for God.

Short Answer Type Questions

Answer the following questions in not more than 30 words each:

1. **What lesson does one learn from the fable 'The Ant and the Grasshopper'?**

Ans: From the fable 'The Ant and the Grasshopper' one learns that hardwork is rewarded and laziness is punished.

2. **How did Tom blackmail his brother George?**

Ans: Tom started shaking cocktails behind the bar of the restaurant and waiting on the box-seat of a taxi outside the club of his elder brother George. He adopted these ways to blackmail his brother George.

3. **What news did George Ramsay give to the author about his brother Tom Ramsay?**

Ans: George told the author that his brother became engaged to a woman old enough to be his mother a few weeks before and after her death he had got half a million pounds, a yacht, a house in London and a house in the country.

4. **People knew that Tom was a worthless fellow. Why did they like him then?**

Ans: Despite the fact that people knew how worthless Tom was yet people liked him because he was charming

and handsome.

5. Why did the people around like Tom?

Ans: People around like Tom because he has something special in his personality that attracted them. He was charming as well as handsome.

6. Why did George Ramsay dislike his brother?

Ans: George Ramsay disliked his brother Tom because he was a worthless fellow, hated to work, and spent money on luxuries. Tom never cared for future and believed in enjoying life on borrowed money.

7. What did Tom Ramsay do for twenty years?

Ans: Tom Ramsay was a source of trouble to his elder brother George for twenty years. He borrowed money from everyone whom he knew. When Tom was short of money, he started blackmailing his elder brother George.

8. What did Tom start doing when his money was spent?

Ans: Tom hated work. He was an idle man. So he started borrowing money from his friends when his money was spent. He regularly borrowed money from his friends and spend it on luxuries.

Long Answer Type Questions

Answer the following questions in not more than 150 words:

1. Give a character-sketch of Tom Ramsay.

Ans: Introduction: Tom Ramsay was the only brother of George Ramsay. He was only one year younger to him. He began his life decently. He started his business. He got married and had two children.

His personality: He was a man of incredible charm. Therefore he made friends easily. He was the most amusing companion. He had high spirits and unflinching gaiety. He always looked as if he had just stepped out of a bandbox.

An unscrupulous man: There was a sudden change in his mind. He left his business and his family. When his money was spent, he began to borrow it. He blackmailed his elder brother many a time. He cheated him for 500 pounds with the help of Cronshaw and left together for Monte Carlo, a gambling resort.

A pleasure-seeking man: For twenty years Tom raced and gambled. He amused himself by making love to the prettiest girls and danced with them. He ate in the most expensive restaurants.

Practical man: He was a practical man. He became engaged to a very old woman. She died after some days. She left half a million pounds, a yacht, a house in London and a house in the country for him. He knew that virtue and justice are not always rewarded. In the end, his idleness won.

Conclusion: Tom, in the fable, is a symbol of the grasshopper who sings, dances and enjoys himself all the time and gets success in the end without doing any hard work.

2. Give a character-sketch of George.

Ans: Introduction: George Ramsay was a respectable lawyer. All his life he had been hard-working, decent and straightforward.

As a responsible person: George had a respectable family life. Even in thought he had never been false to his wife. To his four daughters he was the good father. He was also affectionate and helpful to his only brother Tom. Despite all the faults and failings of his younger brother Tom. He repeatedly helped him with money so that he might make a fresh start in life.

An honest, hard-working man: George worked hard in his office from morning to evening. He never took more than fifteen days leave in a year. His life was blameless.

A thrifty man with a foresight: George saved a third of his income regularly. He had wisely planned to retire at fifty-five to a little house in the country. He hoped to have thirty thousand pounds at the age of fifty. He symbolizes the ant in the fable 'The ant and the Grasshopper'.

A simple man: George was a simple man. He could be easily cheated. He often believed his brother's promised of improvement and gave him sums of money which Tom used to spent on luxuries. He could not see through the invented story of his brother's going to jail and was practically robbed of five hundred pounds.

Conclusion: When Tom became richer than his brother, he called it absolutely 'unfair'. In the end he stands as a man having no faith in natural justice.

3. Describe the story "The Ant and the Grasshopper" in your own words.

Ans: Introduction: When the narrator was a very small boy, he was made to learn by heart the fable 'The Ant and the Grasshopper'.

Lesson one learns from the fable: One learns from the fable that **hardwork** is rewarded and laryness is punished. The fable shows that the ant worked in summer so she was comfortable in winter. The grasshopper did not work in summer. He sat on a grass blade in the sun and sang with pleasure so he suffered in winter. It has been generally seen that one who works is rewarded and one who is lazy, is punished.

The narrator view: The story teller does not agree to the lesson of the fable. He has tried to prove otherwise. He has given the example of two brothers George Ramsay and Tom Ramsay. George Ramsay represents the ant. He worked hard. Tom Ramsay represents the grasshopper. He did not work, he was lazy and good for nothing. But he passed his life comfortably and luxuriously while George Ramsay suffered a lot in his life.

Conclusion: The narrator does not agree to the lesson of the fable. Tom became richer than his brother and the author called it absolutely 'unfair'.

4. Illustrate how the lesson 'The Ant and the Grasshopper' is a disapproval of prudence and common sense.

Ans: The story: The narrator had read the fable about an ant and a grasshopper. It was shown in it that the person who wastes his time in making merry thoughtlessly suffers like the grasshopper. The author says that sometimes the opposite is true.

The result: The present story shows it by the example of the Ramsay brothers. Tom Ramsay was the most careless person. He spent his time and money in enjoying himself. But he did not suffer in the end. On the other hand he became very rich and comfortable. If Tom had been prudent like his brother George his life would have been all hard work. His last days would have been comfortable but not luxurious. George used prudence and common sense while Tom ignored them, but Tom was much better off. So these two qualities sometimes do not carry much weight.

5. Compare and contrast the characters of Tom and George.

Ans: Introduction: George Ramsay and Tom Ramsay belong to a respectable family. Tom is only one year younger than George.

Comparison: Both the brothers begin their career honourably. Both are married and have children.

Contrast: There is a remarkable contrast between the two. George is a lawyer. He works hard in his office till evening. He is decent, respectable and straightforward. He saves one-third part of his income for his retirement. He is sensible for the fame of the family. He gives money to Tom in order that he make a fresh start. George is a good husband and a good father.

Tom starts a business. He married and has two children. But suddenly he deserts his wife and business to enjoy himself. He is an idle, worthless, disolute and dishonourable rogue. He blackmails his elder brother George for his luxury. Tom is good looking. At the age of 45, he becomes engaged to a woman old enough to be his mother. She died after a few weeks leaving for Tom everything she had. Half a million pounds, a yacht, a house in London and a house in the country.

Conclusion: George condemns his brother Tom's actions they are not fair.

6. What method or methods did Tom Ramsay use to get money from George Ramsay?

Ans: Tom Ramsay used the following methods to get money from George Ramsay:

False promise: Tom promised George to make amendment in his life. George therefore gave Tom considerable sums once or twice in order that he might make a fresh start. But Tom bought a motor car and some very nice jewellery with the money.

Blackmailing: Tom began shaking cocktails behind the bar of George's favourite restaurant. He began waiting on the box-seat of taxi outside George's club. Tom said that he could give up these things for the honour of the family if George gave him two hundred pounds.

Cheating: He designed and intrigue in connivance of Cronshaw who was a vindictive man. He said that Tom had cheated him. He would take the matter into court. Tom's action was illegal. George feared that Tom would be prosecuted and convicted. George paid five hundred pounds to settle the affair.

These were Tom's craftiness of getting money from his elder brother George.

Multiple Choice Questions

Choose the most suitable option:

- Tom, without a qualm, began to him.
(a) **blackmail** (b) advise (c) praise (d) help
- For money Tom on his elder brother George.
(a) **depended** (b) differed (c) denied (d) declared
- Tom said that to serve in a bar or to drive a taxi was perfectly decent
(a) entertainment (b) hobby (c) **occupation** (d) game
- Once Tom nearly went to prison, George was terribly
(a) happy (b) relaxed (c) **upset** (d) serious
- I suppose every family has a
(a) mad dog (b) white elephant (c) **black sheep** (d) shining car
- I at once that Tom had been causing trouble again.
(a) looked (b) thought (c) **suspected** (d) imagined

7. George was a serious man and insensible to such
 (a) **enticements** (b) temptations (c) allurements (d) luxury
8. And you can't deny that Tom has been an idle, worthless, dissolute and dishonorable
 (a) person (b) scoundrel (c) **rogue** (d) rascal
9. I never saw anyone wear an expression of such deep
 (a) darkness (b) sorrow (c) grief (d) **gloom**
10. Tom had been a sore to him for twenty years.
 (a) test (b) **trial** (c) evidence (d) difficulty
11. The money that was amusing to spend was the money you spent on
 (a) necessities (b) amusements (c) **luxuries** (d) entertainments
12. I could not thinking of the fable by La Fontaine.
 (a) support (b) **help** (c) aid (d) assist
13. In the fable, the ant stands for
 (a) **hard work** (b) kindness (c) enjoyment (d) idleness
14. Tom Ramsay knew everyone and knew Tom Ramsay.
 (a) nobody (b) all (c) **everyone** (d) none
15. If he were prosecuted he would assuredly be
 (a) evicted (b) effected (c) ejected (d) **convicted**
16. Tom always looked as if he had stepped out
 (a) of the jail (b) **of a bandbox** (c) of the miseries (d) a hotel
17. Poor George! I with him.
 (a) loved (b) spoke (c) **sympathized** (d) played
18. He was in his office every morning at nine thirty and left it till six.
 (a) sometimes (b) always (c) **never** (d) yesterday
19. Every family has a sheep.
 (a) brown (b) white (c) yellow (d) **black**

Language Skills

1. Write the synonyms of the following words:

fable	—	short story
devised	—	conceive
giddiness	—	dizziness
perversity	—	perverseness/ awkwardness
reconcile	—	reunite/ accept
hilarious	—	extremely amusing
chuck	—	leave
vindictive	—	vengeful
gaiety	—	cheerfulness/pleasure
providence	—	fate/ destiny
trifle	—	unimportant thing

2. Write the antonyms of the following words:

thrift	—	extravagance
steady	—	unstable
creditable	—	deplorable
moral	—	immoral
convicted	—	clear
deny	—	confirm
dishonourable	—	honourable
vindictive	—	forgiving

3. Given below are some pairs of words use them in your own sentences to bring out their meanings:

- (i) **birth** — Woman can give **birth** and grow a child independently.
berth — At night, the seats of train pulled together to form the lower **berth**.
- (ii) **night** — It was a dark **night**, when they started their journey.
knight — The **knight** wore an armor made of metal.
- (iii) **childish** — He kicked his legs in a **childish** tantrum.
childlike — He had a **childlike** faith in the power of love.

4. Use these phrases/expressions in your own sentences:

- to bring** — This is **to bring** to your notice that we are organizing a trip to Shimla.
- provided for** — He had a large family to **provide for**.
- blackmail** — They **blackmailed** him for the letter.
- to be deficient in** — They were **deficient** in courage.
- wash one's hand of someone** — The baby sitter **washed her hands of** her responsibilities when the children refused to go to bed.
- to bring home** — He promised **to bring home** his lost dog.

4

The Kite Maker

सम्पूर्ण पाठ का हिन्दी रूपान्तरण

एक वीरान मस्जिद की दरारों में एक पुराना बरगद का पेड़ उग आया था और उस गली में जो 'गली रामनाथ' के नाम से जानी जाती थी केवल वही एक पेड़ था और छोटे अली की पतंग उसकी शाखाओं में उलझ गई थी।

वह लड़का नंगे पैर और केवल एक फटी कमीज पहने हुए, संकरी गली में लगे हुए गोल और चिकने पत्थरों पर दौड़कर वहाँ पहुँचा जहाँ उसका दादा अपने मकान के पिछले आँगन की धूप में स्वप्न देखता हुआ ऊँघते हुए बैठा था।

'दादा जी!' लड़का चिल्लाया 'पतंग चली गई।'

बूढ़ा अपने दिवास्वप्न से चौंककर जाग पड़ा और मेहँदी की पत्तियों से रंगी न गई होती तो सफेद हो चुकी दाढ़ी को दिखाते हुए सिर उठाया।

'क्या डोर टूट गई?' उसने पूछा। 'मुझे मालूम है कि आजकल पतंग की डोर वैसी नहीं होती जैसी हुआ करती थी।'

'नहीं दादा जी, पतंग बरगद के पेड़ में अटक गई है।'

बूढ़ा धीरे से हँसा। 'मेरे बच्चे, तुम्हें अभी सीखना है कि पतंग ठीक तरह कैसे उड़ाई जाती है। और मैं इतना अधिक बूढ़ा हूँ कि तुम्हें सिखा नहीं सकता, यही अफसोस है। परन्तु तुम्हें दूसरी पतंग मिलेगी।' वह बाँस, कागज और पतले रेशम से अभी-अभी एक नई पतंग बना चुका था और वह पतंग धूप में पड़ी सूख रही थी। वह छोटी हरी पूँछ वाली एक फीकी गुलाबी पतंग थी। बूढ़े ने वह अली को दे दी और वह लड़का अपने पैरों की अंगुलियों के बल उचका तथा उसने अपने दादा के पोपले गालों को चूम लिया।

'मैं इसे नहीं खोऊँगा।' उसने कहा 'यह पतंग चिड़िया की तरह उड़ेगी।'

और वह अपनी एड़ियों पर घूमा और उछलता हुआ आँगन से बाहर चला गया।

बूढ़ा धूप में बैठा स्वप्न देखता रहा। उसकी पतंग की दुकान बन्द हो गई थी क्योंकि वह अहाता कई वर्ष पहले एक कबाड़ी को बेच दिया गया था। परन्तु वह अपने मनोरंजन के लिए और अपने पोते अली के खिलौने के तौर पर अब भी पतंग बनाता था। इन दिनों अधिक लोग पतंग नहीं खरीदते थे। वयस्क लोग उनकी अवहेलना करते और बच्चे अपना धन सिनेमा पर खर्च करना अधिक पसंद करते थे। इसके अतिरिक्त पतंग उड़ाने के लिए खुले स्थान कम बचे थे। नगर उस हरे मैदान को निगल चुका था जो पुराने किले की दीवारों से नदी के किनारे तक फैला हुआ था।

परन्तु बूढ़े को वह समय याद था जब वयस्क लोग मैदान से पतंग उड़ाया करते थे और पतंगों की बड़ी लड़ाईयाँ लड़ी जाती थी। पतंगे आकाश में अचानक मुड़कर झपट्टा मारती हुई, एक-दूसरे से तब तक गुथी रहती थी, जब तक किसी एक पतंग की डोरी कट न जाए। तब कटी हुई परन्तु मुक्त पतंग असीमित आकाश में तैरती चली जाती। पतंग के पेचों पर बड़ी-बड़ी बाजियाँ लगाई जाती थी और धन बार-बार एक हाथ से दूसरे हाथ में जाता रहता था।

पतंग उड़ाना उन दिनों नवाबों का खेल था। बूढ़े व्यक्ति को याद था कि किस प्रकार नवाब स्वयं इस शानदार खेल में सम्मिलित होने के लिए अपने परिचरों सहित नदी किनारे तक आया करते थे। उन दिनों पतंगरूपी एक चमकदार नाचते हुए कागज के टुकड़े के साथ अवकाश का एक घंटा बिताने के लिए लोगों के पास समय होता था। अब प्रत्येक व्यक्ति आशा के जोश में उतावला होकर जल्दी करता है और पतंगों तथा दिवास्वप्नों के समान कोमल वस्तुएँ पैरों के नीचे रौंद दी जाती है।

पतंग बनाने वाला महमूद, अपनी युवावस्था में सारे नगर में प्रसिद्ध था। उसकी अच्छी कारीगरी की पतंगों में से कुछ पतंगें तो तीन या चार रुपये तक में बिकती थी। नवाब के कहने पर एक बार उसने एक विशेष प्रकार की पतंग बनाई थी, जो उन सभी पतंगों से भिन्न थी जो उस इलाके में दिखाई देती थी। उसमें एक पतले बाँस के ढाँचे पर लटकते हुए छोटे, बहुत हल्के कागज के गोल टुकड़ों की एक शृंखला थी। उसने प्रत्येक डिस्क के अन्तिम छोर पर सन्तुलन के लिए घास का एक गुच्छा बाँध दिया था। सबसे आगे वाली डिस्क की सतह थोड़ी-सी बाहर की ओर झुकी हुई थी और उस पर रंग से एक अद्भुत चेहरा बना हुआ था जिसमें छोटे शीशों की बनी दो आँखें

लगी हुई थी। सिर से पूँछ तक आकार में छोटे होते गए गोले पतंग को रंगते हुए साँप की (सर्पाकार) शकल देते थे। इस भारी विधा को पृथ्वी से ऊपर उठाने और साधने के लिए बड़े कौशल की आवश्यकता थी और केवल महमूद ही इसे सँभाल सकता था।

प्रत्येक व्यक्ति ने निश्चय ही महमूद द्वारा बनाई गई 'सर्पाकार पतंग' के बारे में सुना था और चारों ओर यह बात फैल गई कि उसमें अलौकिक शक्ति है। नवाब की उपस्थिति में इस पतंग को सर्वप्रथम उड़ता हुआ देखने के लिए बहुत भारी भीड़ मैदान में इकट्ठा हुई। पहले प्रयत्न में वह पतंग भूमि से बिलकुल नहीं हिली। पतंग ने शिकायती और विरोधात्मक आवाज निकाली और पतंग में लगे छोटे शीशों में सूरज प्रतिबिम्बित हुआ जिससे पतंग एक शिकायती जीव के रूप में प्रतीत हुई।

तब दाईं ओर से तेज हवा चली और उस सर्पाकार पतंग ने टेढ़े-मेढ़े उड़ते हुए आकाश में ऊँची उड़ान भरी, सूरज अब पतंग की दानवी आँखों में चमक रहा था। जब वह बहुत ऊपर चली गई तो डोरी को जोर से खींचा और महमूद के छोटे पुत्रों को रील की चकरी पकड़कर उसकी सहायता करनी पड़ी। परन्तु फिर भी पतंग खींचती ही रही, मानो आकाश में मुक्त रूप से उड़ने का दृढ़ निश्चय किए हुए हो।

और तब यह घटना घटी। पतंग की डोर टूट गई, पतंग तेजी से सूर्य की ओर उछल गई और उस समय तक आकाश में तैरती रही जब तक कि आँखों से ओझल न हो गई। वह फिर कभी नहीं मिली और महमूद बाद में आश्चर्य से सोचता रहा कि क्या उसने उस विशाल पतंग को बहुत अधिक चमकदार, बहुत अधिक जीवन्त बना दिया था। महमूद ने उस जैसी दूसरी पतंग फिर नहीं बनाई परन्तु इसके बजाय नवाब को एक सुरीली पतंग भेंट की। यह पतंग वीणा के समान आवाज करती थीं।

हाँ, वे अधिक फुरसत के दिन थे। पर कुछ वर्ष पहले नवाब की मृत्यु हो गई थी। उसके उत्तराधिकारी प्रायः इतने ही गरीब थे जितना स्वयं महमूद। कवियों के समान पतंग बनाने वालों के भी संरक्षक होते थे; महमूद का अब कोई शुभचिन्तक नहीं था। कोई भी उसका नाम और व्यवसाय नहीं पूछता था क्योंकि गली में बहुत लोग थे और कोई भी व्यक्ति पड़ोसियों के बारे में चिन्ता नहीं करता था।

जब वह युवा था और बीमार पड़ जाता था तो पड़ोस का प्रत्येक व्यक्ति उसके स्वास्थ्य के सम्बन्ध में पूछने आता था। अब, जब उसके दिन समाप्त होने को हैं, कोई उसके पास नहीं आता है। उसके पुराने मित्रों में से अधिकांश मर चुके हैं। उसके पुत्र बड़े हो गए हैं; एक पुत्र स्थानीय गैराज में काम कर रहा था, दूसरा पाकिस्तान में रह गया था जहाँ वह देश के विभाजन के समय था।

जो बच्चे दस वर्ष पहले उससे पतंग खरीदा करते थे वे अब वयस्क हो गए हैं और आजीविका के लिए संघर्ष कर रहे हैं; उनके पास उस बूढ़े और उसकी स्मृतियों के लिए समय नहीं है। जल्दी-जल्दी बदलने वाले, प्रतिस्पर्द्धात्मक संसार में बड़े होने पर वे लोग बूढ़े पतंग बनाने वाले के प्रति उतने ही उदासीन हैं जितने कि बरगद के पेड़ के प्रति।

वे दोनों उन स्थायी वस्तुओं के समान सुनिश्चित मान लिए गए थे जिनसे उनके चारों ओर के जन-समूह का कोई सम्बन्ध नहीं था। अब लोग अपनी समस्याओं तथा योजनाओं पर विचार करने के लिए बरगद के पेड़ के नीचे इकट्ठा नहीं होते थे; केवल गर्मियों के महीनों में कभी कोई व्यक्ति तेज धूप से बचने के लिए उसके नीचे आश्रय पा लेता था।

लेकिन निश्चित रूप से, एक बालक उसके पोते के रूप में वहाँ था। यह अच्छी बात थी कि उसका पुत्र पास में ही काम करता था तथा वह और बहू महमूद के घर में रहते थे। लड़के को जाड़े की धूप में खेलते हुए देखकर उसका मन हर्षित हो जाता था। वह बालक महमूद के लिए एक अच्छे से लालन-पालन किए गए उस बड़ते हुए छोटे पौधे के समान था जिसमें से प्रतिदिन नई कोपलें निकल रही हों।

वृक्षों और मनुष्यों के बीच बहुत कुछ समानता है। यदि उनको चोट न पहुँचाई जाए या भूखे न रखा जाए या काट न डाला जाए तो वे एक समान गति से बढ़ते हैं। अपने यौवन काल में वे बहुत चमकदार होते हैं और आयु के ढलान के वर्षों (वृद्धावस्था) में थोड़ा झुक जाते हैं। वे याद करते हैं, वे अपने भंगुर दुर्बल अंगों को धूप में फैलाते हैं और आहें भरकर अपनी अन्तिम पत्तियों को नीचे गिरा देते हैं।

महमूद बरगद के पेड़ के समान था, उसके हाथ उस बहुत पुराने पेड़ की जड़ों के समान गाँठदार व मुड़े-तुड़े थे। अली आँगन के कोने में रोपी गई छुईमुई की नई कोपल के समान था। दो वर्ष में अली और वह पेड़ दोनों उस शक्ति व आत्मविश्वास को प्राप्त कर लेंगे जो यौवन की विशेषताएँ हैं।

गली में आवाजें धीमी पड़ गईं और महमूद को आश्चर्य हो रहा था कि क्या वह अब सोने वाला है और सुन्दर व शक्तिशाली पतंग के स्वप्न देखने लगेगा, जैसा प्रायः देखता है, जो पतंग हिन्दुओं के विशाल सफेद पक्षी, गरूड़ से मिलती-जुलती होगी, जो भगवान विष्णु का प्रसिद्ध वाहन है।

वह नन्हें अली के लिए एक अद्भुत नई पतंग बनाना चाहता है। उसके पास उस लड़के के लिए छोड़ जाने को और कुछ नहीं था।

उसने दूर से अली की आवाज सुनी, परन्तु यह नहीं समझ सका कि लड़का उसे पुकार रहा है। आवाज बहुत दूर से आती प्रतीत हो रही थी।

अली आँगन के द्वार पर यह पूछ रहा था कि क्या उसकी माँ अब तक बाजार से लौट आई है या नहीं। जब महमूद ने उत्तर नहीं दिया, तो लड़का अपने प्रश्न को दोहराता हुआ आगे आया। सूर्य का प्रकाश बूढ़े के सिर पर एक ओर से दूसरी ओर तक तिरछा पड़ रहा था और उसकी लहराती हुई दाढ़ी पर एक छोटी-सी सफेद तितली बैठी आराम कर रही थी। महमूद चुप था; और जब अली ने अपना छोटा भूरा हाथ बूढ़े के कंधे पर रखा, तो उसे कोई उत्तर नहीं मिला। लड़के ने अपनी जेब में रखे कंचों की रगड़ के समान हल्की-सी आवाज सुनी।

अचानक डरकर अली मुड़ा और द्वार की ओर बढ़ा और फिर गली में अपनी माँ को पुकारता हुआ दौड़ा चला गया। और अनायास ही बरगद के पेड़ पर अटकी हुई पतंग को हवा के तेज झोंके ने ऊपर उछाल दिया और एक बड़े व्यस्त नगर के संघर्ष से बहुत दूर नीलगगन में ले उड़ा।

EXERCISE

Explanation

Explain with reference to the context the following:

1. **The old man hollowed-out cheek.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

The kite maker, Mahmood has become old and he is telling Ali that he has to learn how to fly kite but he (Mahmood) is too old to teach him.

Explanation: Mahmood laughed when he heard from his grandson that his kite is stucked in the banyan tree. Mahmood told, him that he should learn how to fly a kite but he can't teach him as he has become too old and it is the pity. He told him that he will give him a new kite made from bamboo, paper and thin silk. The kite was laid in the sun for firming. The colour of the kite was pale pink and it has a small green tail. Mahmood handed the kite to Ali. Ali became very happy and raised on his toes to kiss his grandfather Mahmood's sunken cheeks.

2. **The old man remained the river-bank.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

The author says that people do not like flying kites now.

Explanation: Mahmood dreamt in the sun. His kite shop was no more his possession. It was sold to the junk dealer, many years ago. But he still make kites for his own amusement and for his grandson.

According to author now-a-days the grown-up-men dislike flying kites. Even the children do not spend money on kites, they save their pocket money and spend it at the film shows. They like seeing cinema more than flying kites. Once upon a time there was a vast green ground between the old fort and the river-bank. People used to gather there to fly kites. But due to the growing population of the city, people have made houses on it and that ground has disappeared. Now there are no open grounds left in city where people may gather to fly kites.

3. **Kite-flying underfoot.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

The author is telling about the old days when kite flying was one of the sport of kings.

Explanation: The author is saying that in old days kite flying was the sport of kings. He remembered the days when the *Nawab* with his retinue would come to the river bank to join in his noble pastime of kite flying. He further says that there was time to spend an idle hour in flying the kite. But now-a-days people have no time, they are in hurry and because of this they loose or hurt many delicate things like kites and crush them under their feet. The author want to say that now-a-days people do not have time to spent with their loved ones. They do not spend quality time with their family and loved ones and they keep on running to achieve their aim. But in their run to achieve their aim, they miss or hurt many delicate and important things i.e. family and friends in their life.

4. **Mahmood manage it.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

In these lines the author describes the qualities of dragon kite made by Mahmood. It was actually a wonderful kite.

Explanation: The author is saying that Mahmood, the kite-maker was a well-known person throughout the city in his young age. Some of his kites were sold for three or four rupees. Once Mahmood made a very wonderful kite at the special request of *Nawab*. It consisted of a series of small and light paper discs and they were trailing on a thin bamboo frame. He tied a grass twig to the balance of each disc. The foremost disc was slightly convex and Mahmood painted a fantastic face on it and there were two eyes of mirrors on it. The discs was decreasing in size from head to tail and the dragon kite was looking like a crawling serpent. Great skills were required to raise that heavy kite from the ground and it was made possible by Mahmood.

5. **Everyone had creature.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

In these lines the author is describing the popularity of Mahmood's dragon kite.

Explanation: Here, the author is describing the popularity of dragon kite. When everyone had heard about the dragon kite, they were eager to see it. There was a rumor that the kite possessed supernatural powers. A large crowd gathered on the *maidan* to watch the first launching of the kite in presence of

Nawab. At the first attempt, the kite did not rise up and the disc in the kite made a protesting sound. The mirrors reflected the sun rays and the kite looked like a wild and big creature.

6. **And then the veena.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

The author is describing how the kite was lost in the sky.

Explanation: In these lines the author is telling that when the dragon kite was flying high in the sky than suddenly an incident occurred. The twine of the kite broke suddenly and the kite moved up in the sky toward the sun till it was lost in the sky. Afterward, Mahmood became astonished and wondered that he had made a too large and living-like thing. Mahmood never made another large kite like the one he had made but he made a musical kite which he gifted to the *Nawab*. The kite made the sound of the *veena*.

7. **Both were fierce sun.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

When Mahmood grew old, things changed remarkably. Life became so busy and materialistic that people had no time to show any interest and attention to old Mahmood and the ancient banyan tree. Both were regarded of no importance now. They were neglected by all.

Explanation: Here the author points out the apathy of people towards the banyan tree. The people now became so busy. They lived a life of much hurry and worry. They had no time to assemble under the ancient banyan tree to talk about their problems and programmes. The tree was ignored by everyone. Occasionally someone came to sit in its shade to get relief from the scorching heat of a summer day.

8. **There is last leaves.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

In this passage the author said that Ali was like a young tree. Here he compares men with trees. Both trees and men have the same qualities.

Explanation: Trees and men are similar in many ways. They have some common qualities. If they are given proper food and water, are not hurt or cut down and are allowed to live peacefully, they grow up rapidly. When they are young, they are bright and cheerful. When they begin to grow old, they bend a little. Their branches and hands and feet become stiff and weak. They spread them in the sun. In the end all their youth and brightness are gone, they bend a little and with a sign, shed their last leaves.

9. **Mahmood was of youth.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

The author said that trees are like men. In these lines he compares Mahmood to the Banyan tree and the compares little Ali to the mimosa plant.

Explanation: There was a very old banyan tree in the street. Mahmood was a very old man. He was like the banyan. The roots of the old banyan were twisted. Mahmood's hands also were twisted and rough like those roots. In one corner of their courtyard they had planted a young mimosa. Ali was a small boy. He was like the mimosa. The mimosa and Ali were still very young and fragile. Grown-up people and trees are strong and have self-confidence. The mimosa and Ali, both would have these qualities in two years. They would too get stronger.

10. **The voices steed.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

The author is describing the feelings of Mahmood. He is comparing the large beautiful kite with the great white bird of Hindus.

Explanation: In these lines the author is describing the feeling of Mahmood. The voices in the street grew slower and Mahmood thought he was falling asleep and was ready to see a dream of a beautiful, powerful kite which he oftenly see. He compares the large beautiful and powerful kite with the great white bird and the God vishnu steed '*Garuda*'.

11. **Ali his pocket.**

Reference to context: These lines have been taken from the story '**The Kite Maker**' written by **Ruskin Bond**, a well-known story writer.

Ali asks a question to his grandfather but his grandfather did not reply anything so he to him.

Explanation: Ali was at his courtyard door and was asking his grandfather that had his mother returned from the market. Mahmood did not answer his question so Ali went near him asking the same question about his mother. When he came just beside his grandfather he saw that sunlight was slanting across his

grandfather head and a small white butterfly was sitting on his waving beard. His grandfather was silent, even when Ali put his small hands on his shoulder, he did not give any response. Ali heard a weak sound like the rubbing of marbles in his pocket.

12. Suddenly the blue sky.

Reference to context: These lines have been taken from the story 'The Kite Maker' written by **Ruskin Bond**, a well-known story writer.

These lines show Ali's reaction when his grandfather did not give any response. The author compares life with a kite in the last lines.

Explanation: When Ali's grandfather did not answer his question he put his hand on his grandfather's shoulder. A faint sound like rubbing of marbles in his pocket made him afraid. Suddenly, he turned and moved out and ran down the street shouting for his mother to inform about his grandfather's situation. Suddenly, a gust of wind came and lifted the torn kite which was in the banyan tree, up in the sky. The wind carried it far above the busy and sweating city into the deep blue sky. The author wants to tell us that how Mahmood left the busy and fast life of the city and his soul became free like a kite which flew in the wide open sky without any restriction, leaving everything behind.

Comprehension

Read the following passages and answer the questions given below them:

1. The old man remained to the river-bank.

Questions with their answer:

(i) How had the old man lost his shop?

Ans: The old man sold his shop to a junk dealer. So he lost his shop.

(ii) Why did he continue making kites?

Ans: He continued making kites for his own enjoyment and for his grandson Ali.

(iii) Why did people not buy kites those days?

Ans: People did not buy kites because adults disdained them and children preferred to spend their money at the movies.

(iv) Where had the city spread?

Ans: The city had spread from the old fort walls to the river-bank.

2. Kite flying trampled underfoot.

Questions with their answer:

(i) What was thought about the kite-flying during the days of Mahmood?

Ans: The kite-flying was the sport of kings during the days of Mahmood. It was the thought of people.

(ii) Why do you think kite flying has been called a noble pastime?

Ans: A large number of people gathered at the bank of river for kite-flying. In kite-flying the *Nawab* also took part with his attendants. In this way it was a noble pastime.

(iii) How did people spend their idle hours in those days?

Ans: The people used to spend their idle hours with kite-flying.

(iv) What delicate things have been trampled underfoot in the modern busy days?

Ans: It is kite that has been fully forgotten in modern busy days by the people.

3. At the request could manage it.

Questions with their answer:

(i) Why did Mahmood once make a very special kind of kite?

Ans: On the request of *Nawab*, Mahmood made a very special kind of kite.

(ii) What materials did he use in making the kite?

Ans: The material used in making the kite were series of small light paper discs, thin bamboo frame, spring of grass and mirrors for making eyes.

(iii) What made the kite to look like a crawling serpent?

Ans: The discs, decreasing in size from head to tail, made the kite look like a crawling serpent.

(iv) Why does the author call the kite a cumbersome device?

Ans: The author called the kite a cumbersome device because it was made from special material and it requires great skill to raise it from the ground.

4. Everyone had creature.

Questions with their answer:

(i) What feat of Mahmood was the talk of the town?

Ans: Mahmood's making of the dragon kite was the talk of the town.

(ii) **What possessed the supernatural powers?**

Ans: The people thought that the dragon kite possessed supernatural powers but it was not so.

(iii) **Why did a large crowd assemble on the maidan?**

Ans: The people assembled on the field to watch the dragon kite fly for the first time.

(iv) **Did the 'dragon-kite' soar into the sky in the first attempt? Why?**

Ans: The dragon kite did not soar into the sky in the first attempt because it was very heavy.

5. **There is a of youth.**

Questions with their answer:

(i) **What are the affinities between the trees and the men as pointed out by the author?**

Ans: The man and the tree both grow with the same pace, if they are not hurt or starved or cut down.

(ii) **What have Mahmood and Ali been compared to?**

Ans: Mahmood has been compared to the old banyan tree. Ali has been compared to the young mimosa plant.

(iii) **How do the trees behave in the sun?**

Ans: They stretch their brittle limbs in the sun and with a sign, shed their last leaves.

(iv) **What do you understand by the words, resplendent creatures'?**

Ans: Resplendent creatures means shining objects.

Short Answer Type Questions

Answer of the following questions in not more than 30 words each:

1. **Who was Mahmood? Why was he popular throughout the city?**

Ans: Mahmood was a kite maker. Mahmood's art of making kites had given him popularity throughout the city.

2. **How did Ali lose his kite?**

Ans: Ali's kite got stuck in the banyan tree and thus he lost it.

3. **What did the old man say when he heard that Ali had lost his kite?**

Ans: When the old man heard that Ali had lost his kite he said that Ali should learn how to fly kite but he can't teach Ali as he is too old.

4. **Why did many people not buy kites?**

Ans: Many people did not buy kites because they had to work hard for earning for their daily needs. So they had no time for kite flying.

5. **Describe the special features of the kite Mahmood had once made at the request of the Nawab.**

Ans: At the request of the *Nawab*, Mahmood had made a very different type of kite. It consisted of a series of small, very light paper discs trailing on a thin bamboo frame. To the extremity of each disc he tied a sprig of grass for balance.

6. **What happened exactly to the dragon kite?**

Ans: In the end the dragon kite pulled fiercely on the twine. It could not be handled. It became free when the twine snapped. So it vanished into the sky.

7. **Why did no one visit Mahmood now when he was old and his life was coming to an end?**

Ans: No one visited Mahmood, when his life was coming to end because all his old friends were dead and his sons were grown up.

Long Answer Type Questions

Answer the following questions in not more than 150 words each:

1. **Describe the special features of a dragon kite that Mahmood made for the Nawab. How did it disappear forever?**

Ans: Mahmood was a popular kite maker in the city. Once at the request of the *Nawab*, he prepared a special kite. The name of this special kite was 'Dragon Kite'. The special kite was made of a series of small and very light paper discs trailing on a thin bamboo frame. To the top of the kite he had tied the piece of grass for balance. He had also made a beautiful face with two eyes on it. The eyes looked like mirrors. The discs decreased in size from head to tail. He gave it such a shape as it appeared just as a crawling snake. But its characteristics was that it required a great skill and trick to fly into the sky and only Mahmood knew the trick to raise it from the ground. In the end the dragon kite pulled fiercely on the twine. It could not be handled. It became free when the twine snapped. So it vanished into the sky.

2. **Consider yourself present at the river-side when the Nawab came to take part in kite-flying and describe the scene all over the maidan.**

Ans: Introduction: At the request of the *Nawab*, Mahmood once made a very special kind of kite. It appeared like a crawling serpent and was called the 'Dragon Kite'. There was a great crowd on the *maidan* to see the dragon kite flying. I was also there to witness it.

The crowd: There were old persons young small children. Everyone was talking about the dragon kite. Some persons were looking at the sky.

The kite: Mahmood came with the dragon kite. His sons carried the reel. Everyone turned to look at the kite. Mahmood was surrounded by the people. They began to praise the kite. Some said that it had supernatural powers. All of us wanted to see it fly.

Arrival of the Nawab: Then the *Nawab* came. There were ten or twelve persons behind him. Everyone made room for the *Nawab*. He reached the place where Mahmood was standing. Mahmood bowed very low before the *Nawab*. The *Nawab* shook his head a little. Mahmood began the attempt to fly the dragon kite.

Conclusion: The scene was fascinating for me, which thrilled my body and mind for long.

3. Why was Mahmood well-known throughout the city in the prime of his life?

Ans: In the prime of his life Mahmood was well-known for making kites. Some of his kites were sold for three or rupees. He once made a special kite for the *Nawab*. The kite was like a crawling serpent, therefore it was called the 'Dragon Kite'. The children used to buy kites from Mahmood. Everyone had time to spend in kite flying. Great battles were fought in flying kites.

When Mahmood had fallen sick, everyone in the neighbourhood had come to ask after his health. Now, when his days were drawing to a close, no one visited him. Most of his old friends were dead.

Multiple Choice Questions

Choose the most suitable option:

- No longer did people gather under the banyan tree to their problems and their plans.
(a) **discuss** (b) argue (c) solve (d) sort out
- It was good that his son worked close by, and he and his daughter-in-law could live in.....
(a) *Nawab's* house (b) their own house (c) **Mahmood's house** (d) a rented house
- The discs, decreasing in size from head to tail, gave the kite the appearance of a crawling
(a) monkey (b) **serpent** (c) ant (d) worm
- Those were more days.
(a) comfortable (b) pleasant (c) **leisurely** (d) pleasing
- The old man remained in the sun.
(a) drinking (b) dressing (c) drifting (d) **dreaming**
- Moreover, there were few open left for flying kites.
(a) **spaces** (b) regions (c) rivers (d) valleys
- Kite-flying was then the of kings.
(a) game (b) pastime (c) hobby (d) **sport**
- In those days there was time to spend an hour with a gay, dancing strip of paper.
(a) busy (b) inept (c) cheerful (d) **idle**
- Suddenly afraid, Ali turned and moved to the door, and then ran down the street his mother.
(a) speaking about (b) **shouting for** (c) telling for (d) calling
- The twine the kite leapt away towards the sun.
(a) cracked (b) smashed (c) **snapped** (d) lapsed
- Mahmood had been well known throughout the city in the of his life.
(a) early (b) late (c) **prime** (d) old
- In two years both he and the tree would acquire the strength and that are characteristics of youth.
(a) power (b) **confidence** (c) satisfaction (d) prosperity
- The boy heard a sound, like the rubbing of marbles in his pocket.
(a) dim (b) **faint** (c) slow (d) high
- When he was younger, and had fallen sick, everyone in the neighbourhood had come to ask after his
(a) **health** (b) wealth (c) well-being (d) treatment
- There is a great between trees and men.
(a) popularity (b) **affinity** (c) serenity (d) brevity
- Everyone in the neighbourhood had come to his health.
(a) as for (b) **ask after** (c) ask of (d) ask about

17. Mahmood a wonderful kite.
 (a) **made** (b) manufactured (c) prepared (d) constructed
18. A large crowd on the *maidan* to watch its first public launching in the presence of the Nawab.
 (a) grouped (b) collected (c) stood (d) **assembled**
19. There is a great affinity trees and men.
 (a) in (b) into (c) among (d) **between**
20. Mahmood was like a, his hands gnarled and twisted like the roots of the ancient tree.
 (a) **banyan** (b) *peepal* (c) mango (d) sal

Language Skills

1. Match the words under column 'A' with their synonyms under column 'B':

'A'	—	'B'
clad	—	clothed
chuckled	—	laughed quietly
trampled	—	crushed
assembled	—	gathered
budge	—	move
twine	—	string
gladdened	—	pleased
affinity	—	equality
resplendent	—	very bright
gust	—	flurry

2. Write the antonyms of the following words:

deserted	—	crowded
clad	—	uncover
delight	—	displeasure
devil	—	angel
supernatural	—	normal

3. Read the following words and use them in your own sentences:

dreamily	—	She stared dreamily in the sky.
chuckled	—	He lifted his brows and gave a warm chuckle .
grown-up	—	All the grown up of the colony decided to throw a party for the orphans.
a good deal of	—	She spent a good deal of time on making the project.
wriggling	—	The only sign of life left in the dog was wriggling of its tail.
afterwards	—	Afterwards I went to my home to take rest.
descendants	—	He was a descendant of Gandhiji, the great freedom fighter.
well nourished	—	He has a strong and well-nourished dog.

4. A banyan tree had grown out of an abandoned mosque. Mosque is a place of worship for the Muslims. Given below are some other places of worship used by different communities.

Complete the following sentence by filling in the named of the appropriate community:

- | | |
|--|----------------------|
| (i) Temple is a place of worship for the | Hindus. |
| (ii) Gurudwara is a place of worship for the | Sikhs. |
| (iii) Church is a place of worship for the | Christian. |
| (iv) Fire Temple is a place of worship for the | Zoroastrians. |
| (v) Synagogue is a place of worship for the | Jewish. |

5

The Variety and Unity of India

सम्पूर्ण पाठ का हिन्दी रूपान्तरण

भारत की विभिन्नता बहुआयामी है; यह स्वाभाविक भी है; यह ऊपरी तौर से ही दिखाई देने लगती है और कोई भी इसे देख सकता है। यह विभिन्नता भौतिक परिदृश्य तथा साथ ही कुछ मानसिक आदतों व लक्षणों से सम्बन्धित है। बाह्य दृष्टि से पश्चिमोत्तर के पठान और सुदूर दक्षिण के तमिल में बहुत कम समानता है। उनकी प्रजातीय वंशावली (नस्ल) एक नहीं है, यद्यपि इनमें कुछ सामान्य गुण

एक से हो सकते हैं—वे चेहरे और आकृति, खानपान व वेशभूषा तथा सामान्य रूप से भाषा से भिन्न हैं। पश्चिमोत्तर सीमा प्रांत में पहले से ही मध्य एशिया का प्रभाव है और कश्मीर के समान ही वहाँ के अनेक रीति-रिवाज हिमालय के उस पार के देशों की याद दिलाते हैं। पठानों के लोकप्रिय नृत्य अद्भुत प्रकार से रूसी कज्जाक नृत्य के समान हैं। इन सब अन्तरो के होते हुए भी पठानों पर भारत की उतनी ही स्पष्ट छाप है जितनी यह तमिलों पर स्पष्ट रूप से दिखाई देती है। यह आश्चर्यजनक बात नहीं है क्योंकि ये सीमावर्ती प्रदेश और वास्तव में अफगानिस्तान भी हजारों वर्षों तक भारतवर्ष से जुड़े रहे हैं। प्राचीन तुर्की तथा अन्य जातियाँ जो अफगानिस्तान तथा मध्य एशिया के भागों में निवास करती थी, इस्लाम के आगमन से पहले अधिकांश रूप से बौद्ध धर्म की अनुयायी थी और उससे भी पहले महाकाव्य काल में हिन्दू धर्म की अनुयायी थी। सीमान्त क्षेत्र पुरानी सभ्यता के मुख्य केंद्रों में से एक था और वहाँ अब भी स्मारकों और मठों के अनेक खण्डहर हैं और विशेष रूप से तक्षशिला के विख्यात विश्वविद्यालय के अवशेष पाए जाते हैं जो दो हजार वर्ष पहले अपनी प्रसिद्धि की चरम सीमा पर था और सारे भारत से तथा एशिया के विभिन्न भागों से विद्यार्थियों को आकर्षित करता था। धर्म के परिवर्तनों ने कुछ अन्तर अवश्य उत्पन्न किया परन्तु वे उस मानसिक सोच को पूर्ण रूप से नहीं बदल सके जो उन क्षेत्रों के लोगों में विकसित हो चुकी थी।

पठान और तमिल दो सिरों पर स्थित लोगों के उदाहरण हैं; दूसरी जातियाँ तो इन सुदूरवर्ती सिरों के मध्य में ही कहीं स्थित हैं। उन सबके अपने-अपने विशिष्ट गुण हैं किन्तु उन सब में इससे भी अधिक भारतीयता की छाप है। हम यह देखकर मुग्ध हो जाते हैं कि किस प्रकार बंगालियों, मराठों, गुजरातियों, तमिलों, आन्ध्रवासियों, उड़ीसावासियों, असामियों, कन्नड़ों, मलयालियों, सिन्धियों, पंजाबियों, पठानों, कश्मीरियों, राजपूतों और हिन्दुस्तानी-भाषियों के विशाल केंद्रीय समूह ने सैकड़ों वर्षों तक अपने विलक्षण गुणों को बनाए रखा है; अब भी थोड़े-बहुत वे ही गुण या कमियाँ उनमें हैं जिनका हमें प्राचीन परम्पराओं या अभिलेखों से पता चलता है और फिर भी इन सभी गुणों में वे स्पष्ट रूप से उसी राष्ट्रीय विरासत और नैतिक व मानसिक गुणों को अपनाते हुए भारतीय रहे हैं। इस विरासत के साथ कुछ जीवन्त तथा गतिशील तत्व थे जो रहन-सहन और जीवन के प्रति दार्शनिक भाव में प्रकट होते थे। प्राचीन चीन की भाँति प्राचीन भारत भी स्वयं में एक संसार था, एक संस्कृति और एक सभ्यता थी जिसने सब बातों को आकार दिया। विदेशी प्रभाव आते रहे और प्रायः वे उस संस्कृति को प्रभावित करते रहे तथा उसी में विलीन हो गए। विघटनकारी प्रवृत्तियों ने तुरन्त ही मेल-मिलाप खोजने के प्रयास को जन्म दिया। सभ्यता के आरम्भ से ही किसी न किसी प्रकार की एकता का स्वप्न भारत के मस्तिष्क में समाया रहा है। वह एकता बाहर से थोपी गई और कोई वस्तु जैसी नहीं सोची गई थी, और न ही बाहरी तत्वों या विदेशी विश्वासों का प्रमाण थी। यह इन सबसे अधिक गहरी कोई वस्तु थी और इसके क्षेत्र में विश्वास और रीति-रिवाज की सर्वाधिक विस्तृत सहनशीलता प्रयोग की जाती थी और प्रत्येक विभिन्नता को स्वीकार किया गया और उसे प्रोत्साहित भी किया गया।

एक राष्ट्रीय वर्ग में भी, चाहे वह कितना ही एकता में बँधा हुआ हो, छोटे या बड़े मतभेद सदैव देखे जा सकते हैं। उस वर्ग की मौलिक एकता तक स्पष्ट दिखाई देती है जब उसकी तुलना किसी अन्य राष्ट्रीय वर्ग से की जाती है, यद्यपि प्रायः दो निकटवर्ती वर्गों के भेद सीमान्त क्षेत्र में क्षीण हो जाते हैं या परस्पर घुल-मिल जाते हैं और आधुनिक विकास सब स्थानों पर एक विशेष प्रकार की एकाग्रता उत्पन्न करने की ओर अग्रसर होते हैं। प्राचीन तथा मध्यकाल में, आधुनिक राष्ट्र का विचार विद्यमान नहीं था तथा सीमान्त व्यवस्था, धार्मिक, जातीय या सांस्कृतिक बन्धनों को अधिक महत्व प्राप्त था। फिर भी मेरा विचार है कि लिखित इतिहास में किसी भी समय कोई भी भारतवासी भारत के किसी भी भाग में थोड़ा-बहुत अपने घर जैसी सुख-सुविधा अनुभव करता होगा, और किसी अन्य देश में स्वयं को अपरिचित तथा विदेशी अनुभव करता होगा। उसने निश्चय ही उन देशों में स्वयं को कम अजनबी अनुभव किया होगा जिन्होंने आंशिक रूप से उसकी संस्कृति या धर्म को अपना लिया हो। जो लोग भारत से बाहर उत्पन्न होने वाले धर्म को मानते थे जैसे ईसाई, यहूदी, पारसी, मुसलमान और भारत में आकर यहाँ बस गए, वे कुछ पीढ़ियों में स्पष्ट रूप से भारतीय बन गए; जो भारतवासी इनमें से कुछ धर्मों में चले गए वे भी धर्म परिवर्तन के बावजूद सदैव भारतवासी ही बने रहे। वे अब अन्य देशों में भारतवासी तथा विदेशी माने जाते थे, भले ही दोनों के बीच धर्म की समानता रही हो।

आज जब राष्ट्रीयता का विचार बहुत अधिक विकसित हो गया है, विदेशों में रहने वाले भारतीयों का अवश्य ही एक राष्ट्रीय समुदाय बन जाता है और वे अपने आन्तरिक मतभेदों के बावजूद विभिन्न उद्देश्यों के लिए सहायता करते हैं। कहीं भी चले जाने पर एक भारतीय ईसाई को भारतीय के रूप में ही देखा जाता है। टर्की, अरब या ईरान जैसे इस्लाम बहुल देशों में भी एक भारतीय मुसलमान को सर्वप्रथम एक भारतीय के रूप में ही जाना जाता है।

मैं मानता हूँ कि हम सभी के मस्तिष्क में अपनी मातृभूमि के भिन्न-भिन्न चित्र हैं और कोई भी दो व्यक्ति बिलकुल एक समान नहीं सोचेंगे। जब मैं भारत के विषय में सोचता हूँ तो मैं अनेक बातों के विषय में सोचता हूँ—विस्तृत मैदानों के विषय में जिनमें अनगिनत छोटे-छोटे गाँव फैले हैं, उन कस्बों और नगरों के विषय में जिनको मैं देखने गया हूँ, वर्षा ऋतु के जादू के विषय में जो धूप के कारण सूखी झुलसी हुई भूमि में जीवन उड़ेल देती है और उसे अकस्मात् सौन्दर्य व हरियाली के चमकीले विस्तृत क्षेत्र में परिवर्तित कर देती है, विस्तृत नदियों और बहते हुए पानी के विषय में, ठण्डे और नीरस वातावरण वाले खैबर दर्रे के विषय में, भारत के दक्षिणी छोर के विषय में, लोगों के व्यक्तिगत और सामूहिक आचरण के विषय में और सबसे बढ़कर हिमाच्छादित हिमालय के विषय में, या बसन्त ऋतु में नए फूलों से ढकी हुई कश्मीर की किसी पर्वतीय घाटी के विषय में, जिसमें होकर झरझर करता कोई झरना बह रहा हो। हम अपनी पसन्द के चित्र बनाते हैं और उन्हें मन में संजोए रखते हैं, और इसलिए मैंने गर्म और उप-उष्णकटिबन्धीय देश के अधिक

सामान्य चित्र की अपेक्षा इस पर्वतीय पृष्ठभूमि को चुना है। दोनों चित्र ठीक हैं क्योंकि भारतवर्ष उष्णकटिबन्ध से लेकर समशीतोष्ण प्रदेशों तक अर्थात् भूमध्य रेखा के निकट गर्म स्थलों से एशिया के ठण्डे क्षेत्रों तक फैला हुआ है।

EXERCISE

Explanation

Explain with reference to the context the following:

1. The diversity of India of the Himalayas.

Reference to the context: These lines have been taken from the lesson '**The Variety and Unity of India**' written by **Pt. Jawaharlal Nehru**.

In the present lines Pt. Nehru says the variety of India can be seen easily everywhere. The people of India are different in many ways. They are different as caste, creed, clothes etc, but in such type of diversity there is unity also.

Explanation: The author says that diversity among the people of India is clear. It can easily be seen in every sphere. They are different in internal and external matters. Their habits are also different. Different races are recognised from different faces. For example there are no common distinguishing features between Pathans of the North West India and Tamils living in the far South. Both are different in their tastes, their clothes, customs and living of standard. Their line of ancestry of their tribe are not the same though there can be many common important qualities between them. They differ in face, figure, food, clothing and language. In the North-West frontier Province there is influence of Central Asia and many custom as in Kashmir reminds of the countries on the other side of Himalayas.

2. The frontier area developed.

Reference to the context: These lines have been taken from the lesson '**The Variety and Unity of India**' written by **Pt. Jawaharlal Nehru**.

In these lines Nehruji is describing the frontier area and how it was famous for studies.

Explanation: The author says that the frontier area was the main centre of old Indian culture and it was full with the scenes of monuments and monasteries and specially of the great university of Taxila which was very popular two thousand years ago for attracting students from all over India as well as from different parts of Asia. Change of religion had made little changes but it could not change the thinking of those people which they had developed earlier.

3. The Pathan and the Tamil qualities.

Reference to the context: These lines have been taken from the lesson '**The Variety and Unity of India**' written by **Pt. Jawaharlal Nehru**.

The author is talking about the Pathans and Tamils.

Explanation: The author says that the Pathans and Tamils are the two examples of tribes which live on extreme ends from each other, while the other tribes live in between them. All these tribes have distinguishing qualities of India. It is interesting to see how the Bangals, the Marathas, the Gujaratis, the Tamils, the Andhras, the Oriyas, the Assamese, the Canarese, the Malayalis, the Sindhis, the Punjabis, the Pathans, the Kashmiris, the Rajputs and the central block consisting of Hindustani speaking people, have kept safe their specific characteristics for hundreds of years and have the same virtues and failings which old tradition or records tell us and yet they have been keeping the national heritage and the moral and mental qualities safe.

4. There was something even encouraged.

Reference to the context: These lines have been taken from the lesson '**The Variety and Unity of India**' written by **Pt. Jawaharlal Nehru**.

Pt. Nehru speaks of the unity in diversity of India. Different people living in the different parts of India had the same heritage of Indian culture.

Explanation: The author says that the culture of India was living and progressive also. It was not static but it was dynamic. It expressed itself in the progressive way of life. People of India had philosophic attitude of life and its problems. Like the ancient Chinese culture ancient Indian culture was completed in itself in every sphere. It showed in all things. Indian culture has deep influence on the people. When other races came into India, they had a great influence on Indian culture. But soon these influences were absorbed by the Indian culture. Disruptive tendencies or problems causing to break in parts gave rise to an attempt to find a unity. A particular type of dream of unity has been started in the mind of Indians since the beginning of the civilization. Unity was not developed from outside or by believing in external beliefs. Unity was something which was created internally, deeper within the tolerance of belief and the custom was practised and every religion and tribe was accepted and encouraged.

5. Differences more importance.

Reference to the context: These lines have been taken from the lesson '**The Variety and Unity of**

India' written by **Pt. Jawaharlal Nehru**.

In these lines Pt. Nehru tells us of the essential unity of India in spite of differences on various levels.

Explanation: The author says that although there is a well-knit national unity in India but there may be big or small differences in its people also. These differences are bound to be there. In spite of these differences, there exists an essential unity also in that national group. These are the essential units of the group. It is possible that the difference between two neighbouring national groups may not be very deep. They may also mix with one another. This is so because modern progress in the world is producing sameness everywhere.

In ancient and medieval times, the idea of modern nation did not exist and old fashioned religious, racial and cultural bonds were given more importance.

6. Today, dominant religion.

Reference to the context: These lines have been taken from the lesson '**The Variety and Unity of India'** written by **Pt. Jawaharlal Nehru**.

The author says that in the medieval times people did not know the meaning of nationalism. But they were united by feudal, racial or cultural ties.

Explanation: The author expresses the view that in the modern period the concept of nationalism has developed too much more than the medieval time. Today Indians living in different countries of the world are looked upon as one national group. There may be internal differences between Indian about religion, but they are called Indians. An Indian Christian is regarded an Indian in any part of the whole world. An Indian muslim is regarded an Indian even in Muslim countries like Turkey, Arabia and Iran or any other Muslim country.

7. All of us, through it.

Reference to the context: These lines have been taken from the lesson '**The Variety and Unity of India'** written by **Pt. Jawaharlal Nehru**.

The author says that everyone have different pictures of our native land but when he thinks of India he thinks of many things.

Explanation: The author says that everyone have different pictures of his/her native land and two persons can never think the same about it. But when he thinks of India, he think of many things like broad fields having many small villages, towns and cities which he had visited, the magic of rainy season which gives life to the dried earth/land and provides greenery everywhere, of great rivers and flowing water, of the Khyber Pass in all its barren surroundings, of southern tip of India, of people and their mass or tribal qualities and above all these he thinks of snow capped peaks of Himalayas and the mountain valley in Kashmir covered with new flowers in spring season with a small stream of bubbling and gurgling, flowing through it.

8. We make heart of Asia.

Reference to the context: These lines have been taken from the lesson '**The Variety and Unity of India'** written by **Pt. Jawaharlal Nehru**.

The author says that why he had chosen India over any other sub-tropical country.

Explanation: The author is saying that we make and maintain safely the pictures of our choice, so he had chosen this mountain background country over the normal hot, sub-tropical country. Both the pictures are correct for India because it extends from the tropics i.e. hot area to the temperate regions and from the equator to the cold heart i.e. central part of Asia.

Comprehension

Read the following passage and answer the questions given below them:

1. The Diversity of course, language.

Questions with their answers:

(i) What is very pronounced in India?

Ans: The diversity of India is very pronounced.

(ii) What things make the diversity of India obvious?

Ans: India is a country of diversity where people speak different languages and follow different religions. Different physical appearances, habits and mental tendencies of people make the diversity of India.

(iii) What will you look at to explain the diversity of India?

Ans: The diversity can be easily seen in the physical appearance as well as the mental habits of the Indian people.

(iv) In what respect do the Pathan and the Tamil differ?

Ans: The Pathan and the Tamil differ in face and figure, food and clothing and also in language.

(v) **What does a Pathan have in common with a Tamil?**

Ans: A common thread of some nationality had tied them together.

2. In the North-West had developed.

Questions with their answers:

(i) **Why was Taxila famous?**

Ans: Taxila was famous for its university.

(ii) **Indicate religious groups which lived in Afghanistan before the advent of Islam?**

Ans: The old Turkish and other races inhabited Afghanistan before the Advent of Islam.

(iii) **Why even with all difference Pathan people show the impress of India on them?**

Ans: Pathan people show the impress of India on them because for thousand of years they share the same boundaries with India.

(iv) **What do you understand from the expression "the period of the Epics"?**

Ans: The meaning of 'the period of the Epics' is when the *Ramayana* of Valmiki and the *Mahabharat* were written.

3. In ancient a change of faith.

Questions with their answers:

(i) **When was the idea of the modern nation non-existent?**

Ans: In ancient and medieval period the idea of modern nation was non-existent.

(ii) **What bond bound the people together in ancient and medieval India?**

Ans: The cultural bonds of feudal, racial and religious had tied the people together.

(iii) **How would an Indian feel in any other country?**

Ans: In any other country of the world an Indian felt as a foreigner or stranger.

(iv) **How did the people of non-Indian origin become distinctively Indian?**

Ans: Those who belonged to foreign religions but settled in India permanently became Indians in the course of time.

4. Today dominant religion.

Questions with their answers:

(i) **How can you say that the concept of nationalism has developed today?**

Ans: The concept of nationalism has developed today because Indians in foreign countries inevitably form a national group in spite of their internal differences.

(ii) **Does an Indian Christian become an Englishman in England?**

Ans: An Indian Christian does not become an Englishman in England but remains an Indian.

(iii) **Where is Islam the dominant religion?**

Ans: Islam is the dominant religion in Turkey, Arabia and Iran.

(iv) **Which good qualities should you inculcate in your character to be proud of being an Indian?**

Ans: We should cultivate the idea of nationalism to be proud of being an Indian.

Short Answer Type Questions

Answer each of the following questions in about 30 words:

1. What do you understand by 'the variety and unity of India'?

Ans: The meaning of 'The Variety and Unity of India' is a land where people of different religions and languages live but their view towards life and its problem is the same.

2. What things does Jawaharlal Nehru mention as examples of India's tremendous unity?

Ans: The things which Nehruji mentioned as examples of India's tremendous unity by the Pathans of North-West Frontier area and the Tamils of the far South.

3. What things make the diversity of India obvious, according to Pt. Nehru?

Ans: There are so many diversities in India. People speak different types of languages. They follow different religions. Physical look, their habits and mental tendencies of the Indian people make the diversity of India clear.

4. What was Taxila famous for in ancient India according to Jawaharlal Nehru?

Ans: Taxila was a famous city in the frontier border land in ancient India. The famous University of Taxila was situated in this region. It was a famous centre of education in the ancient times.

5. What is Nehru's view of India? What features of the country appealed to him most?

Ans: Nehru's personal views were very strong about united and progressive India. The snow-capped Himalayas and the beautiful valley of Kashmir appeals him the most.

6. How do we know that the North-West Frontier area was one of the strongholds of Indian culture?

Ans: Ruins of monuments, monasteries and the great University of Taxila are now before us. They tell us

clearly that the North-West Frontier area was one of the areas with stronghold of Indian culture.

7. What is the speciality of Indian culture?

Ans: The power of tolerance is the main speciality of the Indian culture. Foreign influences poured in and influenced the Indian culture but they were absorbed. Different customs were practised. Every variety was acknowledged and encouraged.

Long Answer Type Questions

Answer the following questions in not more than 150 words each:

1. What according to Nehru, proves the tremendous unity of India behind its apparent diversity?

Ans: Variety: Pt. Nehru first shows the variety of India. It can be easily seen and understood. It is quite apparent. It lies on the surface and anybody can see it. Indians differ from one another in physical appearance and in mental habits and traits. Their racial stocks are not the same. They differ in face, figure, food, clothing and language. Then the religion of some people was changed. This increased the diversity in some ways.

Unity: Then he goes to show that there has always been tremendous unity behind this apparent diversity. Even people following different faiths are one in many ways because change of religion could not entirely change the mental backgrounds which the people of those areas had developed. All have the impress of India. Even the followers of different religions who came to India from other countries became Indian after some time. Now they are looked upon as Indians in other countries. And they feel more at home in India. This shows that India has both variety and unity.

2. What things make the diversity of Indian obvious?

Ans: According to Jawaharlal Nehru, the diversity of India is great. It is obvious in itself. It lies on its surface and anybody can see it. It lies in physical appearance as well as in certain mental habits and traits. For example we see little in common between the Pathan of the North-West and the Tamil in the far South. They belong to different races. They differ in face and figure. They differ in food and clothing. Their languages too are different.

The North-West frontier province and Kashmir have many customs which are almost similar to those countries which lie beyond the Himalayas. Pathan folk dances are clearly like Russian Cossack dances.

The Pathan and the Tamil are the two extreme examples of Indian diversity. Other people also show distinction from one another. The Bengalis, the Marathas, the Gujaratis, the Andhras, the Oriyas, the Assamese, the Canarese, the Malyalis, the Sindhis, the Punjabis, the Kashmiris, the Rajputs and the great central block comprising the Hindustani speaking people, have retained their peculiar characteristics for hundreds of years. They have still more or less the same virtues and failings.

3. What is the essential unity in diversity of Indian culture?

Ans: Introduction: Ancient India, like ancient China, was a world in itself. It was the culture and civilization which gave shape to all the existing things.

Ancient culture: It has been holding all Indians together throughout these ages. They have the same national heritage. They have the same set of moral and mental qualities.

Our heritage: There are some factors which are quite living and dynamic about this heritage. It appears itself in our ways of living. It also reveals itself in our philosophical attitude towards life and the problems of life.

Tolerance and adaptability of our culture: The Indian culture has survived on account of its power of tolerance and adaptability. Though the foreign influences paused it from time to time, the Indian culture retained its basic character. It had the power to assimilate different cultures and Indianize them.

Unity in diversity of Indian culture: Indian culture has spectacular power of synthesis. In the past it has received, adopted and digested elements of many different cultures.

Conclusion: Thus we can say that there is essential unity in diversity of Indian culture.

4. What qualities, according to Pandit Nehru, make the Indian culture living and dynamic?

Ans: Jawaharlal Nehru says that Indian culture is lively and also dynamic. It is not static. Its dynamic nature is shown in the way of life. There is philosophical attitude towards life and its problems. It influences all things in life. There are certain qualities in it which make the Indian culture dynamic.

Indian culture has absorbed all foreign influences. Because of this, it has got a totally new direction. New foreign influences could not destroy it. Indian culture has combined them with its own things. In this way it has made a synthesis of the two.

From the beginning of history, there was a dream of unity. This unity is not only external but internal also. Indian culture has the quality of tolerance. It does not discard other religions, beliefs and customs but takes them in and makes them its own. Thus we are made to realize that the variety on the surface only emphasizes the underlying strains of unity which bind the various communities of India together. And this is the secret of India's greatness.

Multiple Choice Questions

Choose the most suitable option:

1. Ancient India, like ancient China, was a world in itself, a culture and a civilization which gave to all things.
(a) sense (b) sensitivity (c) sign (d) **shape**
2. That was not conceived as something imposed from outside, a standardization of externals or even of beliefs.
(a) **unity** (b) single (c) benefit (d) unanimously
3. The of India is tremendous; it is obvious; it lies on the surface and anybody can see.
(a) unity (b) relation (c) **diversity** (d) position
4. Indians in foreign countries form a national group.
(a) evidently (b) ably (c) accidentally (d) **inevitably**
5. Pathan popular dances are singularly like Russian Cossack
(a) singing (b) wrestling (c) **dancing** (d) praying
6. Differences, big or small, can always be noticed even within a group, however closely bound together it may be.
(a) **national** (b) international (c) religious (d) social
7. An Indian Christian is looked upon as wherever he may go.
(a) a foreigner (b) a Christian (c) **an Indian** (d) an American
8. All of us, I suppose, have pictures of our native land and no two persons will think exactly alike.
(a) developing (b) slipping (c) fading (d) **varying**
9. The Pathans and the Tamils are two extreme examples; the other lie in between.
(a) no where (b) anywhere (c) **somewhere** (d) out there
10. Disruptive tendencies gave rise immediately to an attempt to find a
(a) **synthesis** (b) unity (c) analysis (d) uniformity
11. Some kind of a dream of unity has occupied the mind of India since the of civilization.
(a) **dawn** (b) beginning (c) daybreak (d) birth
12. The diversity of India is
(a) dynamic (b) **tremendous** (c) national (d) distinctive

Language Skills

1. Write the synonyms of the following words:

diversity	—	variety
tremendous	—	enormous
strands	—	thread
peculiar	—	strange
failings	—	fault
conceived	—	visualize
intermingle	—	intermix
conception	—	idea

2. Write the antonyms of the following words:

foreign	—	domestic
preserve	—	abandon/neglect
modern	—	past
normal	—	abnormal/unusual
glistening	—	dull/lusterless

3. Select one word form those given below for each of the following meanings:

expanse; diversity; heritage; conception; alien; impress; strand; advent; dominant

- (i) that which is received from the earlier generation. — **heritage**
- (ii) stranger or foreigner. — **alien**
- (iii) wide and open area. — **expanse**
- (iv) clearly noticeable influences. — **impress**
- (v) thread in a piece of cloth. — **strand**

4. Read the following words or phrases and use them in your own sentences:

as well as	—	Trees gives us food as well as life.
fascinating	—	He painted a very fascinating picture of his motherland India.
dynamic	—	Dynamic teachers are capable of being flexible with their lesson plans.
look upon	—	Shyam look upon Ram as a close friend.
give rise to	—	Her decisions gave rise to dispute between them.
disruptive tendency	—	Their disruptive tendency always disturbs the whole class.
in spite of	—	He enjoys his job in spite of low salary.
even though	—	She listen to him even though no one else does.
hang together	—	They both are best friend and they hang together in every field.
parched-up	—	As Suman was sick, she became weak and her lips were parched-up .

6

A Dialogue on Civilization

सम्पूर्ण पाठ का हिन्दी रूपान्तरण

- मैं (लेखक) :** मैं सभ्यता पर एक पुस्तक लिखने का प्रयास कर रहा हूँ और मैं यह जानना चाहता हूँ कि सभ्य होना क्या है। तुम्हारा क्या विचार है?
- लूसी :** ओह, मैं समझती हूँ कि उपयुक्त वस्त्र पहनना, बसों और कारों में इधर-उधर घूमना, वस्तुएँ खरीदने के लिए धन का होना और उन्हें खरीदने के लिए दुकानों का होना ही सभ्य होने की निशानी है।
- लेखक :** ठीक है, परन्तु बच्चे उपयुक्त वस्त्र पहनते हैं और श्रीमती एक्स, वह महिला जिसे तुम पसन्द नहीं करतीं, बसों में सवारी करती है और दुकानों से वस्तुएँ खरीदती है। क्या तुम कहोगी कि बच्चे और श्रीमती एक्स सभ्य हैं?
- लूसी :** नहीं, मैं नहीं समझती कि वे तनिक भी सभ्य हैं। परन्तु, आप देखिए, वे चाहते तो सभ्य हो सकते थे। अब चारों ओर इतनी वस्तुएँ हैं कि प्रयत्न करें तो कोई भी सभ्य हो सकता है।
- लेखक :** तुम्हारा आशय किस प्रकार की वस्तुओं से है?
- लूसी :** मशीनें, और रेलगाड़ियाँ, और वायरलेस और टेलीफोन और सिनेमा।
- लेखक :** ठीक है, मैं यह कहने का साहस करता हूँ कि उनका सभ्यता से कुछ सम्बन्ध अवश्य है परन्तु मैं नहीं समझता कि केवल ऐसी वस्तुओं को रखना और उनका उपयोग करना किसी को सभ्य बनाता है। आखिर सभ्य होना किसी के लिए भी एक श्रेय की बात होनी चाहिए, वह बात जिस पर कोई गर्व कर सके, और एक रेलगाड़ी में सवार होने में गर्व करने के लिए कुछ भी तो नहीं है। आओ, हम कुछ सभ्य लोगों के विषय में सोचें और देखें क्या उससे हमें कुछ सहायता मिलती है। किसी व्यक्ति का नाम लो जिसे तुम सभ्य समझती हो।
- लूसी :** शेक्सपीयर।
- लेखक :** क्यों?
- लूसी :** क्योंकि, वह एक महान् आदमी था और उसने वे नाटक लिखे जिन पर लोग गर्व करते हैं।
- लेखक :** ठीक, अब मैं समझता हूँ कि हम सही दिशा में बढ़ रहे हैं। परन्तु मुझे यह बताओ, क्या तुम शेक्सपीयर के नाटकों को पसन्द करती हो?
- लूसी :** अधिक नहीं।
- लेखक :** तब तुम क्यों कहती हो कि वे (नाटक) उच्छकोटि के हैं?
- लूसी :** क्योंकि मैं समझती हूँ कि मैं उन्हें एक दिन पसन्द करूँगी। कुछ भी हो, वयस्क लोगों के बीच वे बहुत चर्चित रहे हैं।
- लेखक :** ठीक है, चित्र और संगीत जैसी अनेक वस्तुएँ ऐसी हैं जो तुम्हें भी बहुत अच्छी नहीं लगती, किन्तु वयस्क लोग उनके सम्बन्ध में बड़ी-बड़ी चर्चाएँ करते हैं। यदि शेक्सपीयर के नाटक सभ्यता की पहचान हैं तो राफेल के चित्र और बीथोवन का संगीत भी सभ्यता के प्रतीक हैं।
- लूसी :** मैं भी ऐसा समझती हूँ, यद्यपि मैं उनके सम्बन्ध में अधिक नहीं जानती।
- लेखक :** तब, यदि नाटक, चित्र और संगीत जैसी सुन्दर वस्तुएँ बनाना सभ्य होना है तो शेक्सपीयर, राफेल और बीथोवन जैसे लोगों की गणना इनमें की जा सकती है।

- लूसी** : परन्तु सभी प्रकार के लोग जिनके विषय में मैंने पढ़ा है, जैसे अरेबियन नाइट्स में खलीफा और राजकुमार जिनके पास शानदार वस्तुएँ थीं—महल तथा रेशमी और चिकने कपड़े, और हीरे—जवाहरात, इत्र और सुन्दर भड़कीले कपड़े और अद्भुत कालीन तथा खाने-पीने के लिए रुचिकर वस्तुएँ और काम करने के लिए दास। क्या वे सभ्य नहीं थे?
- लेखक** : मैं निश्चित रूप से नहीं कह सकता। देखो, वे जो चाहते थे उसे पा लेते थे और जो करना चाहते थे उसे कर लेते थे।
- लूसी** : ठीक है, वे क्यों न करते?
- लेखक** : किसी अच्छी वस्तु को सोच लो, कुछ भी जो तुम्हें पसंद हो।
- लूसी** : चाशानी में डूबी टॉफियाँ।
- लेखक** : अच्छा, मान लो तुम बहुत धनवान होती, तुम्हारे पास इतना धन होता जितना सम्भवतः तुम चाहती, और तुम हजारों—लाखों टॉफियाँ खरीद लेती। क्या तुम (खाते-खाते) उनसे ऊब न जाती?
- लूसी** : मैं भी ऐसा ही समझती हूँ।
- लेखक** : और यही बात गुल्लियों के साथ है।
- लूसी** : आपका क्या आशय है?
- लेखक** : जॉन किसी अन्य वस्तु की अपेक्षा गुल्लियों को अधिक पसन्द करता है। परन्तु मान लो वह वास्तव में बहुत धनवान है, और जैसा कि उसे गुल्लियों सब वस्तुओं से अधिक पसन्द थी, गुल्लिल खरीदने में अपना समस्त धन व्यय करता ताकि उसके पास सैकड़ों गुल्लिलें होती। फिर भी उससे अधिक सौभाग्यशाली न होता जितना वह एक या दो गुल्लियों के होने के साथ था; क्या वह होता?
- लूसी** : आपके कहने का अर्थ है कि वह एक साथ एक या दो से अधिक गुल्लिल नहीं छोड़ सकता था।
- लेखक** : हाँ। और वह शीघ्र ही इतनी गुल्लियों से पूर्ण रूप से ऊब जाता।
- लूसी** : मुझे भी ऐसा ही प्रतीत होता है कि वह ऊब जाता; परन्तु उसका सभ्य होने से क्या सम्बन्ध है?
- लेखक** : क्यों, यह सम्बन्ध है कि वे वस्तुएँ जिनके बारे में तुमने अरेबियन नाइट्स में पढ़ा, शानदार महल और आकर्षक कपड़े और सैकड़ों दास और इस प्रकार की सभी वस्तुएँ, मुझे ऐसी प्रतीत होती हैं जैसे वे वस्तुएँ वयस्कों के लिए टॉफियों और गुल्लियों की पूर्ति करने वाली हों। लोग राजाओं के पुत्र के रूप में जन्म लेते हैं, और वे बड़े होकर शक्ति और धन विरासत में प्राप्त करते हैं, और तब अपने आप से कहते हैं, “अब मुझे सबसे अधिक क्या पसन्द है?” और यह जान लेने पर कि वह क्या चीज थी, उन्होंने अपना सारा धन उस सर्वाधिक प्रिय वस्तु को उतनी मात्रा में या संख्या में प्राप्त करने में व्यय कर दिया जितना वे पा सकते थे।
- लूसी** : और फिर वे उससे ऊब गए।
- लेखक** : हाँ। क्योंकि जब कोई व्यक्ति जो करना चाहता है उसे एक विशेष मात्रा में कर लेता है और उस वस्तु का आनंद ले चुका होता है जो उसे पसंद है, तब वह उसकी और अधिक मात्रा नहीं चाहता।
- लूसी** : टॉफियों से ऊब जाने के समान। परन्तु वह सदैव रुक सकता है और सेवन पुनः आरम्भ कर सकता है।
- लेखक** : रोम के लोग यहीं करते थे। वे बहुत अधिक भोजन किया करते थे, और जब वे और अधिक नहीं खा सकते थे, तो कुछ ऐसी चीजें लेते थे जिनसे उन्हें उलटी या दस्त आने लगे। तब, जब उनका पेट खाली हो जाता, वे पुनः खाने लगते थे। परन्तु मैं इसे सभ्य होना नहीं कहता। क्या तुम ऐसी मानती हो?
- लूसी** : नहीं, मैं भी सभ्य नहीं मानती।
- लेखक** : सुअर ऐसा ही करते हैं यद्यपि उनमें दस्त या उलटी से पेट खाली करने की समझ नहीं होती।
- लूसी** : और सुअर बिलकुल सभ्य नहीं होते।
- लेखक** : अच्छा, तो हमें यह कहना चाहिए कि धन और शक्ति का प्रयोग केवल वह वस्तु पाने के लिए करना, जो किसी को पसन्द हो और वह काम करने के लिए, जो उसे अच्छा लगता हो, भले ही कुछ समय के लिए वह बहुत अच्छा लगे, सभ्य होना नहीं है। दूसरे शब्दों में, केवल शानदार और भव्य होना तथा ऐश्वर्यपूर्ण जीवन व्यतीत करना ही सभ्यता नहीं है। और जैसा कि संसार के अधिकांश लोग जो धनवान व शक्तिशाली रहे हैं और जिन्होंने अपने धन व शक्ति को इस प्रकार प्रयोग किया है, सभ्य नहीं रहे।
- लूसी** : और क्या अरेबियन नाइट्स के खलीफाओं की भाँति वस्तुओं का संग्रह करना सभ्य होना नहीं है?
- लेखक** : नहीं। उन नाटकों और चित्रों के समान सुन्दर वस्तुएँ होनी चाहिए जिनकी हम चर्चा कर रहे थे।
- लूसी** : आप कैसे जानेंगे कि कौन-सी वस्तुएँ सुन्दर हैं?
- लेखक** : जिन वस्तुओं को बार-बार देखते हुए हम ऊबते नहीं हैं, वे वस्तुएँ सुन्दर हैं। सुन्दर वस्तुएँ शाश्वत होती हैं। कहने का

तात्पर्य यह है कि लोग उनको सभी युगों में पसन्द करते आए हैं। परन्तु वे वस्तुएँ जो वयस्कों के लिए टॉफियों की पूरक हैं, केवल थोड़े समय रहती हैं क्योंकि लोग उनसे ऊब जाते हैं। परन्तु आओ, हम थोड़ा पीछे चलें। वे दुकानें, मशीनें और कारें जिनकी हम चर्चा कर रहे थे, बिलकुल सुन्दर नहीं होती, फिर भी हमारा विचार है कि सभ्य होने से उनका कुछ सम्बन्ध अवश्य हो सकता है।

- लूसी** : ठीक है, और मैं जानती हूँ कि वह क्या है। उन सभी का आविष्कार हुआ है, और आविष्कार करना इस प्रकार का काम है जो लोग तभी करते हैं जब वे सभ्य होते हैं। जेम्स वाट के केतली पर ध्यान देने से और न्यूटन के सेब को गिरते हुए देखने से, और इसी प्रकार की घटनाओं से आविष्कार होते हैं।
- लेखक** : अच्छा, बहुत से लोगों ने वाट और न्यूटन से पहले केतलियों में पानी उबलते हुए और सेब गिरते हुए देखे थे, फिर भी उन्होंने इस सम्बन्ध में कोई आविष्कार नहीं किया। क्यों नहीं किया?
- लूसी** : मेरा विचार है कि उन्होंने इस सम्बन्ध में कोई विशेष बात नहीं देखी।
- लेखक** : बिलकुल। परन्तु न्यूटन और वाट ने उनमें विशेष बात देखी, यही मुख्य बात थी। गिरते हुए सेबों और केतलियों में उबलते हुए पानी ने उन्हें नए विचार सोचने की प्रेरणा दी है, और जैसा कि उन्होंने नए विचार सोचे, लोग संसार के बारे में अधिक समझने लगे और आविष्कार करने लगे। अब, यद्यपि मैं उन वस्तुओं के बारे में निश्चित रूप से कुछ नहीं कह सकता जिनका हम आविष्कार करते हैं, मैं नहीं समझता कि नए विचार सोचने का कार्य, चाहे उसके फलस्वरूप आविष्कार होते हों या नहीं, सभ्य होने का प्रतीक है।
- लूसी** : क्यों?
- लेखक** : क्योंकि जब तक लोग बिलकुल एक-दूसरे के समान सोचते हैं, कभी कुछ नहीं बदलता।
- लूसी** : आपका आशय है कि यदि सब लोगों ने सदैव ऐसा ही सोचा होता जैसा उनके माता-पिता ने तो हम अभी तक असभ्य बने रहते?
- लेखक** : यही बात है। ऐसा इसलिए है क्योंकि लोग नई बातें सोचते हैं सभ्यता का उदय होता है। और कुछ नया सोचने के लिए उन्हें स्वतंत्र रूप से सोचना आवश्यक है।
- लूसी** : क्यों, क्या उन्हें सोचने की छूट नहीं है?
- लेखक** : हाँ, तुम जानती हो, लोगों ने नए विचारों को सोचा नहीं है। बहुत से लोगों को, जिन्होंने अपने आप सोचा, यह बताया गया कि दूसरे लोगों से अलग सोचना पापपूर्ण (गलत) है। साधारणतया ऐसे धर्मगुरु (पुजारी) हुए हैं जिन्होंने लोगों को बताया कि यदि वे ऐसा सोचेंगे तो देवता उन्हें दण्ड देंगे। और लोग इन धर्मगुरुओं का विश्वास करते थे और देवताओं से डरते थे और वैसा ही सोचते थे जैसा सोचने के लिए उनसे कहा जाता था। और यदि धर्मगुरु न भी हों तो भी वे लोग जो अपने पड़ोसियों से भिन्न सोचते हैं या करते हैं, सदा तिरस्कार के पात्र बन जाते हैं। देखो, तुम स्कूल में उन नई लड़कियों के साथ कितना क्रूरतापूर्ण व्यवहार करती हो जो अन्य लड़कियों से तनिक भिन्न होती हैं और वयस्क भी बिलकुल ऐसे ही होते हैं। स्वतन्त्रतापूर्वक सोचना प्रायः भिन्न प्रकार से सोचना होता है, और ये बातें लोगों के लिए स्वतन्त्रतापूर्वक सोचना बहुत कठिन कर देती हैं। फिर भी, जैसा हमने देखा है, बिना स्वतंत्रतापूर्वक सोचे सभ्यता सम्भव नहीं हो सकती।
- लूसी** : परन्तु मेरी समझ में अब भी नहीं आता कि और अधिक संख्या में लोग स्वतंत्रतापूर्वक क्यों नहीं सोचते, यदि ऐसा करना इतना महत्वपूर्ण है जितना आप कहते हैं।
- लेखक** : इससे पहले कि किसी व्यक्ति को ऐसा करने का अवसर मिले अनेक बातें अत्यन्त आवश्यक हैं। उदाहरणार्थ, उसे सुरक्षा प्राप्त होनी चाहिए; यदि किसी व्यक्ति को अपने लूट लिए जाने या किसी क्षण अपनी हत्या का डर है तो कोई भी किसी विषय में सोच ही नहीं सकता। उसके पास सोचने के लिए अवकाश भी होना चाहिए। और यदि उसे अपना पूरा समय और शक्ति खाने के लिए भोजन और पहनने के लिए कपड़ा प्राप्त करने अर्थात् जीविका कमाने में लगानी पड़ती है तो फिर उसके पास सोचने का समय कहाँ? और विचारों के आदान-प्रदान के लिए उसे अन्य लोग भी तो चाहिए। अतः तुम कह सकती हो कि सुरक्षा, अवकाश और समाज जो सब स्वतंत्र चिन्तन के लिए आवश्यक हैं, सभ्यता के लिए भी आवश्यक है।
- लूसी** : क्या सभ्यता के लिए इतना ही पर्याप्त है?
- लेखक** : मैं समझता हूँ एक अन्य बात भी आवश्यक है।
- लूसी** : वह क्या है?
- लेखक** : यह सब कार्य नेक बनने के लिए है।
- लूसी** : परन्तु नेक होने का इससे क्या सम्बन्ध है? वास्तव में कोई भी नेक बनना नहीं चाहता; लोग केवल इसलिए नेक होते हैं

- क्योंकि यदि वे ऐसे न हों तो परेशानी में पड़ जाएँ।
- लेखक** : ऐसा संभव है। और फिर वयस्कों के साथ बिलकुल ऐसा ही है। यदि मैं किसी के बच्चे का अपहरण करना या उसका गला काटना चाहूँ, या उसकी कार चुराना या उसके टेनिस के बल्ले से खेलना चाहूँ तो मैं ऐसा नहीं करता, कुछ ऐसा इसलिए क्योंकि यदि मैं पकड़ लिया गया तो भारी परेशानी में पड़ जाऊँगा।
- लूसी** : परन्तु सभ्यता का इससे क्या सम्बन्ध है?
- लेखक** : बिलकुल है। यदि हम सब जो लेना चाहें लें और एक-दूसरे के बच्चों को लेकर भाग जाएँ और एक-दूसरे के टेनिस के बल्ले चुरा लें तो सबकुछ चलता नहीं रह सकता। हम सब इस और उस वस्तु के लिए लड़ते-झगड़ते रहते और कोई भी व्यक्ति किसी वस्तु सुंदर का आविष्कार न कर पाता। जीवन बहुत खतरनाक हो जाता। फलतः किसी प्रकार की कोई सभ्यता ही न होती।
- लूसी** : क्या वयस्क लोग इसीलिए नियमों का पालन करते हैं और नेक बने रहते हैं?
- लेखक** : सम्भवतः यही एकमात्र कारण नहीं है। मैं निश्चित नहीं हूँ। परन्तु निश्चय ही यह मुख्य बातों में से एक है। अतः देखो, नेक बने रहने का सभ्यता से कुछ सम्बन्ध है और नेक होने का अर्थ है-अपने पड़ोसी के प्रति न्यायपूर्ण व्यवहार करना और उसकी सम्पत्ति को सम्मान देना तथा कानूनों का पालन करना, और शायद ऐसी ही अन्य बातें भी।
- लूसी** : अन्य कौन-सी बातें? मैं यह जानना चाहूँगी कि भला या नेक होना क्या है?
- लेखक** : मैं भी यह जानना चाहूँगा और दूसरे अनेक व्यक्ति भी यह जानना चाहेंगे। कुछ भी हो, हमने उन बातों में से कुछ का पता लगा लिया है जो सभ्य होने के लिए आवश्यक हैं- सुन्दर वस्तुएँ बनाना, स्वतन्त्रतापूर्वक विचार करना व नई बातें सोचना, और नियमों का पालन करना जिनके बिना लोग परस्पर मिलकर नहीं रह सकते। वयस्क लोग इनमें से पहली बात को कला कहते हैं, दूसरी को विज्ञान व दर्शनशास्त्र, और तीसरी को राजनीतिक न्याय व नीतिशास्त्र। ये बातें पूर्ण रूप से सभ्यता भले ही न हों, परन्तु कुछ भी हो ये सभ्यता से हमेशा जुड़ी रहेंगी।

EXERCISE

Explanation

Explain with reference to the context the following:

1. **But all sorts of..... they civilized?**

Reference to the context: This passage has been taken from the lesson '**A Dialogue on Civilization**' written by **C.E.M. Joad**.

The author wants to expound civilization by the medium of dialogues with Lucy. Lucy is an imaginary girl. She presents the reason that if to produce beautiful things like plays, pictures and music is accounted as civilization, being the producer of such things men like Shakespeare, Raphael etc. will also be called civilized.

Explanation: Lucy says that the pictures of Caliphs and Princes as presented in the Arabian Nights were also civilized because they possessed splendid things like grand palaces, satins, beautiful clothes and many things to eat and drink. Many slaves waited on them. In this way they led a very luxurious life. It seems to me that they deserve to be called civilized.

2. **Why, this: that toffees and catapults.**

Reference to the context: This passage has been taken from the lesson '**A Dialogue on Civilization**' written by **C.E.M. Joad**.

The author is telling how the big and expensive things in Arabian Nights took to him.

Explanation: The author says why the things that we read about in the Arabian Night like the magnificent palaces, beautiful clothes, many slaves and other type of things seems to him like the substitutes for treacle toffees and catapults for grown-ups.

3. **That is what civilized. Do you?**

Reference to the context: This passage has been taken from the lesson '**A Dialogue on Civilization**' written by **C.E.M. Joad**.

The author explains the meaning of civilization through a dialogue between himself and a little imaginary girl Lucy.

Explanation: The author tells us about the eating habits of Romans. Romans ate lot of food. They spent their lots of time in eating food. When they felt unable to eat more food they took some medicines for loose motion so that they could make their stomach empty and they might start eating again. The author compares the, eating habits of Romans to the pigs. They did not care for what would happen at last.

4. Falling apples and of being civilized.

Reference to the context: This passage has been taken from the lesson 'A Dialogue on Civilization' written by C.E.M. Joad.

The author remarks that although shops, machines and cars were not at all beautiful but to some extent they were the symbols of civilization. All such type of things had come into knowledge by inventions as James Watt and Newton had done.

Explanation: The author has reasons that new thoughts cause to inventions just like the different thinking of Newton and James Watt did. They watched the apple falling and the kettle-water boiling and thought something new. Before then so many people had seen these events but none of them thought as those two inventors thought. They thought in a fully new way. As the result of such thoughts the theories of the law of gravitation and steam engine came into man's knowledge. The author is expressing his unwillingness to the knowledge of such things. But he is sure that thinking new thoughts leads us towards civilization. New thoughts may not be inventions but such thinking has to do something with the civilization.

5. Most people who told to think.

Reference to the context: This passage has been taken from the lesson 'A Dialogue on Civilization' written by C.E.M. Joad.

The author expresses the view that role of free thinking is very important for the development of civilization. In the absence of free thinking there can be no civilization.

Explanation: In the opinion of author the priests and saints often misguided the people by saying that the gods will be angry and will punish the free thinkers. The priests had told that it was wicked to think differently from other people. In this way free thinking was discouraged in the society. Nobody generally liked a man who tried to think differently from others. The people believed the priests and were afraid of the gods and so they thought only what they were told to think. In this way free thinking was looked upon as wicked and discouraged.

6. Look, how beastly can be no civilization.

Reference to the context: This passage has been taken from the lesson 'A Dialogue on Civilization' written by C.E.M. Joad.

Inventing new things as Newton and James Watt did, is also being civilized. Invention of new things requires free thinking. But according to author thinking must be free.

Explanation: Prof. Joad says that in school, students behave beastly to new girls who are a bit different from others, in some way the grown-up people dislike those who try to think differently. Free thinking is extremely necessary. Free thinking means thinking should be totally different. If we stick this tradition, we cannot think freely. People are opposed to free thinking. They like conventional thinking. There is always a great resistance to new thoughts. So it is not very easy to think freely. But free thinking is too much important. It is necessary for civilization. Without it civilization cannot progress and develop.

7. So, you see things as well.

Reference to the context: This passage has been taken from the lesson 'A Dialogue on Civilization' written by C.E.M. Joad.

In this lesson there is a series of some questions and their answers. The author of the lesson explains all the questions put by little imaginary girl Lucy. These all questions are related with civilization.

Explanation: The author of the lesson C.E.M. Joad draws the attention of Lucy towards the subject of being good. The author's opinion is this that there should be too much close relation between being good and civilization. The meaning of 'being good' is to well behave towards your neighbour. It also implies respecting of the neighbour and obeying all the rules and laws and many other things come under the meaning of being good. In this way we can say that respecting others and obeying the laws of society are the best qualities of civilized people.

8. So should I, to go on with.

Reference to the context: This passage has been taken from the lesson 'A Dialogue on Civilization' written by C.E.M. Joad.

Obeying the laws of the country and rules to the society is the first duty of civilized person. It makes people good. The meaning of 'being good' is respect the rights of their neighbours and other persons of the society.

Explanation: The author of the lesson Prof. Joad comes to the conclusion that civilized people should try to make useful and beautiful things. His utmost duty is to think freely about new things and should try to obey the rules of the society and laws of the country. The meaning of making beautiful things is an art. Free thinking about new things gives birth to science and philosophy. The meaning of obeying the rules

is political justice and morality. But author's claim is, it is not sure that all these things make us civilized, but he is ready to accept this firmly that these things are fundamental base for progress and civilization. Without them we cannot march forward in the direction of progress and civilization.

Comprehension

Read the following passages and answer the questions given below them:

1. Well, then, let weren't civilized.

Questions with their answers:

(i) **What is the character of thing, obtained by money and power, according to the author?**

Ans: Things obtained by money and power do not make us civilized.

(ii) **Can we become civilized by using money and power? If not, why?**

Ans: We cannot become civilized by using money and power because civilization is a different thing.

(iii) **How do you know that civilization has been eluding us for long? Give reasons for your answer.**

Ans: Civilization has been eluding us for long for the following reasons:

(a) We did not get proper education.

(b) We did not invent useful things.

(c) We did not understand the value of beautiful things, behaviour and thinking.

(iv) **Why do you think leading a rich life and living will not make us civilized?**

Ans: Leading a rich life and living will not make us civilized because civilization is not just being splendid and grand and living in luxury.

2. Well, lots of people of being civilized.

Questions with their answers:

(i) **How did Newton and Watt differ from others?**

Ans: Newton discovered the theories of law of gravitation and Watt invented the steam engine.

(ii) **How do you think they made people wiser?**

Ans: They thought in a new way and the new thoughts leads other people towards civilization. In this way, people became wiser, with new thoughts and theories.

(iii) **What is the underlying element that helped them to do their job?**

Ans: The underlying element that helped them to do their job was developing new thoughts and ideas.

(iv) **Who will you call a civilized being?**

Ans: The people who develop new thoughts, ideas and implement them are called a civilized being.

3. Most people who can be no civilization.

Questions with their answers:

(i) **What is the first hurdle to thinking differently and freely?**

Ans: The first hurdle to thinking differently is that the people are told that it is wicked to think differently and God will punish them.

(ii) **How do priest scare people who try to think differently?**

Ans: The priest scare the people who try to think differently by saying that God will punish them.

(iii) **How do classmates behave with the new entrant to the class?**

Ans: The classmates treat the new entrant beastly at school because they are a bit different from them.

(iv) **Why do you think we can't have civilization without free thinking?**

Ans: We can't have civilization without free thinking because to think freely we need to think differently.

4. There are lot to civilization.

Questions with their answers:

(i) **Why is leisure important to a person?**

Ans: Leisure is important to a person because he needs time to think freely apart his basic needs.

(ii) **What harm is there if a man spends all his time in earning his living?**

Ans: A person will never get time to think about new thoughts and ideas. He will never be able to think freely if he spends all his time in earning his living.

(iii) **What things are necessary, before a person gets a chance for thinking?**

Ans: Security, leisure and society with whom a person can talk are the things necessary before a person gets a chance for thinking.

(iv) **Besides getting food to eat and clothes to wear, what other things are needed for growth of civilization?**

Ans: Security, leisure and society are needed for the growth of civilization beside getting food to eat and clothes to wear.

5. So should they will do to go with.

Questions with their answers:

(i) What makes one civilized?

Ans: Making beautiful things, thinking freely and thinking new things and following the rules make one civilized.

(ii) What is the importance of keeping rules of the life?

Ans: People could not get on together if there are no rules of the life.

(iii) Where do science and philosophy come from?

Ans: Science and philosophy come from grown-ups.

(iv) What can keep people together?

Ans: Obeying the rules mention for the society can keep the people together.

Short Answer Type Questions

Answer the following questions in not more than 30 words each:

1. Why should one treat Shakespeare, Raphael, Beethoven etc. as civilized person?

Ans: We should treat Shakespeare, Raphael, Beethoven etc. as civilized person because they have produced best plays, beautiful paintings and melodious music. They give us joy. .

2. Why does Joad think that Caliphs and Princes in the 'Arabian Nights' were not civilized?

Ans: According to Prof. Joad Caliphs and Princes in the 'Arabian Nights' were not civilized. The reason is that the splendid and costly things possessed and enjoyed by them were not things of permanent beauty.

3. What according to Joad, are beautiful things?

Ans: According to Prof. Joad only those things are beautiful which are liked and loved by all.

4. What are the essential elements of civilization?

Ans: The essential elements of civilization are thinking freely, leisure, security and obeying laws and society.

5. How does Joad describe the life style of Caliphs and Princes in the Arabian Nights? Were they civilized or not?

Ans: The 'Arabian Nights' is a popular story-book of Arabia. The Princes and Caliphs of the book 'Arabian Nights' were not civilized because they only enjoyed their lives but they did nothing marvellous thing for the humanity.

6. Why do people hesitate to think and act differently from others?

Ans: People hesitate to think and act differently from others because they are afraid of priests and gods and do not like to be criticized for thinking and act differently from others.

7. What are the three things necessary for free thinking as described in 'A Dialogue on Civilization'?

Ans: The three necessary conditions for free thinking are as follows:

(i) Security is very compulsory. It is the foremost condition for free thinking. People cannot think freely if fear will be there. Fear makes a man cowardice.

(ii) The people should have leisure to think freely. If they are busy to earn their living, they cannot get time to think about new thoughts.

(iii) There should be a social circle of people to speak of their new thoughts.

8. What according to C.E.M. Joad is the proper definition of being civilized?

Ans: According to C.E.M. Joad, true civilization cannot prosper without free thinking, security, leisure, obeying laws and society.

Long Answer Type Questions

Answer the following questions in not more than 150 words each:

1. What are the important elements of civilizations?

Ans: According to C.E.M. Joad the essentials of civilization are as follows:

Being civilized is to be something or to do something of which a man can have pride. In this context Shakespeare, Raphael and Beethoven were civilized men. These great men did much beautiful work of which they could be rightly proud of. Shakespeare wrote beautiful plays, Raphael made beautiful pictures and Beethoven composed beautiful music. To make beautiful things and to like them is indeed, being civilized. Beautiful things never bore us rather they are liked in all ages.

The second thing which counts as being civilized is thinking new thoughts. Without it no change occurs and civilization does not happen. For thinking new thoughts it is necessary that people must also think freely. And for think freely three things are necessary. Firstly, a man must have security. If he is afraid of being robbed and murdered at any moment, he cannot think about new and unusual things. Secondly, he must have leisure to think. It means he must have some free time after earning his living. And, Thirdly, he

must have society, that is, other people to talk to. These three things are necessary for free thinking and also for civilization.

Beside making beautiful things and thinking new thought, being good and following the rules are also necessary for civilization, without it people cannot get together and there can be no civilization.

Civilization is not just being splendid and grand and living in luxury. It consists in making beautiful things, thinking new things freely and being good.

2. What, according to C.E.M. Joad, are the requirements of a true civilization?

Ans: Wrong idea: First, the writer Joad explains how some people have a wrong idea of civilization. They think that living luxurious life is being civilized. It is not so. Having too much of what a person likes does not make him better. So using money and power just to get what a person wants and does what he likes, is not being civilized. The Caliphs and Princes in the Arabian Nights owned grand places and gorgeous things. But they were not civilized. Thus, civilization is not just being splendid and grand and living in luxury.

Beautiful things: There are some other things which make a man civilized. If a person does something which he can be proud of, he is civilized. Producing beautiful things such as plays, pictures and music is being civilized. We don't get tired of beautiful things. They last long. They are liked in all ages.

Free thinking: To be civilized one must think new things and think freely. Without free thinking there can be no civilization. For free thinking we must have security, leisure and society. Moreover we should obey the laws.

To obey the laws: To be civilized it is very essential to obey the laws. By obeying laws, we shall not quarrel with anybody. So we can live peacefully and with great pleasure.

Conclusion: Thus 'being civilized' means making beautiful things, thinking freely and thinking new things, keeping the rules, being good and obeying the laws. These are some of the things that count as 'being civilized'.

3. What are the necessary conditions for someone to be able to think freely? What are the three things necessary to free thinking?

Ans: Introduction: *A Dialogue on Civilization*, is a moral essay written in the form of dialogue by C.E.M. Joad. In it, he has described the important points which make us civilized.

Free thinking: According to Joad, if a person spends all his time in earning his daily bread, he would not have time for free thinking without leisure free thinking is not possible. For free thinking, security is also very essential, because without security nobody can think about new inventions freely. For free thinking the author points out the following three points:

To create beautiful things: Producing beautiful things such as plays, pictures and music is being civilized. Thus, creating beautiful things is an essential part to think freely.

Security: For thinking freely, security is very essential, because people cannot think freely if they live in fear.

To obey the laws: For thinking freely, it is necessary to obey the laws. If we obey laws, we shall not quarrel with anybody. Thus we can think freely.

Conclusion: These are some important things which make us think freely.

Multiple Choice Questions

Choose the most suitable options:

- Shakespeare often introduces elements in his plays.
(a) beautiful (b) absurd (c) trivial (d) **supernatural**
- Well, lots of people had seen kettles and apples fall down before Watt and Newton, yet they did not invent anything.
(a) burst (b) **boil** (c) twinkle (d) break
- Security, leisure and good society are the three things necessary to
(a) free thinking (b) **civilization** (c) get happiness (d) be wealthy
- call the first of these things art, the second science and philosophy and the third political justice and ethics.
(a) **Grown-ups** (b) Old one (c) Adults (d) Youngster
- Without free thinking there can be no
(a) rest (b) **civilization** (c) prosperity (d) adversity
- It is not necessary for everyone to invent new things in order to be called
(a) inventor (b) discoverer (c) **civilized** (d) cultured
- If Shakespeare's are a sign of civilization, so are Raphael's pictures and Beethoven's music.

- (a) **plays** (b) poems (c) novels (d) music
8. John likes catapults than anything else.
(a) much (b) enough (c) little (d) **more**
9. There must also be beautiful things like the plays and pictures we were talking.....
(a) for (b) **about** (c) of (d) with
10. Because Shakespeare was a great man and wrote plays that people are
(a) familiar with (b) **proud of** (c) interested in (d) boast of
11. Falling apples and boiling kettles caused them to think new and because they thought new thoughts, men came to understand more about the world.
(a) ideas (b) **thoughts** (c) innovations (d) plans
12. Nobody can things if he is afraid of being robbed or murdered at any moment.
(a) round about (b) run about (c) bring about (d) **think about**
13. Raphael is known for his
(a) music (b) inventions (c) **pictures** (d) plays
14. Romans cannot be called civilized because they used to
(a) eat nothing (b) **eat enormous meals** (c) eat very little (d) eat only in day time
15. So, you see, this business of being good has something to do with
(a) heredity (b) society (c) **civilization** (d) creed

Language Skills

1. Write the synonyms of the following words:

I dare say	—	admit
fuss about	—	be concerned about
gorgeous	—	attractive
meals	—	snack
savages	—	brutal
wicked	—	evil
priests	—	clergyman
beastly	—	unpleasant

2. Write the antonyms of the following words:

enormous	—	tiny
difficult	—	easy
differently	—	similarly
powerful	—	weak
civilization	—	barbarism
anything	—	nothing

3. Fill in the blanks in the following sentences, choosing the correct word from the list given below: sign; enormous; splendid; credit; make a great fuss

- (i) After all, being civilized ought to be some **credit** to you.
(ii) Anyway, grown-up people **make a great fuss** about the plays of Shakespeare.
(iii) If Shakespeare's plays are a **sign** of civilization, so are Raphael's pictures and Beethoven music.
(iv) The Romans used to eat **enormous** meals, and when they couldn't eat any more, they took some things to make them sick.
(v) Civilization is not just being **splendid** and grand and living in luxury.

4. Use these phrases/ expressions in your own sentences:

sort of	—	Suman don't worry too much about that sort of thing.
I dare say	—	Still, I dare say you'll be able to entertain the teachers nicely.
civilization	—	He went to study the civilization of Arab world.
get into	—	I was able to get into the program even though it was full because of some cancellations.
getting warmer	—	The argument between them got warmer and took a form of fight.
fuss about	—	Sonia is fussy about her home, everything has to be in its exact place.
grown-up	—	When I last saw them, they were kids and now they are grown-ups .
catapults	—	The Romans used machinery to catapult rocks over the enemy wall in order to capture the city.

सम्पूर्ण पाठ का हिन्दी रूपान्तरण

11 नवम्बर सन् 1853 को मैं नाव लेकर चोब नदी में उतरा, जो जाम्बेसी नदी में मिल जाती है। हमारे प्रमुख यह देखने नदी किनारे आए कि विदा होने के समय सब कुछ ठीक-ठाक है। यहाँ तक कि उन्होंने अपनी डोंगी भी मुझे कार्य के लिए दे दी, और जैसे कि यह नाव मेरे द्वारा अतीत में प्रयोग की गई नावों से अधिक चौड़ी थी, मैं इसमें बैठकर आसानी से किसी भी ओर घूम सकता था।

बड़ी संख्या में दरियाई घोड़ों के झुंड चोब नदी में विचरते हैं। इनमें से कुछ ऐसे अर्धे नर दरियाई घोड़े होते हैं जिन्हें झुण्ड से खदेड़ दिया गया है, और जो अपने स्वभाव में चिड़चिड़े हो जाते हैं और इस चिड़चिड़ेपन में वे उन सभी डोंगियों पर आक्रमण कर देते हैं जो उनके समीप से गुजरती हैं। झुण्ड के दरियाई घोड़े कभी भी आक्रामक नहीं होते हैं, वे तभी आक्रामक होते हैं जब कोई डोंगी झुण्ड के बीच से रास्ता बनाती हुई जाती है जब वे सब सो रहे हों। ऐसे अवसर पर उनमें से कुछ भयवश डोंगी पर हमला कर सकते हैं। इससे बचाव करने के लिए भ्रमणकर्ता को सलाह दी जाती है कि दिन के समय नाव को सदैव नदी के किनारे की ओर चलाएँ तथा रात्रि के समय जलधारा के बीच में चलाएँ।

सामान्यतः मानव को देखकर दरियाई घोड़े भाग जाते हैं। झुण्ड से दूर खदेड़ दिए गए नर हाथी की तरह ही अकेले रह गए नर दरियाई घोड़े काफी खतरनाक होते हैं। ऐसे ही समय हम एक डोंगी में सवार होकर आए जिसको उन दरियाई घोड़ों में से एक ने अपने पिछले पैर की टक्कर से टुकड़े-टुकड़े कर चकनाचूर कर दिया।

मुझे अपने आदमियों से पता चला था कि यदि हमारी डोंगी पर हमला किया जाता है तो उस स्थिति में हमें नदी की तलहटी में गोता लगा जाना चाहिए और वहाँ कुछ सेकण्डों तक यँ ही रुके रहना चाहिए। ऐसा होता है कि डोंगी को नुकसान पहुँचाने के बाद दरियाई घोड़ा सदैव ही आदमियों की तलाश सतह पर करता है, और वहाँ किसी को न पाकर वहाँ से शीघ्र ही चला जाता है। इन 'कुँवारों', झुण्ड से भगा दिए गए दरियाई घोड़ों को प्रायः इसी नाम से पुकारा जाता है, में से एक वास्तव में अपनी माँ से बाहर आया और सिर को नीचे की ओर कर तेज रफ्तार से हमारे उन आदमियों के पीछे भागा जो वहाँ से गुजर रहे थे।

झुण्ड में मौजूद दरियाई घोड़ों की संख्या कोई नहीं बता सकता है क्योंकि उनमें से अधिकांश हमेशा ही पानी के नीचे छिपे रहते हैं। लेकिन सांस लेने के लिए उन्हें कुछ मिनटों बाद सतह के ऊपर आना पड़ता है। यदि झुण्ड के सदस्य सदैव सतह पर आते दिखाई पड़ते रहे तो माना जाता है कि झुण्ड में बड़ी संख्या में दरियाई घोड़े शामिल हैं।

दरियाई घोड़े के बच्चे जब काफी छोटे होते हैं तो वे अपनी माँ की गर्दन पर खड़े हो जाते हैं और छोटा सिर बड़े सिर से पहले ही सतह पर आ जाता है। माँ इस तथ्य को जानती है कि उसका बच्चा अधिक समय तक पानी के भीतर नहीं रह पाएगा, इसलिए जब देखभाल का दायित्व उसके ऊपर होता है तो वह प्रायः ही सतह पर आती रहती है।

इस नदी में मगरमच्छों की संख्या काफी अधिक है और वे अधिक जंगली अर्थात् आक्रामक हैं। प्रत्येक वर्ष अनेक बच्चे उनका शिकार हो जाते हैं क्योंकि खतरे के बावजूद जब ये बच्चे पानी के नीचे उतरते हैं तो वहाँ रुककर खेलने लगते हैं। अनेक बछड़े भी अपने प्राण गवाँ चुके हैं और ऐसा शायद ही होता हो कि कोई गाय अपने को छुड़ाकर ऊपर सतह पर आ पाए। स्थानीय लोगों का कहना है कि मगरमच्छ शिकार पर अपनी पूँछ से वार करता है, और खींचता है और पानी में डुबो देता है। जब मगरमच्छ शिकार की तलाश में पानी पर लेटा होता है तो उसका शरीर दिखाई नहीं देता है।

जब मैं इन जलधाराओं से होकर जाते हुए अपने आदमियों को देखता हूँ तो अपनी कँपकँपी को रोक नहीं पाता हूँ क्योंकि मैंने एक बार एक बेचारे आदमी को इस जानवर द्वारा पकड़कर नीचे पानी में ले जाते हुए देखा था। उस आदमी ने बुद्धिमानी दिखाई, और ऐसा प्रायः यहाँ के निवासी मुसीबत के समय करते भी हैं उसके पास एक खुरदरी बछी थी, जब मगरमच्छ उसे पानी में नीचे ले गया तो उसने मगरमच्छ के कन्धे पर वार किया। दर्द से कराहने के कारण जानवर ने उसे छोड़ दिया। वह बाहर निकल आया, उसकी जाँघ पर सरीसृप के दाँतों के गहरे निशान थे।

इस इलाके के लोगों में इस प्रकार की दुर्घटना के शिकार व्यक्ति के प्रति कोई दुर्भावना नहीं होती है। लेकिन अन्य कुछ जनजातियों में यदि किसी को इस प्रकार जानवर द्वारा काट लिया जाता है या सिर्फ सरीसृप की पूँछ से उस पर पानी फेंक दिया जाता है तो उसे जाति से बहिष्कृत कर दिया जाता है।

एक रात हम लोग ऐसे स्थल पर सोए जहाँ से अभी-अभी अण्डों से मगरमच्छ के दो बच्चे बाहर निकले थे। हमने थोड़ी देर पहले ही मगरमच्छ के कुछ बच्चों को देखा था, जो नदी के किनारे बालू में बड़े मगरमच्छों के साथ धूप सेंक रहे थे। संभवतः यही वह समय होता हो जब वे अपने घरों से बाहर निकलते होंगे। हमने उजड़े हुए घोसलों में से एक में आग जलाने का कार्य किया। तमाम टूटे अण्डों के खोलों के छिलके यहाँ-वहाँ छितरे हुए बिखले पड़े थे।

एक स्थल पर हमने साठ अण्डों को देखा जो एक ही घोंसले से निकले थे। इनका आकार हंस के अंडे के समान है, और दबाने पर सफेद खोल थोड़ा-सा दब जाता है। पानी (नदी) से घोंसले की दूरी लगभग दस फुट थी, और ऐसे निशान मौजूद थे जिनसे पता चलता है कि पिछले वर्षों में भी इसी कार्य के लिए इस स्थल का प्रयोग होता रहा है। पानी से घोंसले तक पहुँचने के लिए एक चौड़ा रास्ता बनाया गया था। मेरे साथियों द्वारा बताया गया कि अण्डों को यहाँ रखने के बाद माँ उनको ढक देती है और चली जाती है। वह बाद में वापस लौटती है ताकि बच्चों को अण्डों के भीतर से निकाला जा सके।

छोटी और बड़ी दोनों ही प्रकार की मछलियाँ मगरमच्छ का मुख्य भोजन है और इनको पकड़ने में मगरमच्छ की शल्कदार चौड़ी पूँछ सहायता करती है। कभी-कभी किसी आदमी को नदी के दूसरे किनारे पर पानी के भीतर देखकर मगरमच्छ उस ओर तेज रफ्तार से भागता है। यह तेज रफ्तार उसके द्वारा सतह पर उछाल लेती तरंगों से देखी जा सकती है। लहरों का यह तेज बहाव वास्तव में मगरमच्छ द्वारा पानी के भीतर तेज गति से दौड़ने के कारण होता है।

शिकार को पकड़ने के लिए वे शायद ही कभी पानी से बाहर आते हैं लेकिन दिन में वे प्रायः नदी से बाहर निकल आते हैं नदी का आनंद लेने के लिए। एक बार मगरमच्छ का छोटा-सा बच्चा जो तीन फुट लम्बा था, मेरे पैर पर आ टकराया और मुझे दूसरी दिशा में तेजी से भागने को मजबूर होना पड़ा। लेकिन यह असामान्य घटना थी क्योंकि ऐसी घटना की पुनरावृत्ति मैंने फिर दोबारा नहीं सुनी। जब वे भोजन की तलाश में रहते हैं तो वे उजाले से दूर रहना पसंद करते हैं और इसलिए रात में मछलियाँ पकड़ते हैं। जब वे खाते हैं, वे जोर से चपचप की आवाज करते हैं, जिसे एक बार सुनने के बाद भुला पाना संभव नहीं है।

EXERCISE

Explanation

Explain with reference to the context the following:

1. **The Chobe by night.**

Reference to the context: These lines have been taken from the lesson '**On an African River**' written by **David Livingstone**.

In the month of November 1853 author of the lesson went on his journey to Chobe river. In this passage he describes the habitation of wild animals in the said river.

Explanation: The author says that there was a great number of hippos in river Chobe. Some of them had turned ill-tempered. Their temper was so bitter that they attacked every boat that passed near them. Although they were not dangerous but they become so when a canoe passed by them while they had been sleeping. To avoid this situation, the traveller is advised to drive near the bank of that stream during the day time and in the middle of the stream during the night time.

2. **As a rule one of them.**

Reference to the context: These lines have been taken from the lesson '**On an African River**' written by **David Livingstone**.

The author is talking about the behaviour of hippos and elephant in these lines and how hippos break their canoe.

Explanation: In these lines the author is telling us that mostly hippos run away when they see a human being. A left out mad elephant from its herd is also very dangerous. In the same time, they were in a canoe which had been broken into pieces by the push from the hind (back) foot of a hippo.

3. **I was told were passing.**

Reference to the context: These lines have been taken from the lesson '**On an African River**' written by **David Livingstone**.

In these lines, the author was given advices to save himself if a hippo attack their canoe.

Explanation: The author was told that if his canoe was attacked than he should dive deep into the river and stay there for few seconds. The hippo always searches for persons after breaking the canoe on the surface and if he is unable to find any person he runs away soon. One of the single 'bachelor' hippo which was left out from his herd came out his lair and was trying to hurt the persons passing from there by putting his head up and running at high speed.

4. **One cannot to be large.**

Reference to the context: These lines have been taken from the lesson '**On an African River**' written by **David Livingstone**.

The author is saying that no one can determine the member of hippos in a herd.

Explanation: The author says that no one can tell the exact number of hippos in a herd as they are always hidden under water but they require to breathe so they happen to come on the surface of water for respiration in every few minutes. If the heads keep on coming up all the time as they need to breathe then we can estimate that the herd is supposed to be large and having many hippos.

5. **The young at other times.**

Reference to the context: These lines have been taken from the lesson '**On an African River**' written by **David Livingstone**.

The author is describing how the young and little hippos live.

Explanation: The author is telling that the young and little hippos stand on the neck of their mothers and their little head comes out before their mother's head on the water surface to breathe. When the mother is in charge of her young little calf, then she has to come on the water surface more oftenly because she knows that the calf cannot stay under water without breathing for long time.

6. The number of crocodiles be seen.

Reference to the context: These lines have been taken from the lesson '**On an African River**' written by **David Livingstone**.

The writer had studied deeply the behaviour of crocodile of the river Chobe. In the given paragraph he enriches our knowledge about crocodile.

Explanation: In the given paragraph author speaks many unknown facts about crocodile and its natural habitat. The river Chobe is full of this reptile. Most of the crocodiles in this river are very hostile. They freely move in the river from this end to that end. Children of human race go to the bank of river to play or to fetch water. While playing in or near the river many a child has been caught by these savage reptiles. Even the cows and their calves are not spared. The crocodiles take cows into the deep of water as their prey. The crocodile's teeth are very powerful but here it strikes the victim with the powerful tail, and the tail is much capable to overpower the prey. At this stage the prey is bound to be drowned into deep water. The crocodile is invisible at the time of resting on the surface of water, and in this stage it is not possible for the prey to guess the whereabouts of this vast reptile.

7. I could never his thigh.

Reference to the context: These lines have been taken from the lesson '**On an African River**' written by **David Livingstone**.

In these lines the author describes about an incident when a crocodile had caught a man.

Explanation: In these lines the author discloses that when he observed a man being pulled by a crocodile, he began to tremble badly. He discloses that in such condition, the natives with sharp spears in their hands waited for their chance. When the crocodile began to carry his prey away, the natives stabbed from back upon his shoulder. Being injured, the crocodile used to set the prey free and flee from there. When the victimised man came out, a sign of crocodile's teeth could be seen upon his thigh.

8. One night broken shells.

Reference to the context: These lines have been taken from the lesson '**On an African River**' written by **David Livingstone**.

In these lines, the author describes about the young crocodiles.

Explanation: The author says that one night when he and his friends were sleeping, two youngs of crocodile came out at the spot. He says that there were many young crocodiles sunning themselves on the sand in the sun. Perhaps it was the time when they come out of their lair. At one place the author noticed many ruined nests that were scattered here and there.

9. At one place of confinement.

Reference to the context: These lines have been taken from the lesson '**On an African River**' written by **David Livingstone**.

The author is describing the size of eggs and the place where they were kept.

Explanation: When the author was going with his group, they saw sixty eggs which were taken out from a single nest. The eggs were very big in size like the size of a goose's egg and their outermost white shell bend when it was pressed. The distance from the water and the nest was about ten feet the place where the eggs were present looks like it was earlier used for the same purpose of laying eggs or giving birth. There was a broad path from the water to the nest. The companions told the author that the after laying the eggs, the mother leaves them and afterwards comes to take out the children from the confinement.

10. Fishat the bottom.

Reference to the context: These lines have been taken from the lesson '**On an African River**' written by **David Livingstone**.

The author is telling us how the tail help the crocodiles to catch their food. He is telling how the speed of crocodile can be estimated in the water.

Explanation: The author says that fish is the main food of crocodiles. They eat both small and large fish. Sometime, a crocodile can run with a very fast speed on seeing man in the other bank of river. The speed of a crocodile is noticed by the high ripple that it makes on the water surface when it moves from one place to another. The ripples in the water are the result of the crocodile's rapid motion at the bottom of water.

11. They seldom leave never for gotten.

Reference to the context: These lines have been taken from the lesson 'On an African River' written by David Livingstone.

The writer was an explorer. This is the concluding paragraph of the lesson. In this paragraph we come through the strange behaviour of baby crocodiles. The behaviour was personally experienced by author himself.

Explanation: It is seen that crocodiles never come out of water to catch a prey. But they do come out from the water to enjoy laying on the sandbanks and to have sunbath on sunny days. There was an incident when a little crocodile came out of water and without wasting any time it dashed at the feet of author. This creature was hardly three feet long. As this was an unusual attitude of this reptile family, the author was greatly surprised as what to do. He immediately rushed to the another direction. But the incident was rare one, as never again the author heard of the similar case. Fish is their liked food. The fishing is done at night and they eat this food happily with champing noise, as this is their happiest moment.

Comprehension

Read the following passages and answer the questions given below them:

1. On the 11th stream by night.

Questions with their answers:

(i) What do you come to know about Chobe?

Ans: Chobe is a river in Africa continent which flows into the river Zambesi. The Chobe swarms with hippos.

(ii) How did the Chief help the author?

Ans: The Chief came to the river to check whether it was right time for parting and lent him his own canoe because it was broader than the author had used.

(iii) Why have the elderly males become soured in their temper?

Ans: The elderly males have become soured in their temper because they have been driven out of their herd.

(iv) When does the herd become dangerous?

Ans: The herd become dangerous when a canoe passes through the middle of it when they are asleep.

2. I was told be large.

Questions with their answers:

(i) Describe the word 'bachelor'.

Ans: The hippo who has been driven away from his herd is called as 'bachelor'.

(ii) Pick out the correct alternative from the list to replace the underlined word:

(a) goes away (b) stays there (c) sits down (d) comes back.
'and if he sees none, he soon moves off.'

Ans: (a) goes away.

(iii) What was the author advised to do during attack?

Ans: The author was advised to dive to bottom in the river during attack because after breaking a canoe the hippo always looks on the surface for the people and if sees none he moves off.

(iv) Whom does the word 'bachelor' refer to in this passage?

Ans: The word 'bachelor' refer to the hippo who has been driven away from his herds.

3. The number cannot be seen.

Questions with their answers:

(i) In which river, the number of crocodiles is very great?

Ans: In the river Chobe, the number of crocodiles is very great.

(ii) Who are more dangerous than hippos and why?

Ans: The crocodiles are more dangerous than hippos because crocodile hide themselves under water and cannot be seen when catching its prey. They attack children, calves and cows every year.

(iii) What is there said about crocodiles?

Ans: The crocodile strikes the victim or prey with its tail and drags him into the water.

(iv) Why are many children carried off every year?

Ans: When the children go down for water to play then they are carried off by crocodiles as their prey.

4. Fish is at the bottom.

Questions with their answers:

(i) What is it that helps crocodiles in catching their food?

Ans: It is the broad scaly tail that help crocodiles in catching their food.

(ii) How is its speed judged?

Ans: His speed is judged by the high ripple made on the surface.

(iii) What is the reaction of a crocodile on seeing a man in the water?

Ans: The crocodile rushes across the stream with wonderful speed on seeing a man in the water.

(iv) Find out the correct pair of words which is the synonyms of scaly, assisted.

(a) with layer, opposed

(b) helped, pointed

(c) pointed, opposed

(d) with layers, helped

Ans: (d) with layers, helped.

5. They seldom never forgotten.

Questions with their answers:

(i) By which time crocodiles catch their prey?

Ans: In the night time, crocodiles catch their prey.

(ii) How did crocodiles take pleasure of a river?

Ans: The crocodiles take pleasure of a river by coming out in the day time and enjoy laying on the sandbanks.

(iii) What unusual happening occurred with the author?

Ans: A little crocodile of about three feet long came out of water and dashed at the feet of author.

(iv) What type of sound do crocodiles make while eating?

Ans: The crocodiles make a loud champing noise while eating.

Short Answer Type Questions

Answer the following questions not more than 30 words each:

1. What does the hippo do after breaking a canoe?

Ans: After breaking a canoe a hippo always looks on the surface of the water for people. And if he finds none he soon moves off.

2. When is a herd of hippos dangerous and why?

Ans: A herd of hippos is never dangerous, except when a canoe is passed into the middle of the sleeping hippos. Then some of them may strike the canoe in terror.

3. What do you know about Chobe.

Ans: Chobe is a river flowing into the Zambesi.

4. What type of creatures live in river Chobe?

Ans: The hippos, crocodiles and small and large fishes live in the river Chobe.

5. Who lent his canoe and to whom?

Ans: The Chief lent his canoe to the author.

6. Describe the incident which made the author fearful.

Ans: When author's men used to swim across the stream, he used to become fearful as he once saw a poor fellow caught and taken below by the crocodile.

7. How do the crocodiles do their hunting or catch their prey?

Ans: A crocodile reaches its hunt quite unseen. It strikes the hunt with its tail, drags him into water, drowns him and kills him.

8. When is the herd of hippos supposed to be large?

Ans: Every few minutes hippos show their heads above water to breathe. If the heads keep up coming all the time the herd is supposed to be large.

9. How does the mother crocodile behave after laying the eggs?

Ans: After laying the eggs, the mother crocodile covers them up and leaves them. And comes back in due time to help the young ones to come out of confinement.

10. How did the fellow escape from the crocodile?

Ans: When the fellow drag by the crocodile, he used his wits and stab the rugged-edged spear behind the shoulder of the crocodile and escape from him.

11. Explain the superstition prevalent in some tribes in south-east Africa.

Ans: If a man is bitten or if he has even had water splashed over him by the crocodile's tail, he is driven out of the tribe, such is their superstition.

Long Answer Type Questions

Answer the following questions in not more than 150 words each:

1. Summarize the adventures the author faced during his sailing on Chobe.

Ans: David Livingstone was the most famous Scottish explorer. In the 19th century he revealed Africa to Europeans. He sailed into various streams with his fellow explorers. David experienced many type of

adventures, dangers and risks during his wild life safari. When he travelled through the river Chobe he had to face many dangerous creatures like hippopotamuses and crocodiles. The ill-natured male hippopotamuses attacked every canoe that passed near them. The solitary males of this breed were much dangerous. One of the males smashed a canoe to pieces by a blow from his hind foot.

The river Chobe was full of crocodiles. They were hostile. They seemed to be much savage. Many animals like cow and calf lost their lives by becoming their prey. David Livingstone could never help shuddering when he saw his men swimming across these hostile streams. Once a baby crocodile dashed after his feet and he had to run in another direction. This way the author Livingstone faced many adventures during his sailing on river Chobe.

2. What do you come to know about the hippos by the description of David Livingstone?

Ans: David Livingstone sailed into the river Chobe. During that period he experienced a lot about African wild life. This includes the habitat of hippopotamuses also. Generally hippopotamuses are not aggressive and hostile. Due to this nature they flee away when they see a man. But on the other hand the males who are living solitary life are very dangerous. They can smash a canoe into pieces, as was happened with a canoe. Generally these animals live in family forming large herds. Animals living in a herd are never dangerous. They do not attack on man unless man disturbs their life.

The hippopotamuses which are driven away from their herd are known as 'bachelors'. Mostly they are ill-tempered and much furious. They are very dangerous towards man. The mother hippopotamus is very kind in caretaking of her calf. She brings the baby hippopotamus up in the water for respiration. Till she is in charge of the young, she takes full care of the little one.

3. Describe the life and behaviour of crocodiles in the Chobe river in south-central Africa.

Ans: David Livingstone gained vast knowledge of wild and water animals during his expedition in the areas of Kalahari Desert in south-central Africa. As the number of crocodiles is very great in the river Chobe, so Livingstone watched them in their natural habitat. The crocodiles of this area are more savage than in other areas. Many men and other mammals become prey to these creatures. The crocodile strikes the victim with its tail and then drags him in and drowns him.

Generally it is hard for a prey to come out of crocodile's mouth. Once a man as prey, gave the crocodile a stab with his spear. Starting back in pain the creature left him and he came out safely with the deep marks of the reptile's teeth upon his thigh. This creature like sunning themselves on sandbanks in company of other crocodiles. They build nest the river-side. The eggs are about the size of those of a goose.

Fish is the main food of this reptile. Both small and large fish are liked by them. Crocodile can run with wonderful speed inside the water. They are very furious in the water, but seldom leave the water to catch a prey. for the purpose of food the fishing is chiefly done by night.

Multiple Choice Questions

Choose the most suitable option:

- At once place we saw eggs taken out of a single net.
(a) seventy (b) a hundred (c) **sixty** (d) countless
- She returns to help the young out of confinement.
(a) **afterward** (b) onward (c) backward (d) inward
- The number of crocodiles is very great and in this river they are more than in some others.
(a) helpful (b) meek (c) **savage** (d) humble
- The crocodile is said by the natives to strike the victim with its.....
(a) leg (b) **tail** (c) head (d) mouth
- Here, the people have towards persons who have met with such an adventure.
(a) **no ill-feelings** (b) ill-feeling (c) good feelings (d) crocodile's
- The ripple, of course, is caused by the rapid motion at the bottom.
(a) man's (b) herd's (c) hippo's (d) **crocodile's**
- As a rule, hippos flee when they see a
(a) hunter (b) tiger (c) **man** (d) soldier
- Lair means
(a) a person who tell a lie (b) a person who is sleeping
(c) **a resting place of animals** (d) a resting place of men
- Hippos require to come up every few to breathe.
(a) **minutes** (b) seconds (c) hours (d) moments
- I could in it with ease.
(a) **turn about** (b) turn out (c) turn over (d) turn up
- One of these as the hippos driven from the herd are often called.
(a) married (b) unmarried (c) **bachelors** (d) engaged

12. They young when very little, take their on the neck of the mother.
 (a) seat (b) **stand** (c) place (d) room

Language Skills

1. Write the synonyms of the following words:

swarm	—	flock
soured	—	frustrate
savage	—	brutal
victim	—	sufferer
shuddering	—	shiver
strewn	—	scatter
seldom	—	rarely

2. Read the phrases carefully and use them in your own sentences to bring out their meaning:

to keep coming up	—	The hippos have to keep coming up of the water in order to breathe.
to carry off	—	Someone carried off the chairs the last night.
turn about	—	They turn about as they saw the herd of elephants.
in charge of	—	He was in charge of the school when the Principal was absent.
to look for	—	He was looking for his notebook in his home while he left it in his school.
to hold on	—	" Hold on before you fall off", Ram snarled.
by a blow	—	They hit the animal by a blow and the animal died.
in one's temper	—	One should never rise one's temper .

3. Write the antonyms of the following words:

soured	—	improve
savage	—	tame/ civilized
victim	—	attacker
release	—	imprison

4. List 'A' gives you the titles / adjectives used by the writer to describe the animals in the chapter you have just read. Write the names of the animals in list 'B' the given titles/ adjectives have been used for:

'A'		'B'
soured	—	hippos
ill-natured	—	hippo
bachelors	—	hippo
the thing	—	crocodile
the reptile	—	crocodile

कहानी का हिन्दी अनुवाद

अनेक बार छोटी-छोटी बातें जीवन के गहरे अनुभव बन जाती हैं। इस सत्य का पता मुझे अपने जीवन की एक घटना से लगा जिसे खुलने में बीस वर्ष का समय लग गया। यह घटना एक ऐसी सुबह से शुरू हुई जब मैं 21 वर्ष का कॉलेज का विद्यार्थी था, उस दिन मैं प्रातः बम्बई की एक लोकप्रिय पत्रिका का एक पृष्ठ देख बैठा। पत्रिका के इस पृष्ठ पर संसार के उन युवा लोगों के पते छपे हुए थे जो भारत में पत्र-मित्र बनाने के इच्छुक थे। मैंने अपनी कक्षा के अनेक छात्र और छात्राओं को अपरिचित लोगों के पास से हवाई डाक वाले मोटे-मोटे लिफाफे प्राप्त करते हुए देखा था। यह उस समय का लोकप्रिय फैशन था। तब मैं भी प्रयास क्यों न करूँ?

तब मैंने लॉस एंजिल्स में निवास करने वाली एलिस एच० के पते का चयन किया और उसे पत्र लिखने के लिए एक महँगा राइटिंग-पैड खरीद लाया। मेरी कक्षा की एक लड़की ने एक बार मुझे नारी के हृदय के बारे में संकेत दिया था। उसने स्वीकार किया था कि वह गुलाबी कागजों पर लिखे गए पत्रों को पढ़ना पसंद करती है। इस प्रकार मुझे नारी के मन की कमजोरी का पता चल चुका था। हाँ, मैं भी एलिस को गुलाबी कागज पर पत्र लिखूँगा।

जिस प्रकार स्कूल का एक विद्यार्थी अपनी पहली परीक्षा देने के समय घबराहट का अनुभव करता है, ठीक उसी प्रकार मैंने भी पत्र लिखना शुरू किया, “प्रिय पत्र-मित्र!” कुछ अधिक लिखने के लिए था ही नहीं और यदि मेरी लेखनी कुछ चलती भी तो बहुत धीरे चली। डाक पेटी में पत्र डालते हुए मुझे ऐसा प्रतीत हुआ मानों मैं दुश्मन की बन्दूक की गोली का सामना कर रहा हूँ।

सुदूर कैलीफोर्निया से मेरे पत्र का उत्तर मेरी अपेक्षा के विपरीत बहुत शीघ्र आ गया। एलिस ने मेरे पत्र के उत्तर में लिखा था, “मुझे आश्चर्य है कि मेरा पता आपके देश की पत्रिका के पत्र-मित्र स्तम्भ में कैसे पहुँच गया और आश्चर्य इस बात का भी है कि मुझे कभी किसी को पत्र-मित्र बनाने की इच्छा नहीं रही।” एलिस ने आगे लिखा, “किन्तु तुम्हारे जैसे किसी अनदेखे और अपरिचित व्यक्ति से पत्र प्राप्त होना बहुत अच्छी बात है। खैर! कोई बात नहीं, तुम चाहते हो तो मैं तुम्हारी पत्र-मित्र बनने को तैयार हूँ।”

मुझे याद नहीं कि उस छोटे से पत्र को मैंने कितनी बार पढ़ा। उसमें जीवन का सारा संगीत छिपा था और मुझे महसूस हुआ जैसे मैं सातवें स्वर्ग में हूँ।

मैं अपने पत्र-व्यवहार में सावधानी बरतता था और ऐसा कुछ भी नहीं लिखता था जिससे वो अपरिचित अमेरिकन लड़की बुरा मान जाए। एलिस की मूल भाषा अंग्रेजी थी, जबकि मेरे लिए यह एक कष्टदायक विदेशी भाषा थी। पत्र लिखते समय मैं अपने शब्दों और वाक्यों में बहुत भावुक और शर्मिला भी था, किन्तु मेरे मन के कोने में कहीं कोई प्रेम का भाव छिपा हुआ था जिसे व्यक्त करने की हिम्मत मुझमें नहीं थी। अपने सुन्दर और संवारकर लिखे गए लेखन में एलिस मुझे लम्बे-लम्बे पत्र लिखा करती थी, लेकिन इन पत्रों में वह स्वयं के बारे में कुछ भी जानकारी नहीं देती थी।

हजारों मील की दूरी तय करते हुए बड़े-बड़े लिफाफे, पुस्तकें, पत्रिकाएँ और छोटी-छोटी यादगार चीजें उपहारों के रूप में मेरे पास आने लगीं। मुझे कोई शंका नहीं रही कि एलिस एक धनी अमेरिकन है और वह अपने द्वारा भेजे गए उपहारों की भाँति सुन्दर भी होगी। इस प्रकार हमारी पत्र-मित्रता सफल हो चली।

तब भी एक प्रश्न मेरे मस्तिष्क पर हथौड़े की भाँति चलता रहता था। एक लड़की से उसकी आयु पूछना अशिष्टता होगा, लेकिन उसका फोटो माँग लेने में क्या हानि है? तो मैंने यह अनुरोध लिख दिया और अन्त में उत्तर भी आ गया। एलिस ने केवल इतना लिखा कि उसके पास अभी कोई फोटो उपलब्ध नहीं है, लेकिन किसी दिन वह एक फोटो मुझे अवश्य भेज देगी। उसने यह भी लिखा कि ‘एक औसत अमेरिकन लड़की भी उससे अधिक फैशनपरस्त है। क्या यह लुका-छिपी का एक खेल था?’

साल बीतते गए। एलिस के साथ मेरा पत्र-व्यवहार कम उत्साहवद्भक्त एवं अनियंत्रित होता गया, किन्तु रुका नहीं। जब कभी वह (एलिस) अस्वस्थ होती मैं उसे स्वास्थ्य-लाभ के सन्देश भेजता, क्रिसमस के कार्ड भेजता और कभी-कभी उपहार भी भेज देता था। इस समय तक मैं दुनिया को समझने वाला आदमी बन गया था, वयस्क हो गया था, नौकरी करने लगा था तथा बीवी-बच्चों वाला भी हो गया था। मैंने अपनी पत्नी को एलिस के पत्र दिखा दिए थे। मेरे तथा मेरे परिवार के मन में एलिस से मिलने का विचार सदैव चलता रहा।

तब एक दिन मुझे बड़ा पैकिट प्राप्त हुआ जिसकी लिखावट निश्चित रूप से किसी स्त्री की ही थी। वह पैकिट हवाई डाक से प्यारे अमेरिका के एलिस के गृहनगर से ही आया था। पैकिट को खोलते हुए मुझे आश्चर्य हो रहा था कि यह एक नई पत्र-मित्र कौन है।

उस पैकिट में कुछ पत्रिकाएँ व एक छोटा-सा पत्र था। उस छोटे से पत्र में लिखा था-“जिससे आप भली-भाँति परिचित हैं उस एलिस की मित्र होने के नाते मुझे आपको यह सूचित करते हुए दुःख हो रहा है कि गत रविवार को बाजार से कुछ खरीददारी के बाद

चर्च से घर लौटते हुए एक कार दुर्घटना में उनकी मृत्यु हो गई। बहुत वृद्ध होने के साथ-साथ गत अप्रैल में वे 78 वर्ष की हो गई थीं। अपनी अत्यधिक वृद्धावस्था के कारण वे तेज गति से आती हुई कार को देख न सकीं। एलिस मुझसे चर्चा किया करती थीं कि आपके पत्र पाकर उन्हें बहुत प्रसन्नता होती है। वे बिल्कुल अकेली थीं, दूर के या पास के, परिचित या अपरिचित लोगों की सहायता करना उनका बहुत बड़ा शौक था।”

लेखिका ने पत्र का समापन करते हुए एलिस के संलग्न फोटो को स्वीकार करने का आग्रह किया क्योंकि उसने अपनी मृत्यु हो जाने के बाद ऐसा ही किए जाने की इच्छा जाहिर की थी।

फोटो में वह चेहरा तो वास्तव में दया व सुन्दरता से परिपूर्ण था। यह वह सुकुमार चेहरा था जिसे मैं तब भी पसन्द करता जब मैं कालेज के दिनों का एक शर्मिला लड़का था।

EXERCISE

Long Answer Type Questions

Answer each of the following questions in about 150 words:

1. Why was the author so keen to have a pen pal? Why did he choose to buy an expensive writing pad? What prompted him to buy a writing pad of pink sheets?

Ans: Introduction: The story 'Pen Pal' is a true incident of the author's life. He states here how the thought related to this incident came to his mind.

Keen for pen pal: The author was a 21 year old college student. He saw the boys and girls of his class receiving fat airmail envelopes and parcels from their pen pals. It was the fashion of those days to have pen pals. One morning he came across a page in a popular Bombay magazine that printed addresses of young people from all over the world who sought pen pals in India. So the author picked out the address of one Alice H. in Los Angeles, California in U.S.A.

Expensive writing pad: As his pen pal belonged to U.S.A. a rich nation of the world, the author chose to buy an expensive writing pad.

Pad of pink sheets: A girl from his class had once given him a clue of a woman's heart. She had confessed that she loved reading letters on pink sheets. Thus the author got an impression that girls usually loved reading letters on pink sheets. He therefore bought an expensive pad of pink sheets to write to Alice H.

Conclusion: The author was going to begin a romance. He therefore acted in a romantic way.

2. Why did Alice become a pen pal of the author? How did she avoid to reveal her identity to the author?

Ans: Introduction: Pen Pal, is a well-known autobiographical story of G. Srinivas Rao. When he was a college student, he had seen boys and girls of his own class receiving fat airmail envelopes from their pen pals. In those days, it became a fashion to have a pen pal. He, too, did not fail in his attempt to have a pen pal.

Pen-palship: The author selected a girl from America. Her name was Alice H. She must be beautiful and rich. The very idea was exciting. He began to write her very carefully.

Her response: Alice H. had not asked for a pen pal. When she received his first letter, she amazed to know how her address got into the pen pal column in India. But she did not want to break the heart of the author. She, therefore, wrote to him:

"I have never asked for a pen friend. You want me as a pen pal and here I am."

Thus she accepted the author as her pen pal.

Her identity: Alice also wrote a letter in return. But she was very careful in her correspondence. She knew that she was an old lady and her pen pal was a young college student. So, she decided to hide her real age. When author asked her to send her latest photograph. Alice wrote that she had no picture just then, but she might send one some other day. Alice also advised her friend to send her photograph to her pen pal only after her death. The friend kept the promise and send her photograph after her accidental death.

3. Narrate the story of 'Pen Pal' in your own words.

Ans: Introduction: The story writer G. Srinivas Rao was a college student aged 21 years. One day while reading a popular Bombay magazine, he saw some addresses of young people who wanted pen friends from India.

Correspondence began: He selected the address of Alice H. in Los Angeles. He wrote a small letter on a pink sheet and posted it. The reply came. Though Alice had not asked for a friend yet she agreed to be his friend. The author was very happy to receive the letter from Alice. Now they started to write letters to each other. Alice sent him books, magazines and small keepsakes.

A sense of romance: The author felt some romance. He thought that she was rich and beautiful. He

asked for her picture. Alice replied that she had no picture just then. But she might send one some day.

A new letter: One day the author received a large packet. It was from the home-town of Alice. The handwriting was feminine but it was not of Alice. Perhaps it was a new friend.

All about Alice: The writer of this new letter was a close friend of Alice. Alice had died in a car accident. She was 78. She could not see the fast speeding car.

The photograph: In that letter there was also a photograph of Alice. She has requested her friend to send it to the author only after her death. Her face had beauty and compassion in it. He felt that he would have tenderly loved the face of the old woman even when he was a shy college boy.

Conclusion: The story is real. It was an experience of his life. It is for us to decide whether it was pleasant or unpleasant. In my humble opinion it was a pleasant experience.

4. How was the author encouraged to win a Pen Pal? What did he do for it? What was the outcome?

Ans: See question no. 3 for answer.

5. Write the character of author in your own words.

Ans: The author is 21 year old college student. By seeing that his friends are receiving letters by their pen pals in foreign countries, he gets inspired to have a pen pal. After receiving the reply of his letter he imagined that his pen pal must be a rich, most beautiful and gracious lady. He was shy in nature, so he did not ask the age of her pen pal. He uses pink sheets to write letters so that he can impress his pen pal as his classmate once told that girls love reading letters on pink sheets. He was a young boy, full of adolescence so he made his all efforts to impress his foreign pen pal and asked for her photograph. He was a sincere and caring person as he used to send good wishes and get well soon cards to his pen pal when she was sick.

Short Answer Type Questions

Answer each of the following questions in about 30 words:

1. Why did Mr. Rao choose to buy an expensive writing pad of pink sheets?

Ans: He choosed to buy an expensive writing pad to create a good impression on his pen pal. A girl of his class once told him that she loved reading letters on pink sheets. So he bought a writing pad of pink sheets.

2. Who was the author's pen pal? Where did she live?

Ans: The pen pal of the author was Alice H. She was a rich American lady. She lived in Los Angeles in U.S.A.

3. What was the effect of Alice's first letter on the author?

Ans: Alice's first letter made the author happy. He read it again and again. He felt all the music of life. He felt that he was in seventh heaven.

4. Why did Alice not send a picture immediately?

Ans: Alice was an old lady. Her pen pal was a young college student. She did not like to hurt his feelings. So she did not send her photo immediately so her pen pal would not disappointed to know the reality of her age.

5. Who sent a large packet to the author from America?

Ans: A close friend of Alice sent a large packet to the author from America.

6. What was the truth revealed to the author after twenty years in the story 'Pen Pal'?

Ans: The truth revealed to the author after twenty years was that Alice was 78 year old lady. She was liberal, charming and sympathetic. She died in accident when she was returning home from church.

7. Where did Alice live? How did she become a pen pal?

Ans: Alice was a rich American lady. She lived in Los Angeles in U.S.A. The author picked out the address of Alice from a magazine and wrote to her to be his pen pal. Alice wrote back accepting the proposal. In this way she became the pen pal of the writer. Alice died in a tragic accident when she was returning from the church as she could not see the fast speeding car.

Appreciating the Story

A. Choose the most suitable option:

1. Author's pen pal was:

- | | |
|------------------------------|----------------------------------|
| (i) an Indian young girl | (ii) an Indian old lady |
| (iii) an American young girl | (iv) an American old lady |

2. The author was careful in his correspondence with Alice because:

- (i) English was a foreign language for him.
(ii) he had a sense of romance in the corner of this heart for Alice
(iii) **he was quite unknown about the American girl.**
(iv) none of the above

B. Answer each of the following questions about 150 words:

1. Why does the author call the correspondence with Alice a game of hide-and-seek?

Ans: When the author asked Alice for her photograph, she refused saying that she is not more beautiful than an average American girl. In this way, she tried to hide her identity. The author did not know the age nor had any photograph to recognise his pen pal Alice. Alice told him in her letter that she will send him her photograph one day as she realised the emotion of a twenty one year old boy. In this, way she tried to hide her identity. Therefore, the author called the correspondence with Alice a game of hide-and-seek as he did not have anything to recognise Alice nor was she ready to send her photograph.

2. Why was the author careful in his correspondence with Alice?

Ans: The author was very careful in his correspondence with Alice because his pen pal belonged to U.S.A. He thought that she must be a rich, beautiful and young girl. Moreover, as she was American so her native language was English and for the author it was a foreign language, learnt with great pain. The author bought an expensive writing pad of pink sheet in order to impress Alice as once his classmate told him that girls love to read letters written in pink sheets. The author felt some romance as he thought that Alice was beautiful and young therefore he asked for her picture. But Alice replied that she had no picture just then but will send one some day. Alice accepted the author as her pen pal though she mentioned that she did not asked for a pen pal so it was one of the major reason that the author was careful about his correspondence with Alice.

3. Why did Alice advise her friend to send her photograph to the author only after she (Alice) was died?

Ans: Her promise: The writer had requested Alice to send him her photo. She knew that he would find from the photo that she was old. So she replied that she had no photo just then. But she had written to the author that she might send him her photo some day. It was necessary to keep her promise. There could be many possible results of seeing her photo: he would be disappointed and angry, and would stop the correspondence.

But she was a kind lady and did not want to disappoint him. She was happy to hear from him and did not want the correspondence to stop. These things would not matter much after her death. So she advised her friend to send her photograph to the author only after her death. Her promise was kept. There would be no harm then. The correspondence would automatically stop after her death. Alice friend kept the promise and send her photograph to the author only after her death.

2

After Twenty Years

कहानी का हिन्दी अनुवाद

पुलिसमैन चौड़ी गली में इधर से उधर गंभीरता के साथ गश्त लगा रहा था। उसकी गंभीरता कोई दिखावे की वस्तु न होकर उसकी नित्य की आदत थी क्योंकि उसे देखने वाले बहुत कम लोग थे। रात के मुश्किल से दस बजे थे, लेकिन ठंडी हवा के झोंकों ने जिसमें मामूली बूँदाबाँदी भी शामिल थी, करीब-करीब गलियों को एकांत ही कर दिया था।

चलते-चलते वह दरवाजों की जाँच करता जाता, अपने डण्डे को जोर से जटिल व कलात्मक विधि से घुमाता जाता, कभी-कभी अपनी सावधान दृष्टि शान्त रास्ते पर डालता जाता, (इस गतिविधि में) वह लंबे और मजबूत शरीर और अकड़ से चलने वाला ऑफिसर शान्ति के अभिभावक का सुन्दर चित्र बन गया था। उस बस्ती के लोग जल्दी सो जाया करते थे। कहीं-कहीं किसी सिगार-स्टोर की या किसी रातभर चलने वाले होटल की बत्तियाँ दिखाई पड़ सकती थी, किन्तु अधिकांश दरवाजे व्यापारिक प्रतिष्ठानों के थे जो बहुत समय पूर्व ही बन्द किए जा चुके थे।

आवासों के एक ब्लॉक के लगभग बीच में पहुँचकर पुलिसमैन ने अपनी चाल अचानक ही धीमी कर दी। लोहे के सामान की दुकान के अँधेरे रास्ते में एक व्यक्ति अपने मुँह में एक बिना जला हुआ सिगार दबाए हुए झुका खड़ा था। जैसे ही यह पुलिसमैन उसके पास तक पहुँचा वह आदमी जल्दी से बोल उठा।

“कोई बात नहीं है ऑफिसर”, “उसने विश्वास दिलाते हुए कहा, “मैं तो बस एक मित्र का इन्तजार कर रहा हूँ। यह मुलाकात बीस वर्ष पूर्व निश्चित हुई थी। आपको मेरी बात कुछ हास्यास्पद लगी होगी, है न? अच्छा तो, यदि आप मेरी बात की सत्यता जानना चाहते हैं तो मैं आपको स्पष्ट बता दूँगा। बात कुछ ऐसी है कि काफी समय पहले इस स्टोर वाले स्थान पर एक रेस्टोरेंट था— “बिग जो ब्रैडीज रेस्टोरेंट।” “पाँच वर्ष पहले तक वह रेस्टोरेंट यहाँ था”, पुलिसमैन ने कहा, “फिर वह रेस्टोरेंट तोड़ दिया गया।”

रास्ते में खड़े हुए व्यक्ति ने माचिस की तीली जलाई और अपना सिगार सुलगाया। माचिस की तीली की रोशनी में दिखाई दिया एक

पीला-सा चौड़े जबड़े वाला चेहरा, तेज चुभती हुई आँखें और उसकी दाहिनी भौंह के ऊपर घाव का एक छोटा-सा सफेद निशान। उसके स्कार्फ की पिन में अनोखे ढंग से जड़ा हुआ एक बड़ा-सा हीरा लगा था।

“बीस वर्ष पहले की रात में”, उस व्यक्ति ने कहा, “बिग जो ब्रैडीज (रेस्टोरेट) में मैंने अपने सबसे घनिष्ठ मित्र और विश्व के सबसे कर्तव्यपरायण लड़के जिमी वैल्स के साथ खाना खाया था। यहीं न्यूयार्क में उसका और मेरा, ठीक दो भाईयों के समान, साथ-साथ लालन-पालन हुआ था। मैं अठारह वर्ष का था और जिमी बीस का। अगली सुबह मुझे पश्चिम में अपना भाग्य आजमाने के लिए जाना था। आप जिमी को न्यूयार्क से बाहर किसी भी प्रकार नहीं निकाल सकते थे, वह सोचा करता था कि वह (न्यूयार्क शहर) धरती पर एक ही (सबसे शानदार) स्थान है। तो, उस रात हमने निश्चय किया कि उस तारीख व समय से ठीक बीस वर्ष बाद हम इसी जगह पर फिर मिलेंगे चाहे हमारे सामने कैसी भी परिस्थितियाँ हों या हमें कितनी भी दूर से आना पड़े। हमने हिसाब लगाया था कि बीस वर्षों में हममें से प्रत्येक, चाहे वह कुछ भी बने, अपना-अपना भाग्य बना चुका होगा तथा अपना-अपना धन भी कमा चुका होगा।”

“यह तो बहुत रुचिकर बात मालूम होती है”, पुलिसमैन ने कहा, “मुझे तो लगता है कि इन दोनों मुलाकातों के बीच बहुत लम्बा समय व्यतीत हो गया है। तुम्हारे जाने के बाद से क्या तुम्हें अपने मित्र का कोई समाचार नहीं मिला?”

“हाँ, कुछ समय तक तो हम पत्र-व्यवहार करते रहे”, दूसरे ने कहा, “लेकिन एक-दो वर्ष बाद हमारा सम्पर्क टूट गया। आप तो जानते ही हैं कि पश्चिम एक अत्यधिक व्यस्त स्थान है और मुझे वहाँ बहुत अधिक व्यस्त रहकर काफी संघर्ष करना पड़ा। लेकिन मैं जानता हूँ कि यदि जिमी जीवित होगा तो वह मुझसे यहाँ पर मिलेगा क्योंकि वह सदैव इस दुनिया में मेरा सबसे सच्चा और निष्ठावान पुराना मित्र रहा है। वह कभी नहीं भूलेगा। मैं एक हजार मील दूर से इस दरवाजे पर खड़े होने के लिए आया हूँ, और यदि, मेरा पुराना मित्र आ जाता है तो मेरा आना सफल हो जाएगा।”

प्रतीक्षा करने वाले व्यक्ति ने एक सुन्दर घड़ी निकाली जिसके ढक्कन पर छोटे-छोटे हीरे जड़े हुए थे। “दस बजने में तीन मिनट हैं”, उसने घोषणा की। “जब हम यहाँ इस रेस्टोरेट के दरवाजे पर से विदा हुए थे तो ठीक दस बजे थे।” पश्चिम में जाकर तुमने अच्छा किया, क्या ऐसा करना अच्छा था।” पुलिसमैन ने पूछा।

“तुम शर्त लगा लो यदि जिमी ने मेरी तुलना में आधी भी कमाई की हो। वह अच्छा आदमी होते हुए भी सुस्त व्यक्ति था। मुझे कुछ बहुत तेज बुद्धिमान लोगों के साथ प्रतियोगिता में आना पड़ा था। न्यूयार्क में तो एक व्यक्ति छोटा बनकर ही रह जाएगा। यह तो पश्चिम है जो एक व्यक्ति को तेज तर्रार बना देता है।”

पुलिसमैन ने अपना डंडा घुमाया, तथा दो कदम आगे बढ़ाए।

“मैं तो अपनी गश्त पर चलता हूँ। आशा करता हूँ आपका मित्र भली प्रकार चला जाएगा। क्या ठीक समय तक ही उसकी प्रतीक्षा करोगे?” “मैं तो कहूँगा, नहीं”, दूसरे ने कहा, “मैं उसे कम से कम आधा घण्टे का समय और दूँगा। यदि इस धरती पर जिमी जीवित होगा तो वह इतने समय में आ जाएगा। अच्छी बात है ऑफिसर।” “गुड नाइट, सर”, पुलिसमैन ने गश्त पर चलते-चलते दरवाजों को जाँचते हुए कहा।

महीन व ठण्डी फुहार पड़ रही थी और हवा के अनिश्चित झोंके एक निश्चित तेजी से बढ़ चुके थे। उस क्षेत्र के थोड़े-बहुत पैदल यात्री उत्तेजित, उदास और खामोश कोट की कालरों को ऊँचा उठाए और अपने हाथों को जेब में डाले हुए तेजी से चले जा रहे थे। और लोहे की दुकान के दरवाजे पर वह व्यक्ति जो एक हजार मील दूर से अपने बचपन के एक मित्र का एक वचन पूरा करने के लिए आया था, जो मूर्खता की सीमा तक अनिश्चित था, अपना सिगार पी रहा था और प्रतीक्षा कर रहा था।

लगभग बीस मिनट तक उसने प्रतीक्षा की और तब लम्बा ओवरकोट पहने हुए, कालर को ऊपर अपने कानों तक उठाए हुए एक ऊँचे कद के व्यक्ति ने तेजी से गली को उस तरफ से इस तरफ की ओर पार किया। वह सीधे इंतजार कर रहे व्यक्ति की ओर गया। “क्या तुम बाँब हो?” उसने संदेहपूर्वक पूछा। “क्या तुम जिमी वैल्स हो?” दरवाजे वाले आदमी ने पूछा। “मेरा सौभाग्य है”, नव-आगन्तुक ने अपने हाथों से मित्र के दोनों हाथ दृढ़ता से पकड़ते हुए कहा। “यह तो बाँब ही है। यह बात तो इतनी पक्की है जैसे तकदीर निश्चित होती है। मुझे विश्वास था कि यदि तुम अभी भी जीवित हो तो मैं तुमसे यहाँ पर मिल सकूँगा। यह बात, बहुत अच्छा हुआ, बहुत अच्छा हुआ। बीस वर्ष तो एक लम्बी अवधि होती है। पुराना रेस्टोरेट तो समाप्त हो गया, बाँब, मैं चाहता हूँ कि वह यहाँ होता जिससे हम उसमें एक बार और भोजन कर सकते। पुराने मित्र! पश्चिम ने तुम्हारे साथ कैसा व्यवहार किया?” “बहुत अच्छा जो कुछ भी मैंने चाहा उसने मुझे सब कुछ दिया। तुम तो बहुत बदल गए हो, जिमी! मैंने तो कभी भी नहीं सोचा था कि तुम दो या तीन इंच तक लंबे हो जाओगे।” “ओह, बीस वर्ष के बाद मैं कुछ लम्बा हो गया।” “न्यूयार्क में काम ठीक चल रहा है, जिमी?” “साधारण है। मैं शहर की एक दुकान में अच्छे पद पर हूँ। आओ, बाँब! हम लोग एक ऐसी जगह पर घूमने जाएँगे, जिसे मैं जानता हूँ, और पुराने समय के बारे में अच्छी-अच्छी, लम्बी बातें करेंगे।”

दोनों व्यक्ति हाथ में हाथ डालकर गली में चल दिए। पश्चिम से आने वाले व्यक्ति, जिसकी सफलता ने उसके घमंड को बढ़ा दिया था, ने अपनी आजीविका के इतिहास का वर्णन करना शुरू कर दिया। दूसरा व्यक्ति जो अपने ओवरकोट में घुसा हुआ था, दिलचस्पी से सुनता जा रहा था। एक कोने में बिजली की रोशनी से जगमगाता हुआ दवाईयों का एक स्टोर था।

जब वे इस प्रकाश में आए तो दोनों एक-दूसरे का चेहरा देखने के लिए एक साथ मुड़ें। पश्चिम से आया व्यक्ति एकाएक रुक गया

और उसने उसका हाथ झटक दिया। “तुम जिमी वैल्स नहीं हो”, उसने कड़ककर कहा, “बीस वर्ष का समय बहुत लम्बा होता है परन्तु इतना लम्बा नहीं कि एक व्यक्ति की नुकीली नाक एक चपटी नाक का रूप धारण कर लें।”

“इतना लम्बा समय तो कभी-कभी अच्छे व्यक्ति तक को खराब व्यक्ति में बदल देता है”, ऊँचे-लंबे व्यक्ति ने कहा, “फैशनेबिल बॉब, तुम पिछले दस मिनट से गिरफ्तार हो। शिकागो की पुलिस ने अनुमान लगाया कि तुम हमारे क्षेत्र में आ चुके होंगे और उसने हमें तार भेजा है कि वह तुमसे बातें करना चाहती है। चुपचाप चलते चलो, है न? इसी में बुद्धिमानी है। अब थाने पहुँचने से पहले एक छोटा-सा पत्र ले लो जो मुझे तुम्हें देने के लिए कहा गया है। तुम इसे खिड़की के पास पढ़ना चाहो तो पढ़ सकते हो। यह गश्ती पुलिसमैन वैल्स ने भेजा है।” पश्चिम से आए व्यक्ति ने अपने हाथ में आए हुए कागज के छोटे टुकड़े को खोला। पढ़ना आरम्भ करते समय तो उसका हाथ स्थिर था, किन्तु उसको समाप्त करते-करते वह काँपने लग गया। यह पत्र संक्षेप में ही लिखा गया था—

“बॉब! मैं ठीक समय पर निश्चित स्थान पर पहुँच गया था। जब तुमने अपना सिगार जलाने के लिए माचिस जलाई तो मैंने देखा कि यह चेहरा तो उस आदमी का है जिसे शिकागो की पुलिस खोज रही है। कुछ भी हो मैं इस कार्य को स्वयं नहीं कर सका, इसलिए मैं चला गया और इस काम को करने के लिए सादे कपड़ों में पुलिसमैन को भेज दिया।”

— जिमी

EXERCISE

Long Answer Type Questions

Answer each of the following questions in about 150 words:

1. **What is the theme or main idea of the story? Explain your answer.**

Ans: The main idea of the story is that we should be satisfied with our fate or destiny and should not run after money like Bob. It also tells us that an evil doer is always punished though he may be very clever. The story also tell us about :

Friendship: Bob clearly values the bonds of friendship that existed between him and Jimmy all those years ago. He came there to meet Jimmy. Moreover, Jimmy also came to meet him in time but Bob could not recognize him.

Loyalty versus the law: Loyalty to people are sometimes difficult to maintain, especially when they are split between a person that is close to our heart and the law. Keeping their appointment of 20 years Bob's loyalty to Jimmy is obviously unwavering. However, Jimmy is now a policeman, so he had to choose between the loyalty towards of his friend and the law to which he served.

Hence, the story teaches us many things like friendship, loyalty, satisfaction and duty.

2. **Narrate the story 'After Twenty Years' in your own words.**

Ans: Introduction: Bob and Jimmy Wells were fast friends. They lived in New York.

Description: Bob was eighteen and Jimmy was twenty. Bob was ambitious. Money was everything for him. Jimmy was a simple fellow. He was honest and sincere.

One night they dined at 10 in a restaurant. Bob wanted to go to the West to become rich. Jimmy did not want to leave New York. They decided to meet after 20 years at the same restaurant at 10 p.m. They promised to tell each other what adventures they had been through during all those years.

Jimmy became a policeman in New York. He was on his duty at about 10 p.m.. He saw a man with an unlighted cigar in his mouth. When he struck a match to light his cigar, Jimmy recognized that it was a face of the man wanted by Chicago police. He did not arrest his friend Bob. But he went quickly to the police station. He sent another policeman to do the job. Another policeman in plain clothes came and arrested Bob. When Bob found out that the man was not Jimney, he told him about it. The other man said that Bob was underarrest and gave him letter of his friend Jimmy wells.

3. **When do you think Jimmy realizes that he has to make a difficult choice and turn in Bob?**

Ans: Introduction: Bob came to meet his friend Jimmy Wells at the appointed place and time exactly after twenty years in New York. But now there was a hardware store instead of 'Big Joe' Brady's restaurant.

Jimmy Wells: Jimmy also came there in his policeman's clothes. Bob could not recognize him and began to explain why he stood there. Bob struck a match and lit his cigar. In the light of the match Jimmy recognized Bob's face. He also knew that it was the face of the man who was required by the Chicago police. He therefore, did not tell Bob that he was Jimmy. At three minutes to ten he left Bob waiting for his friend.

The way of arresting: After about twenty minutes a policeman in plain clothes came to Bob. He was sent by Jimmy to arrest Bob, as his friendship did not allow him to arrest Bob himself. The plain clothed policeman met Bob as if he were Jimmy. They started up the street, arm in arm. They reached a drug store brilliant with electric lights. Here Bob found out that the man was not Jimmy Wells. The man said that Bob was under arrest. And before going to the police station he handed over Bob a short note to read.

Conclusion: The note was from Jimmy. It said that he had sent a plain clothed constable because he could not arrest Bob himself as he was his friend.

4. What happens on the night of the meeting? Summarize.

Ans: It is nearly 10:00 p.m. and all was quiet and the policeman was taking his usual rounds, checking locks for safety. Suddenly, a figure standing in a doorway of a hardware store catches his attention, and he approaches towards him. The person speaks up and reassures the officer that he is not looking to cause any trouble and is waiting for a friend with whom he had made a promise to meet twenty years ago at that spot.

The man lights a cigar and tells the policeman about his friend, Jimmy Wells, who had been more like a brother to him and his best friend. He praises Jimmy's character and assures the policeman that he'll surely come. As it was nearly ten, the officer asks if the man will wait any longer for Jimmy, and the patient friend says he'll give him half an hour then the policeman continues his patrol.

About 20 minutes later, another man approaches and calls to the waiting friend by name-Bob. As the two men greet each other heartily, Bob begins to recognize some unfamiliar characteristics in his friend; namely, he seems taller than he remembered. He accepts his friend's reply that he'd grown some in 20 years, until they come across the bright lights of a drug store.

Here, Bob realizes that the man in front of him doesn't have the same nose as Jimmy, but it is far too late for him to escape from the man posing as Jimmy. Before taking him into custody, however, the officer hands Bob a note from patrolman Wells whom he had met few minutes ago. In it, Jimmy admits he recognized Bob's face from a Chicago police bulletin but didn't have the heart to arrest him so he send a plain-clothes man to arrest him.

5. If you were Jimmy Wells, what would you have done?

Ans: If I was Jimmy Wells, I would have done the same thing and would have arrested my best friend Bob. Being a sincere and perfect policeman, I would have performed my duty honestly. Jimmy found that Bob was a wanted criminal by the Chicago police so he performed his duty and arrested Bob. Being a sincere friend, I would not have arrested Bob as Jimmy did. I too had got him arrested by another policeman. Between the loyalty towards my criminal friend and the law, I would surely choose the law.

6. How does O. Henry use humour to convey the theme of the story?

Ans: The theme of the story is that evil doer always gets the punishment. Bob values the bonds of friendship between him and Jimmy. He meet Jimmy but could not recognize him unless Bob read the note given by the police officer to him. Moreover Jimmy choose loyalty towards the law than the loyalty towards his friend. It was quite humorous when Bob tells Jimmy that he has become two or three inches tall and when they read at the drug store, Bob finally recognizes because his size and shape of nose has changed. Thus it added a little humour to the story.

7. Did you enjoy the surprise ending? Why or why not?

Ans: Yes, we enjoyed the surprise ending as we do not discover that Bob is a criminal till the end of the story. Rather, we think of him as a loyal friend and successful businessman, who has come to meet his friend. Moreover it was totally unexpected that the policeman is actually the person Jimmy Wells about whom Bob has been describing to the policeman.

The final revelations astonished us as they were totally reverse of our expectations. It was totally a surprise ending, and we read the story trying to guess what it will be next. A policeman is on night patrol at nearly 10:00 p.m., and finds a man standing in a corner. The person speaks up and reassures the officer that he's not looking to cause any trouble-just waiting on a friend to whom he had made a promise to meet after 20 years at that spot. The man lights a cigar and tells the law man about his friend, Jimmy Wells. As it was already quite nearly ten, the officer asks if the man will wait any longer for Jimmy, and the person says he will. The lawman continues his patrol, leaving the person.

About 20 minutes later, another man approaches and calls to the waiting person by name-Bob. As the two men greet each other heartily, Bob begins to recognize some unfamiliar characteristics in his friend until they come across the bright lights of a drug store where Bob realizes that the man in front of him doesn't have the same nose as Jimmy, but it's far too late for him to escape arrest from the plain clothesman posing as Jimmy. Before taking him into custody, the officer hands Bob a note from patrolman Wells whom he'd unwillingly met earlier.

When it turns out that Bob is a criminal and that Jimmy was the officer he was talking to, we are totally surprised.

Short Answer Type Questions

Answer each of the following questions in about 30 words:

1. Do you think Bob should have counted on Jimmy to meet him after twenty years?

Ans: Bob and Jimmy had promised to meet at that place after twenty years so it was not necessary that Bob should have counted on Jimmy.

2. Why did the 'best chums' apart and go their separate ways?

Ans: The 'best chums' parted and went on their separate ways to achieve something great in their lives and earn money.

3. How does the police officer know that the man on the street has made a lot of money?

Ans: The police officer knew that the man on the street had made a lot of money as he was well dressed and had a beautiful watch with small diamonds on its lid.

4. What do you think how Jimmy realizes that he has to make a difficult choice and turn in Bob?

Ans: When Bob lighted his cigar, Jimmy saw that Bob was the criminal whom Chicago police was searching. So, he realized that he has to make a very difficult choice between his friend 'Bob' and the law.

5. Who was the first man, talking to Bob?

Ans: That person was policeman and Bob's best friend Jimmy Wells.

6. How do you think Bob feels that now he has been caught?

Ans: When Bob realizes that the man he was talking with, is not Jimmy than he got suspicious and finally the man told him that he is taking him to the police station then Bob got sure that he has been caught.

7. Do you think that Jimmy Wells did the right thing by having his old friend arrested?

Ans: Yes, Jimmy Wells did the right thing because one's personal relation should not divert one from fulfilling his duties. Jimmy was a policeman and it was his duty to obey the law and arrest the criminals.

8. How and why did Jimmy get Bob arrested?

Ans: Jimmy sent a plain clothes policeman to arrest his best friend Bob. When Jimmy saw the face of Bob, he realized that he was a criminal who Chicago police was searching, so he did his duty and made Bob arrested.

9. What was Bob's estimate of Jimmy?

Ans: In the opinion of Bob, Jimmy was a true, trustworthy and a good person. He was his best familiar friend. He was a kind of plodder but was his best companion.

10. What is the significance of the title 'After Twenty Years'?

Ans: The story 'After Twenty Years' shows that how two persons choose different paths and meet each other after twenty years. It tells us that we should not run after money and an wicked doer is always punished for his acts. The two friends choose their different paths in life and finally their destiny has decided something when they meet after twenty years.

Appreciating the Story

A. Choose the most suitable option:

- Why is the policeman walking down the street?
(i) He is searching for a criminal. (ii) **It is his regular job to patrol the street.**
(iii) He is on his way home. (iv) None of the above
- Where does Jimmy live?
(i) **in New York** (ii) in the West
(iii) in London (iv) in Port Blair

B. Answer each of the following questions in about 150 words:

1. Do you have friends that you have not seen for a long time? Do you think they have stayed the same or do you think they have changed? Explain your answer.

Ans: Yes, I have a friend that I had not seen for a long time. I have a friend named Swati whom I have not seen since three years. We used to study in same school and in same class. We used to eat and play together. She used to help me in every difficult situation. When we were in fifth class, her father got transferred and they moved to a new city. But, she met me after two years and we had the same fun as we used to do before. Now, we used to call each-other on every Sunday and she had promised me that she will come and meet me after her final examinations are over. I can surely say that she has not changed a little bit. By the passage of time we had grown up and now we have different views on some topic but we are always ready to help each other in need. We provide suggestions to each other and enjoy each other's company. So, I can surely say that time cannot change a true friend. As even in the story Jimmy loved his friend like his friend loved him but it was his duty to arrest criminal so he arrested Bob.

2. What conflict is evident in the story 'After Twenty Years'? Is the conflict with another character with nature, with society or within the main character?

Ans: In the story we have seen that the conflict between a personal relation and duty. The conflict is within the character Jimmy, who is a police officer.

Jimmy and Bob were best friends who decided to meet each other after twenty years. Bob adored Jimmy and waited for him at the same place. While waiting for his friend Bob met to a policeman. The policeman was Jimmy but Bob did not recognize him but when Bob lit the match then Jimmy saw his face and noticed that his old friend has become a criminal whom Chicago police was searching. He quietly heard Bob's story of their friendship. His conscience was in deep conflict that he should arrest his best friend, a man who was like a brother to him or old friend who came 1000 miles just to keep the promise they made. He quietly made a choice and went away. He sends a plain clothed officer to arrest him. He can't even face Bob after making him arrested so he sends a note to him. Jimmy made a right choice and choose his duty over his personal relation.

3. Is the surprise ending believable? Why or why not?

Ans: Yes, the surprise ending is totally believable. We felt totally satisfied with the character of Jimmy and with his decision. Being a policeman it was the duty of Jimmy to arrest the criminals. When he saw Bob's face, he at once noticed that he was a criminal. He made a very difficult choice to choose between his friend and his duty. As a friend, both Jimmy and Bob were kept their promise which they made to each other before twenty years and came to meet each other at the decided place and on time. Bob loved Jimmy and adored him as he spoke good words about Jimmy and decided to wait patiently for Jimmy for more time. For Jimmy it would be a very difficult situation to arrest his long time friend who came there to meet him. But being a loyal person Jimmy choose his duty and send a plain clothes man to arrest Bob. Thus, though the ending surprised us but it was totally believable because one should perform one's duty first and personal relations should not divert in fulfilling his duties.

3

Drought

कहानी का हिन्दी अनुवाद

गाँव का नाम काशीपुर था। यह एक छोटा-सा गाँव था किन्तु इसका जमींदार और भी अधिक छोटा था (अर्थात् छोटे मन का था)। तब भी उसके पट्टेदार किसानों में उसका सामना करने का साहस नहीं था। वह बहुत क्रूर था।

उस दिन उसके सबसे छोटे पुत्र का जन्मदिन था। दोपहर का समय था। जमींदार के घर पर पूजन कराने के बाद पुजारी तारकरल अपने घर की ओर जा रहे थे। मई माह का अन्त आ गया था किन्तु आकाश में बादल का एक टुकड़ा भी दिखाई नहीं दे रहा था। बारिश के बिना आकाश आग बरसा रहा था। खेत के अन्त में, सड़क के किनारे, गफूर जुलाहे का घर था। उस घर की कच्ची दीवारें खराब हो चली थीं, आँगन और सड़क एक हो रहे थे, तथा घर के अन्दर की लज्जा बाहर गुजरते हुए आदमियों की दया पर निर्भर थी।

“ऐ! गफूर! कोई अन्दर है?” सड़क के किनारे के एक पेड़ की छाया में खड़े तारकरल ने पुकारा। “आपको क्या काम है? पिताजी बुखार में पड़े हुए हैं”, गफूर की दस वर्षीय छोटी-सी बेटी ने दरवाजे पर आते हुए कहा।

“बुखार! बुलाओ तो बदमाश को।”

आवाज सुनकर बुखार में काँपता हुआ गफूर बाहर निकल आया। टूटी दीवार की ओर झुके हुए पुराने बबूल से एक बैल बँधा हुआ था। बैल की ओर संकेत करते हुए तारकरल ने जानना चाहा, “वहाँ मैं क्या देख रहा हूँ? क्या तुम्हें पता नहीं कि यह एक हिन्दू गाँव है और जमींदार स्वयं ब्राह्मण है? रोष और धूप की गर्मी से उसका चेहरा गहरा लाल हो रहा था। उनके शब्दों का क्रोध के कारण तीखा होना स्वाभाविक था। किन्तु उनके शब्दों के महत्व को समझने में अयोग्य गफूर ने उनकी ओर केवल देख भर लिया। “अच्छा”, तारकरल ने कहा, “मैंने इसको सुबह वहाँ बँधा देखा था और यह अभी तक वहीं है। अगर यह बैल मर गया तो तुम्हारा मालिक तुम्हारी खाल उतार लेगा। वह कोई साधारण ब्राह्मण नहीं है।”

“मैं क्या करूँ बाबा? मैं विवश हूँ। मुझे कुछ दिनों से बुखार आ रहा है। मैं उसे बाहर चराने के लिए नहीं ले जा सकता हूँ। मेरी हालत बहुत खराब है।”

“क्या तुम उसे अपने आप चराने के लिए नहीं छोड़ सकते हो?”

“उसे कहाँ छोड़ दूँ, बाबा? लोगों ने अभी तक अपने धान को गाहकर अलग नहीं किया है। वह अभी तक खेतों में पड़ा हुआ है।”

भूसा भी इकट्ठा नहीं किया गया है। सब कुछ झुलसकर राख हो गया है..... घास का एक तिनका तक नहीं है। मैं उसे कैसे छोड़ दूँ, बाबा। वह किसी के धान में मुँह मारना शुरू कर सकता है या किसी का भी भूसा खाना चालू कर सकता है।” तारकरल थोड़ा नरम पड़े। “किन्तु तुम कम-से-कम उसे कहीं छाया में तो बाँध सकते हो और मुँह चलाने के लिए दो-एक मुट्ठी भूसा भी दे सकते हो? क्या तुम्हारी बेटी ने भात नहीं बनाया है। उसे एक बर्तन में चावल का माँड़ भी नहीं दे सकते हो? उसे यही पिला दो।” गफूर ने कोई उत्तर नहीं दिया। वह विवश दृष्टि से तारकरल की ओर देखता रहा और उसके दिल से एक गहरी आह निकल गई।

“समझा, तुम्हारे पास इतना भी नहीं है। तुमने अपने हिस्से के भूसे का क्या किया? क्या तुमने अपना पेट भरने के लिए उसे भी बेच दिया है। बैल के लिए एक गठरी भी बचाकर नहीं रखा? तुम कैसे निर्दयी हो!” इस प्रकार के निर्दयी दोषारोपण से ऐसा प्रतीत हुआ जैसे गफूर की बोलने की शक्ति ही समाप्त हो गई। “इस वर्ष मुझे अपने हिस्से का भूसा मिलने वाला तो था”, एक क्षण के संकोच के बाद गफूर ने धीरे से कहा, “किन्तु मेरे पिछले वर्ष के शेष लगान के हिसाब में मालिक ने वह सब ले लिया। मैं उनके पैरों पर गिरकर गिड़गिड़ा, “मान्यवर, आप हमारे भगवान और मालिक हैं। आपका राज्य छोड़कर मैं कहाँ जाऊँगा? मुझे थोड़ा-सा भूसा रख लेने दो। मेरे छप्पर पर भी भूसा नहीं रह गया है और हमारे पास केवल एक झोपड़ी है जिसमें हम दो-बाप और बेटी रहते हैं। इस बरसात के मौसम में तो हम छप्पर पर ताड़ के पत्तों की थगली लगाकर किसी तरह काम चला लेंगे लेकिन बिना खाने-दाने के हमारे महेश का क्या होगा?” “वास्तव में! तो तुम बैल से इतना प्यार करते हो कि उसे महेश कहकर पुकारते हो? यह तो एक मजाक है।”

किन्तु उसका ताना गफूर की बुद्धि में नहीं घुस पाया। “लेकिन मालिक ने मुझ पर कोई दया नहीं की, ” वह कहता गया। “उसने मुझे दो महीने चलने के लायक धान दिया है। मेरे हिस्से का भूसा उसके भण्डार में मिला लिया गया। महेश को उसमें से एक गट्टर भी नहीं मिला।” “अच्छा, तो क्या तुम उसके कर्जदार नहीं हो?” तारकरल ने स्थिर भाव से कहा। “क्या तुमको कर्ज लौटाना नहीं चाहिए? क्या तुम चाहते हो कि जमींदार तुम्हें पाले?”

“पर मैं उनका कर्ज कैसे उतारूँ? हम उनके लिए चार बीघा जमीन जोतते हैं लेकिन पिछले दो वर्षों में बरसात न होने के कारण धान की फसल खेतों में ही सूख गई। मेरे और मेरी लड़की के खाने तक के लिए पूरा अनाज नहीं है।

मेरी झोपड़ी को देखिए। जब बरसात होती है तो मैं और मेरी बच्ची एक कोने में सिमटकर रात बिताते हैं। हम अपने पाँव भी नहीं फैला सकते। महेश की ओर देखिए। आप उसकी हड्डियाँ तक गिन सकते हैं। कृपा करके मुझे थोड़ा-सा भूसा उधार दे दीजिए ताकि उसे दो-एक दिन खाने के लिए कुछ मिल जाए।” और गफूर धरती पर ब्राह्मण के चरणों में गिर पड़ा। “नहीं, नहीं! एक तरफ हो! मुझे घर जाने दो, देर हो रही है।” तारकरल ने चलने की नीयत से कुछ मुस्कराते हुए हरकत की। “हे भगवान! यह तो लगता है कि मेरे लिए अपने सींग घुमा रहा है। मारेगा क्या?” वे बैल के समीप से एकदम पीछे हटते हुए भय एवं गुस्से से चिल्ला पड़े।

गफूर लड़खड़ाकर अपने पैरों पर खड़ा हुआ। “वह एक मुट्ठी खाना चाहता है”, तारकरल के हाथ में चावल की गीली पोटली एवं फलों की ओर संकेत करते हुए गफूर ने कहा।

“खाना चाहता है? वास्तव में जैसा मालिक है वैसा ही जानवर भी है। स्वयं के पास तो भूसे का एक तिनका भी नहीं है पर खाने को चावल और फल अवश्य चाहिए। इसे ले जाकर कहीं और बाँध दो। कैसे सींग हैं! एक-न-एक दिन यह किसी को लहलुहान करके जान से मार डालेगा।” एक किनारे को थोड़ा-सा सरकते हुए पुजारी जी शीघ्रता से वहाँ से खिसक गए।

उनसे नजर हटाते हुए गफूर महेश को शान्त भाव से देखता रहा। जिसकी दोनों गहरी आँखों में पीड़ा और भूख भरी हुई थी। “एक मुट्ठी भी नहीं दी”, बैल की गर्दन और पीठ को थपथपाते हुए वह बुदबुदाया। “तुम तो मेरे बेटे हो, महेश”, वह फुसफुसाया। “तुम आठ साल तक हमारी सेवा करके बूढ़े हो चले हो। मैं तुम्हें भरपेट खाना भी नहीं दे सकता लेकिन तुम यह तो जानते हो कि मैं तुम्हें कितना प्रेम करता हूँ, जानते हो या नहीं?” महेश ने केवल गर्दन आगे बढ़ाकर तथा प्रसन्न होकर अपनी आँखें मूँद लीं।

“मुझे बताओ”, गफूर कहता गया, “इस भयानक वर्ष में मैं तुम्हें कैसे जीवित रखूँ? यदि मैं तुम्हें खुला छोड़ दूँ तो तुम किसी दूसरे के धान को खाना या किसी और के केले के पत्तों को चबाना शुरू कर दोगे। मैं तुम्हारे लिए क्या करूँ? तुम्हारे शरीर में कोई शक्ति शेष नहीं रह गई है-कोई भी तुम्हें नहीं लेगा। लोग कहते हैं कि मैं तुम्हें पशुओं के बाजार में बेच दूँ।” इस विचार से उसकी आँखों में फिर से आँसू भर आए। अपने आँसूओं को अपने हाथ से पोंछता और इधर-उधर ताकता हुआ वह झोपड़ी के पिछवाड़े से थोड़ा-सा बदरंग-सा हुआ पुराना भूसा लाया। “मेरे बच्चे, इसको जल्दी से खा ले, वरना.....।” उसे महेश के सामने डालते हुए उसने विनम्रता से कहा।

“पिताजी

क्या है?”

“आओ खा लो”, गफूर की बेटी ने दरवाजे से बाहर देखते हुए उत्तर दिया। “क्यों क्या आपने फिर महेश को अपने छप्पर का भूसा दे दिया?” उसे यही भय था, “वह तो पुराना भूसा था- सड़ा जा रहा था”, शर्म में डूबते हुए उसने उत्तर दिया। “पिता जी मैंने आपको

उसे खींचते हुए सुना।” “नहीं बेटी, ऐसा तो नहीं।”

“लेकिन पिता जी आप जानते हो कि दीवार कमजोर होकर गिर जाएगी.....।”

गफूर शान्त रहा। उसके पास झोंपड़ी के अलावा कुछ नहीं रह गया था। उससे अधिक अच्छी तरह और कौन जानता था कि अगर वह सावधानी नहीं बरतेगा तो वह दीवार अगले बरसात के मौसम को झेल नहीं पाएगी। उसमें बचा ही क्या था?

“अपने हाथ धो लो, और आकर खा लो। मैंने आपका भोजन परोस दिया है”, नन्हीं-सी बच्ची ने कहा। “मुझे भात का माँड़ दे दो, मुझे उसे खिलाने दो।” वह तो बिल्कुल नहीं है, पिता जी वह तो बर्तन में ही सूख चुका है।”

लगभग एक सप्ताह बीत गया। शरीर से रोगी और चिन्ता का मारा हुआ गफूर अहाते में बैठा हुआ था। एक दिन पहले का गया हुआ महेश वापस नहीं लौटा था। वह स्वयं भी विवश था। बहुत सुबह से ही अमीना बैल को हर जगह पर तलाश चुकी थी। जब वह घर लौटी तो शाम की परछाईयाँ लम्बी हो चुकी थीं। “पिताजी, तुमने सुना? मानिक घोष ने महेश को काँजी हाउस भेज दिया है”, वह बोली। “क्या बकवास है।”

“हाँ, पिताजी यह सच है। उसके नौकर ने मुझसे कहा कि अपने पिताजी से कहो कि बैल को दरियापुर में खोज लें.....।”

उसने किया क्या था?”

“वह उनके बाग में घुस गया, पिताजी।” गफूर ने कोई उत्तर नहीं दिया। “उन्होंने बताया, तीन दिन बीत जाने पर पुलिस उसे पशुओं के हाट में बेच देगी।”

“बेच देने दे”, गफूर ने उत्तर दिया।

अमीना नहीं जानती थी कि पशुओं के बाजार का क्या अर्थ होता है। अमीना ने कई बार देखा था कि जब कभी महेश के सम्बन्ध में पशुओं के बाजार का नाम लिया गया तभी उसका पिता परेशान हो उठा था, किन्तु आज वह एक भी शब्द बोले बिना बाहर चला गया।

रात के अँधेरे में छिपकर गफूर चुपचाप बंशी की दुकान पर जा पहुँचा।

“चाचा, तुम्हें मुझको एक रुपया उधार देना ही होगा”, गद्दी के नीचे एक पीतल की थाली रखते हुए उसने कहा। इस वस्तु से बंशी अच्छी तरह परिचित था। पिछले दो वर्षों में कम-से-कम पाँच बार तो वह उसकी जमानत पर एक-एक रुपया दे चुका था। उसने आज भी कोई ऐतराज नहीं किया।

अगली सुबह से महेश अपने रोजाना के स्थान पर फिर से दिखाई देने लगा। एक वृद्ध मुसलमान बहुत तीखी दृष्टि से उसे परखने में लगा हुआ था। थोड़ी दूरी पर, एक किनारे पर गफूर जमीन पर बैठा हुआ था। जाँच-परख समाप्त होने पर वृद्ध ने अपनी चादर की खूँट से दस रुपए का एक नोट निकाला तथा उसको बार-बार सहलाता हुआ बोला, “यह लो। मैं कुछ बचाकर नहीं ले जा रहा हूँ। पूरी कीमत अदा कर रहा हूँ।”

अपना हाथ पसार कर गफूर ने रुपए तो ले लिए, किन्तु बोला कुछ नहीं। वृद्ध के साथ आए हुए दोनों व्यक्ति जैसे ही पशु के गले की रस्सी पकड़ने को हुए, गफूर उछल कर एकाएक खड़ा हो गया।

“उस रस्सी को मत छूना, कहे देता हूँ। सावधान रहना, बताए देता हूँ”, वह रूखे स्वर में चीख उठा। वे लोग भौंचक्के रह गए। “क्यों?” वृद्ध ने आश्चर्य से पूछा।

“क्यों की कोई बात नहीं है। वह मेरी सम्पत्ति है- मैं उसे नहीं बेचूँगा, मेरी खुशी”, उसने उसी स्वर में उत्तर दिया और नोट को फेंक दिया।

“लेकिन कल तो तुमने अग्रिम वाले रुपए स्वीकार कर लिए थे।” उन तीनों ने एक ही स्वर में कहा। “वह भी वापस ले लो”, उनके ऊपर दो रुपए फेंकते हुए उसने उत्तर दिया। गफूर ने पड़ोसियों से चावल का माँड़ माँगा और महेश को खिलाया। उसके सिर व सींगों को थपथपाते हुए वह अस्पष्ट आवाज में उस पर लाड़ करते हुए बुदबुदाया।

जून का मध्य लगभग आ चुका था। जिस किसी व्यक्ति ने भारत के गर्मी के मौसम का आसमान नहीं देखा, वह नहीं समझ सकेगा कि गरमी कितनी भयंकर, कितनी कठोर हो सकती है। कहीं भी किसी प्रकार की राहत नहीं थी। आज तो यह सोचना भी असंभव लग रहा था कि किसी दिन आसमान का यह रूप बदलेगा, इस पर कोमल जल-भरे बादल छा जाएँगे। लगता था जैसे लपटों से भरा हुआ आसमान दिन-प्रतिदिन लगातार जलता ही रहेगा और अन्त समय तक ऐसा ही होता रहेगा।

दोपहर को गफूर लौटकर घर आया। उसे किराए के मजदूर के रूप में काम करने का अभ्यास नहीं था और उसका बुखार उतरे हुए भी तो केवल चार या पाँच दिन ही हुए थे। उसका शरीर अभी तक कमजोर और थका हुआ था। वह काम की तलाश में बाहर गया था किन्तु बेकार रहा। उसे सफलता नहीं मिली। भूखा, प्यासा, थका हुआ, उसकी आँखों के सामने प्रत्येक वस्तु काली-सी दिखाई पड़ रही थी। “क्या खाना तैयार है, प्यारी अमीना” उसने आँगन से पुकारा।

बिना कोई उत्तर दिए उसकी लड़की खामोशी के साथ बाहर निकल आई और दीवार का सहारा लेकर खड़ी हो गई।

“क्या खाना तैयार है?” बिना उत्तर पाए ही गफूर ने दोहराया।

“क्या कहती है तू? नहीं? क्यों?”

“चावल नहीं हैं, पिताजी।” “चावल नहीं हैं? तूने मुझे सवेरे से क्यों नहीं बताया?” “क्यों, मैंने तो आपको कल रात को ही बता दिया था।”

“मैंने तो कल रात को ही बता दिया था”, गफूर ने नकल करते हुए कहा। “कल रात बताई गई बात मुझे अब तक कैसे याद रहेगी?” अपनी स्वयं की बोली की ध्वनि से उसका गुस्सा बढ़ता चला गया। “ठीक है, चावल नहीं है”, अपना चेहरा पहले से ही अधिक बिगाड़ कर वह गुराया, “तुझे इससे क्या करना है कि तेरे-बाप ने कुछ खाया है या नहीं? लेकिन महारानी जी को तो दिन में तीन बार पेट भरना लेना जरूरी है। आगे से मैं जब बाहर जाया करूँगा तो चावल को ताले में बन्द कर जाया करूँगा। ला, थोड़ा पानी ही पिला दे, प्यास से मरा जा रहा हूँ..... या तेरे पास पानी भी नहीं है क्या?”

अमीना पहले की तरह सिर-झुकाए खड़ी रही। यह जानकर कि घर में पानी की एक बूँद भी नहीं है, वह गुस्से से फट पड़ा। अमीना के पास वह लपक कर गया और उसके मुँह पर एक जोरदार चाँटा जड़ दिया। मनहूस लड़की! तू सारे दिन क्या करती रहती है? इतने लोग मर रहे हैं- तूम क्यों नहीं मर जाती?”

लड़की के मुँह से एक शब्द भी नहीं निकला। उसने खाली घड़ा उठाया और चुपचाप अपने आँसू पोंछती हुई तीसरे पहर की चिलचिलाती धूप में बाहर निकल गई।

उसके बाहर चले जाने के अगले पल ही उसका बाप पश्चाताप से व्यग्र हो उठा। वह जानता था कि उसने उस बिन माँ की बच्ची को किस तरह से पाला है। वह जानता था कि इस स्नेही, कर्तव्यनिष्ठ, शान्त लड़की का कोई दोष नहीं था। जब उनके पास उतने चावल भी होते थे तब भी उनके पास भोजन पूरा नहीं पड़ पाता था। एक दिन में तीन बार का भोजन करना उनके लिए असंभव था। पानी न होने के कारण भी उससे छिपा हुआ नहीं था। गाँव के तीन तालाबों में से दो तो पूरी तरह सूख चुके थे। शिबू बाबू के निजी तालाब में जो थोड़ा बहुत पानी बचा था वह आम जनता के लिए नहीं था। दूसरे तालाबों की तलहटी में कुछ गड्डे खोद लिए गए थे। लेकिन वहाँ पर उस थोड़े से पानी के पीछे इतनी भीड़ और धक्कम-धक्का होती थी कि इस छोटी-सी लड़की का तो वहाँ तक पहुँच पाना ही असंभव था। वह वहाँ घंटों खड़ी रहती थी और बहुत भीख माँगने पर यदि किसी ने उस पर दया कर दी तो वह थोड़ा-सा पानी लेकर घर आ पाती थी। वह यह सब जानता था। शायद आज वहाँ पानी बिल्कुल नहीं था या किसी को भी उस बालिका पर तरस खाने के लिए समय नहीं मिला था। कुछ-न-कुछ इसी तरह की बात अवश्य हुई होगी, उसने सोचा, और उसकी अपनी आँखें भी आँसुओं से भर आईं।

“गफूर! क्या तुम भीतर हो?” किसी ने आँगन में से जोर से आवाज लगाई। जमींदार का सन्देशवाहक आया हुआ था।

“हाँ, मैं भीतर हूँ। क्यों?” गफूर ने कड़वे स्वर में उत्तर दिया।

“मालिक ने तुम्हें बुलाया है। चलो!”

“मैंने अभी तक कुछ भी नहीं खाया है। मैं बाद में आऊँगा।” गफूर बोला।

इस प्रकार की धृष्टता संदेशवाहक को असहनीय लगी। उसे भद्दी गालियाँ देता हुआ वह जोर से बोला, “यह मालिक का हुक्म है कि तुम्हें घसीट कर ले जाया जाए और तुम्हारी जमकर पिटाई की जाए।”

गफूर दोबारा अपना नियन्त्रण खो बैठा। “हम किसी के गुलाम नहीं हैं”, उसने उसी प्रकार की भाषा में उत्तर दिया, “हम यहाँ रहने का किराया देते हैं। मैं नहीं चलूँगा।”

किन्तु इस संसार में छोटे आदमी के लिए ताकतवर के सामने विनती न करना न केवल बेकार है बल्कि खतरनाक भी है। सौभाग्य से छोटी आवाज बड़ों के कानों तक कठिनाई से ही पहुँच पाती है, नहीं तो न जाने क्या हो गुजरे? जब गफूर जमींदार की हवेली से लौटा और चुपचाप लेट गया तो उसका चेहरा और आँखें सूजी हुई थीं। इस सारे कष्ट का कारण महेश था। सुबह के समय जब गफूर बाहर गया था तब महेश ने अपनी रस्सी तुड़ा ली थी और जमींदार की जमीन में घुसकर फूल खा डाले थे और धूप में सूखता हुआ अनाज खराब कर दिया था। आखिर में जब लोगों ने उसे पकड़ने की कोशिश की तो उसने जमींदार की सबसे छोटी लड़की को घायल कर दिया और बचकर भाग गया। यह सबकुछ पहली बार नहीं हुआ था। पिछले अनेक अवसरों पर तो गफूर को गरीब जानकर छोड़ दिया गया था। यदि वह और दूसरे अवसरों की भाँति चला जाता और जमींदार से माँफी माँग लेता हो उसे शायद क्षमा भी कर दिया जाता, किन्तु इसके विपरीत उसने यह दावा कर डाला कि वह किराया देता है और वह किसी का गुलाम नहीं है। शिबू बाबू, जमींदार के लिए यह बात सीमा से अधिक हो गई थी। गफूर ने बिना किसी विरोध के मारपीट और अत्याचार सहन कर लिया। घर पर भी वह बिना एक शब्द बोले, एक कोने में पड़ा रहा। भूख और प्यास तो वह भूल ही चुका था किन्तु उसके अन्दर उसका कलेजा उसी तरह से जल रहा था

जिस तरह बाहर सूर्य जल रहा था। उसे कुछ भी होश नहीं था कि समय कैसे बीतता चला गया।

उसकी मूर्च्छा को एक लड़की की चीख ने तोड़ दिया। वह जमीन पर असहाय होकर पड़ी हुई थी। जो घड़ा वह ला रही थी वह नीचे गिर गया था और जमीन पर फैलकर बहते हुए उसके पानी को महेश चूस रहा था। गफूर पूरी तरह से अपना नियन्त्रण खो बैठा था। एक क्षण की भी प्रतीक्षा किए बिना उसने अपने हल का कुंडा उठाया था जो एक दिन पहले उसने मरम्मत के लिए निकाली थी और फिर दोनों हाथों से उसे पकड़कर गफूर ने उसको पूरी शक्ति से महेश के झुके हुए सिर पर दे मारा। केवल एक बार महेश ने सिर उठाने की कोशिश की किन्तु उसका भूख का मारा हुआ कमजोर शरीर एकदम जमीन में धंस गया। उसके कानों से खून की कुछ बूंदें गिर पड़ीं। उसका पूरा शरीर दो-एक बार हिला और फिर अपने आगे और पीछे वाले पैरों को पूरी लम्बाई में फैलाते हुए महेश मरा पड़ा था। “तुमने क्या कर डाला, पिताजी? अपना महेश मर गया।” अमीना फूट-फूट कर रोने लगी।

गफूर न तो हिला-डुला और न उसने कोई उत्तर ही दिया। वह उन गतिहीन, गोल, काली चमकदार आँखों के जोड़े को अपलक घूरे जा रहा था। दो घण्टे बीतने से पहले गाँव के उस किनारे पर रहने वाले चर्मकार झुण्ड में आ गए और बाँस की एक बल्ली पर महेश को उठा ले गए। उनके हाथों में चमकते हुए छुरों को देखकर गफूर ने आँखें बन्द कर ली पर वह बोला कुछ नहीं।

पड़ोसियों ने उसे बताया कि जमींदार ने तारकरल को परामर्श लेने के लिए बुलवाया है। एक पवित्र पशु को मार डालने के लिए प्रायश्चित्त की रकम गफूर कैसे अदा करेगा?

गफूर ने इन बातों का कोई उत्तर नहीं दिया, बल्कि अपने घुटनों पर अपनी ठोड़ी टिकाए उँकड़ू बैठा रहा।

“अमीना बेटी, आओ चले”, रात के सन्नाटे में अपनी लड़की को जगाते हुए गफूर ने कहा।

वह आँगन में पड़ी सो रही थी। “कहाँ पिता जी? उसने आँखें मलते हुए पूछा। “फुलबेड़े के जूट मिल में काम करने”, गफूर ने कहा।

लड़की ने उसकी ओर अविश्वासपूर्ण दृष्टि डाली। अपने सम्पूर्ण संकटकाल में वह फुलबेड़े जाने से कतराता रहा था। “वहाँ न तो कोई धरम है, न कोई सम्मान है, और न औरतों के लिए कोई एकान्त स्थान है”, उसने कई बार गफूर को कहते हुए सुना था।

“जल्दी कर मेरी बिटिया, हमें बहुत दूर जाना है”, गफूर ने कहा।

अमीना पानी पीने का कटोरा और अपने बाप की पीतल की थाली समेटने चली। “उनको वहीं छोड़ दे, बेटी। उनसे महेश का प्रायश्चित्त अदा हो जाएगा”। गफूर बोला।

रात के सन्नाटे में गफूर अपनी बेटी का हाथ थामकर निकल पड़ा। गाँव में कोई ऐसा नहीं था जिसे वह अपना कह सकता। किसी से उसे कुछ भी नहीं कहना था। आँगन को पार करके वह जब बबूल के पेड़ के पास पहुँचा तो उसके कदम गतिशून्य हो गए और वह फूट-फूटकर रोने लगा। “अल्लाह”, तारों से चमकते हुए काले आकाश की ओर मुँह उठाते हुए उसने कहा, “मुझे जितनी चाहे उतनी सजा दे ले-महेश तो प्यास से मरा है। किसी ने उसके चरने के लिए जमीन का एक छोटा-सा टुकड़ा तक नहीं छोड़ा। जमींदार के पापों को कभी माफ मत करना, उसने तेरी दी हुई घास उसे कभी नहीं खाने दी, उसने तेरा दिया पानी उसे कभी नहीं पीने दिया।” फिर वे दोनों जूट मिल के लिए चल पड़े।

EXERCISE

Long Answer Type Questions

Answer each of the following questions in about 150 words:

1. Where does the story 'Drought' take place and what was the effect of drought there?

Ans: Introduction: Ours is an agricultural country. Our farming depends on rains. When it does not rain there is drought and famine.

Place: The story 'Drought' took place in Kashipur, a small village of Bengal.

Effects of the drought: 1. That year paddy crop was very poor. Small farmers could not get enough rice to eat and straw to feed their cattle.

2. There was no rains, hence there was scarcity of drinking water. Two of the three tanks in the village had all dried up. The little water left, was still in the private tank of Shibu Babu and was not for the public.

3. Gafur was a poor small farmer. He could get a little rice which could not last even two months. His share of straw was taken against the rent by the *Zamindar*, Shibu Babu.

4. There was no grass where Gafur could graze his bull.

5. Gafur suffered a lot on account of the bull.

6. When Gafur was hungry and thirsty, he could get neither food nor water. He lost control and killed his bull who made the pitcher of water tumbled over.

7. Gafur had to leave the village on account of drought.

Conclusion: The drought caused inhuman situation. It proved a tragedy for the small farmers like Gafur.

2. Gafur killed Mahesh, a bull, but why? Was Gafur a cruel man?

Ans: Gafur killed Mahesh, a bull because Mahesh was the constant cause of trouble to Gafur. Mahesh had eaten the landlord's flowers many times. Every time Gafur had to pray to the landlord to forgive him. One day he had gone out to seek work, but in vain. He returned home at noon. He was hungry, thirsty, tired and everything was dark before his eyes. Amina went out to bring water. Meanwhile, the landlord's messenger shouted for Gafur, and dragged him to his master. He was beaten mercilessly because Mahesh had hurted the youngest girl of landlord. He bore all the tortures without any protest and returned home.

He heard the shriek of Amina. She was prostrate on the ground. The pitcher was tumbled over and Mahesh was sucking up the water. At this Gafur was completely out of his mind. He seized his plowhead and with both hands struck it violently on the bent head of Mahesh. Mahesh fell dead.

Conclusion: No, Gafur was not a cruel man. Cruel and inhuman situations made Gafur to kill Mahesh. He loved his bull and therefore he repented. Circumstances had made him mad for a moment.

3. What part does the bull Mahesh play in the story? How does the tragedy deepen?

Ans: Troubles of Mahesh: The bull, Mahesh had given trouble to Gafur many times. He had eaten the landlord's flowers many times. Every time Gafur had prayed to the landlord to forgive him. The priest Tarakaratra had scolded Gafur for the bull. Manik Ghose had sent him to the police pen. Gafur had pawned his brass plate to free him. Gafur always loved Mahesh.

The tragedy deepens: But one day Gafur was mad with anger. He was hungry, thirsty and tired. He was called by the master. The messenger called him ugly names. He said that he was nobody's slave. He paid rent to live there. He was beaten for it. It was because Mahesh had entered the landlord's grounds. He had eaten the flowers and hurt the landlord's daughter. And now Mahesh had spilled the water and hurt Amina. Gafur could bear no more. He lost control and hit hard on the bent head of Mahesh. He was dead. This deepened the tragedy still more.

Finally at the end, Gafur left the village with his daughter Amina as he felt a deep guilt in his heart for killing Mahesh.

4. Describe the helplessness of Gafur in sustaining his family?

Ans: Gafur was a weaver. He was poor muslim. He was resident of village Kashipur. His landlord's name was Shibu Babu. He was very cruel man. Gafur's life was a story of tragedy. He was abused by the priest. He had to pledge his brass plate for the discharge of his bull Mahesh. He was beaten by the servants of the landlord. He lost his bull Mahesh. This bull was very dear to Gafur. At the end of the story he has to leave his village Kashipur for ever. The cause of all this was his bull. This is a fact that this bull was continuously main source of his troubles.

Although the bull's activities were not unnatural. It was only due to severe drought. There was no food and water in the village Kashipur. Gafur's bull entered in the field of Manik Ghosh. He ate up all the flowers of the landlord. He also hurt the landlord's youngest daughter. He attacked Amina also and drank all the water which she had brought. At this event Gafur lost his self-control. Seizing the plough-head he struck it so violently on the bent head of the bull Mahesh. As a result he died then and there. It was only due to drought. So the drought was fully responsible for the evil fate of Gafur.

5. Narrate the story 'Drought' in your own words.

Ans: Gafur was a poor muslim weaver who had no land of his own. He used to cultivate others land and was sharecropper. He lived with his daughter Amina of ten years and his pet buffalo "Mahesh". Due to two years continuous drought the condition of Gafur and his dependents became very bad. They could not get their daily food but Gafur was very particular about feeding Mahesh. One day, when the village priest was passing by Gafur's house, he warned Gafur about the deplorable condition of Mahesh and told him that the landlord of the village would not spare him if Mahesh die of starvation as the hindus worship cows and buffalo as goddess. Gafur requested for some crop-loan but the village priest refused. One day Mahesh had gone to the garden of the landlord and destroyed some saplings. The landlord called the poor man and abused and beated him badly. Gafur's condition became worse day by day and as he could not feed his pet animal properly. Gafur actually did not want to sell off Mahesh but one day, when Gafur came from outside and wanted some water from Amina, she replied that there was no water in the house, Gafur became very angry with Amina and slapped her. After sometime, he could hear the shout of Amina. On coming outside, he saw that Amina is lying on the ground and pot has been broken by Mahesh and whatever water was left, Mahesh is drinking it vigorously. Gafur was so angry that he hit his plowhead on the head of Mahesh, as a result of which it died. In the night, Gafur left the village with his daughter and went to work at the Jute mill at Fulbere. Before leaving his house, he asked God that He can

punish him (Gafur) in any way but also should not forgive those people including the landlord who did not give any food to Mahesh and were actually responsible for Mahesh death.

6. Why did Gafur scold Amina? Was he justified in doing so?

Ans: Gafur was a weaver of village Kashipur. He was very poor. He went to seek some work. He was so much weak due to his illness and old age. There was not any job in the market and village Kashipur for Gafur. So he returned home at noon. When he came back, he was too much hungry and thirsty. He was tired also. There was too much darkness before the eyes of Gafur due to his weakness.

He asked his daughter Amina to provide something to eat. Amina told her father that there was nothing to eat in the house. Then he asked her to give him some water drink. Amina again told him that there was no water in the house as well, because two of the three tanks had dried.

Hearing the answer of his daughter Gafur lost his self control. He slapped her on face and Amina began to weep. But this action of Gafur's was not good, because he was familiar with the condition of his house. So we cannot justify Gafur's action. He must have thought peacefully before slapping her daughter because she was motherless daughter.

7. Give a character-sketch of Gafur.

Ans: Introduction: In the story 'Drought', Gafur is the only important character. His landlord is very cruel and pitiless. Drought has added to his hardships.

A poor tenant: Gafur lives in a small village Kashipur in Bengal. He was a farmer. He tills about four *Bighas* of land for the landlord. So he was a poor tenant. There was a severe drought. The tanks have dried up. There was not a blade of grass anywhere for the cattle to graze. He lives in dire poverty. He had neither rice in the house nor straw to feed his bull.

His affection for his daughter: Gafur had only a daughter. Her name was Amina. She was motherless. So he had great affection for her. One day he was hungry and thirsty. He finds no water and food in the house. He loses his self-control and slaps her. But soon he repents and his eyes are filled with tears.

Fondness for his bull: Gafur has a bull. He lovingly calls him Mahesh. He loves him as his son. When his share of straw has been taken by the landlord, he feeds the bull with old straw of his roof. When the bull is sent to the police pen, he pawns his brass plate for one rupee with Banshi, and brings back the bull. Once he decides to sell the bull. But the thought of selling the bull is unbearable for him. So he refuses to sell Mahesh.

His tortures and beatings: One morning his bull Mahesh enters the grounds of the landlord. Mahesh eats up the flowers and upsets the corn drying in the sun. It then hurts the daughter of the landlord. As a result of it, Gafur was beaten. His face and eyes are swollen. He bears the beatings and tortures helplessly.

Anger and repentance: After his beating, Gafur hears a shriek of his daughter. He sees that the girl was lying on the ground. The pitcher has dropped down her head and Mahesh was sucking up the water. Having filled with anger, Gafur strikes plowhead hard on Mahesh's head. Mahesh dies at the spot. Then, he feels very sorry.

Conclusion: He leaves the village for Fulbere with his daughter to work at the jute mill.

Short Answer Type Questions

Answer each of the following questions in about 30 words:

1. Who was Gafur? What was his daughter's name?

Ans: Gafur was a poor farmer. His daughter's name was Amina.

2. Who was Mahesh? How did Gafur feed him?

Ans: Mahesh was Gafur's bull. Gafur fed him with straw that he received from the landlord. During the drought he sometimes pulled the straw from his roof and fed Mahesh.

3. What made Tarakaratra leave hurriedly?

Ans: Tarakaratra was holding bundle of rice and fruits in his hand which he got from landlord home and Mahesh wanted to eat it. Tarakaratra thought Mahesh wanted to harm him by his horns so he hurriedly left from there.

4. How did the drought effect the Kashipur village? Comments in the light of the story 'Drought'.

Ans: Kashipur was a small village in Bengal. It was the end of May month which is known for blazing heat of sun. At this time the severe drought hit the village. The poor like Gafur suffered the most because the Paddy was very poor. There is no blade of grass left for the cattle and two of the three water tank had dried up.

5. What did Gafur ask God to do?

Ans: Gafur said, "Allah, punish me as You wish. But never forgive the landlord because he never let Mahesh eat grass nor drink the water which you have given. Never forgive the sin of the landlord."

6. Why did Gafur kill the bull Mahesh?

Ans: Gafur was abused and beaten because of the bull. Now the bull spilled the water and attacked Amina. Gafur was angry and hit him hard. He did not want to kill him. But the bull died as a result of heavy stroke and its weakness.

7. What for did Gafur come to Banshi's shop secretly?

Ans: Gafur came to Banshi's shop secretly because he was in need of a rupee for the release of his bull which was in the custody of police pen for eating plants and vegetables in the garden of Manik Ghosh.

8. "Amina, dear, come let's go." Who said?

Ans: Gafur says these words. He is unable to stay in the village. He decides to go to work at the jute mill at Fulbere. This is why he said these words.

9. Despite of being very poor Gafur threw away a ten-rupee note why.

Ans: Although Gafur was very poor but in spite of being poor he threw away ten-rupee note. Gafur got that money from the butcher and he loved his bull Mahesh very much. He did not want to sell it to a butcher.

Appreciating the Story

A. Choose the most suitable option:

- The name of Gafur's bull was:
(i) Suresh (ii) Ritesh (iii) **Mahesh** (iv) Hridayesh
- Gafur came to Banshi's shop secretly:
(i) to borrow rice to pacify his hunger.
(ii) **to borrow one rupee to get Mahesh released from the pen.**
(iii) to complain against the injustice done to him by the *Zamindar*.
(iv) none of the above.

B. Answer each of the following questions in about 150 words:

1. Could Gafur be said a cruel man? Yes or no; justify your answer.

Ans: Gafur cannot be said a cruel man because he feels guilty after held striking plowhead hard on Mahesh's head. Moreover, he ask God to punish him for the crime. On the day when he killed Mahesh he was in great pain. He could get no work. He was hungry and thirsty. He had hit Amina whom he loved. He was so sorry for it that there were tears in his eyes. Just then the landlord's messenger came to call him.

The Bull gave him troubles: When he reached the landlord, he was called by ugly names and dragged away. Hungry and thirsty, he was beaten too. His face and eyes were swollen. This was because of the bull. This bull had given him trouble many times. That day was the worst. And now the bull attacked Amina, spilled the water and sucked the water that she had brought. Gafur was extremely angry.

Conclusion: He hit the bull hard. It was not to kill the bull. But his starving and lean body could not bear it and he died. He repented. So Gafur was not a cruel man. He loved Amina. He loved his bull too. He did not sell him to the butcher. Circumstances had made him mad for a moment.

2. What do you think of the title? Suggest any other title that may suit the story 'Drought'.

Ans: The title of the story 'Drought' is appropriate. As it clearly indicates the consequences of the drought. Due to the drought, the poor farmers have nothing to feed their family nor their pets. The high class people of the society like the landlord continuously torture the poor farmers. The story also shows how there are certain evils which prevail in our society like even in the harsh condition of drought, Gafur's daughter Amina could not brought water from the tank herself because two of the three tank had dried up.

The other title that may suit the story 'Drought' can be 'Mahesh' because the whole story revolves around the bull Mahesh. Gafur was beaten and abused because Mahesh ate the saplings in landlords garden.

Finally, when Mahesh died Gafur was so sad at heart that he left the village. He left all his belongings there and ask God to punish him for killing Mahesh and also to punish the landlord.

4

The Selfish Giant

कहानी का हिन्दी अनुवाद

प्रत्येक दोपहर के बाद जब बच्चे स्कूल से लौटते तो वे उस दानव के बगीचे में जाकर खेला करते थे। यह कोमल हरी घास वाला एक बड़ा चौड़ा व प्यारा बगीचा था। घास के ऊपर यहाँ-वहाँ सितारों जैसे सुन्दर फूल खिले हुए थे और वहाँ पर आड़ू के बारह पेड़ थे जिनमें वसन्त ऋतु में गुलाबी और मोती से चमकदार रंग के बौर व कलियाँ फूट पड़ती थीं और पतझड़ आते-आते फलों से लद जाते

थे। पेड़ों पर चिड़ियाँ बैठ जाती और इतना मीठा गाना गाती कि उनको सुनने के लिए बच्चे अपना खेल रोक दिया करते थे। “हम यहाँ पर कितने खुश हैं।” वे एक-दूसरे से कहते थे।

एक दिन दानव वापस लौट आया। वह कॉर्निस के रहने वाले अपने राक्षस मित्र के पास गया हुआ था, तथा उसके पास कॉर्निस में सात वर्ष तक रुका रहा। सात वर्ष व्यतीत होने पर वह जो कुछ कहना चाहता था कह चुका था, तब उसने अपने किले में लौटने का निश्चय किया। जब वह आया तो उसने बगीचे में बच्चों को खेलते हुए देखा। “तुम लोग वहाँ क्या कर रहे हो?” वह अपनी कर्कश आवाज में चीखा और बच्चे भाग खड़े हुए।

“मेरा अपना बगीचा मेरा अपना है”, दानव बोला, “इस बात को कोई भी समझ सकता है ओर यहाँ पर मैं अपने अलावा किसी और को खेलने की अनुमति नहीं दूँगा।” इसलिए उसने उसके चारों ओर एक ऊँची दीवार बना डाली और एक नोटिस लगा दिया— “अनाधिकार रूप से प्रवेश करने वाले व्यक्तियों को सजा दी जाएगी।”

वह एक अत्यन्त स्वार्थी दानव था। अब उन बेचारे बच्चों के खेलने के लिए कोई स्थान नहीं था। उन्होंने सड़क पर खेलने का प्रयास किया किन्तु सड़क पर बहुत धूल थी, तथा वह कठोर पत्थरों से भरी पड़ी थी। अतः वह उन्हें पसन्द नहीं आई। जब उनकी पढ़ाई खत्म हो जाती तो वे उस ऊँची दीवार के आसपास भटकते फिरते थे तथा अन्दर वाले सुन्दर बगीचे के बारे में चर्चा किया करते थे। “हम लोग वहाँ कितने सुखी थे।” वे एक-दूसरे से कहा करते थे।

फिर वसन्त ऋतु आ गई और सम्पूर्ण गाँव में छोटे-छोटे फूल और छोटी-छोटी चिड़ियाँ आ गईं। सिर्फ उस स्वार्थी दानव के बगीचे में अब भी जाड़े का मौसम था। वहाँ पर चिड़ियों ने गीत नहीं गाया क्योंकि उसमें बच्चे नहीं थे, तथा वृक्ष भी फूलों को उगाना भूल गए थे। एक बार एक सुन्दर फूल ने घास में से अपना सिर बाहर निकाला, किन्तु जब उसने नोटिस बोर्ड देखा तो उसे बच्चों के लिए इतना दुःख हुआ कि वह फिर से भूमि के अन्दर वापस हो गया, तथा सोने के लिए चला गया। जो लोग खुश हुए थे वे थे-बर्फ और कोहरा। “बसन्त ऋतु बगीचे को भूल गई है”, उन्होंने पुकार कर कहा, “इसलिए हम यहाँ पूरे वर्ष बने रहेंगे।” बर्फ ने घास को अपने विशाल सफेद लबादे से ढक दिया और कोहरे ने सभी वृक्ष चाँदी से पोत दिए। फिर उन्होंने अपने साथ ठहरने के लिए उत्तरी पवन को निमन्त्रित किया और वह आ भी गई। वह मुलायम बालोदार चमड़ों में लिपटी हुई थी और वह पूरे दिन बगीचे में गरजती फिरी और उसके झोंकों ने चिमनी के बर्तन नीचे उड़ा कर गिरा दिए। “यह एक आनन्ददायक स्थान है”, वह बोली, “हमें ओले को यहाँ आने के लिए कहना चाहिए।” इसलिए ओला अंधड़ भी आ गया। प्रतिदिन तीन घंटे तक वह उस किले की छत को इतनी देर तक खड़खड़ाता था कि उसकी अधिकांश पट्टियाँ टूट जाया करती थीं और फिर वह अपनी पूरी गति से बगीचे के चक्कर मारा करता था।

“मैं समझ नहीं पा रहा हूँ कि वसन्त ऋतु के आने में इतनी देर क्यों हो रही है”, स्वार्थी दानव ने खिड़की के समीप बैठते हुए और बाहर अपने ठंडे सफेद बगीचे को देखते हुए कहा, “मुझे आशा है कि मौसम में परिवर्तन आएगा।”

किन्तु न तो वसन्त ऋतु कभी आई और न ही ग्रीष्म ऋतु। पतझड़ ने सभी बगीचों को सुनहरे फल दे दिए किन्तु उस दानव के बगीचे को उसने कुछ भी नहीं दिया। “वह तो बहुत ही स्वार्थी है”, पतझड़ ने कहा। इसलिए वहाँ पर जाड़े की ऋतु और सर्द हवाएँ रहने लगीं। ओलों और कोहरे ने भी अपना प्रकोप जारी रखा और बर्फ यहाँ-वहाँ पेड़ों पर छितराने लगी, मानों वो नाच रही हों।

एक सुबह वह दानव जागकर अपने बिस्तर पर लेटा हुआ था कि तभी उसने किसी का प्यारा-प्यारा संगीत सुना। उसके कानों को वह इतना मीठा लगा कि उसने सोचा कि राजा के संगीतज्ञ वहाँ से गुजर रहे होंगे। वास्तव में तो, उसकी खिड़की के बाहर सिर्फ एक छोटी-सी लिनित चिड़िया थी जो गा रही थी, किन्तु अपने बगीचे में किसी चिड़िया का गाना सुने हुए उसे इतना लम्बा समय हो गया था कि उसे यह संसार का सबसे सुन्दर संगीत प्रतीत हुआ। फिर उसके सिर के ऊपर ओलों ने नाचना बंद कर दिया और उत्तरी पवन ने गरजना बन्द कर दिया और खुली हुई खिड़की से होकर एक मोहक सुगन्ध आई। “मुझे लगता है कि अन्ततः वसन्त ऋतु आ ही गई है”, दानव ने कहा और वह बिस्तर पर से कूद पड़ा और बाहर को झाँका।

उसने क्या देखा?

उसने एक असीम आश्चर्यजनक दृश्य देखा। दीवार के छोटे-से छिद्र में से बच्चे अन्दर घुस आए थे और वे वृक्षों की डालियों पर बैठे हुए थे। हर वृक्ष पर उसे एक नन्हा बालक दिखाई पड़ रहा था और बच्चों को फिर से वापस देखकर वे वृक्ष इतने प्रसन्न थे कि उन्होंने अपने को फूलों से ढक लिया था, तथा उन बालकों के सिर पर वे अपना हाथ कोमलता के साथ फेर रहे थे। चिड़ियाँ खुशी में उड़ रही थी और प्रसन्नता से चहचहा रही थी, और फूल हरी घास में से ऊपर की ओर निहार कर हँस रहे थे। वह एक प्यारा दृश्य था, केवल एक कोने में अभी भी जाड़ा था। वह बगीचे का सबसे दूर वाला कोना था और जहाँ एक नन्हा-सा बालक खड़ा था। वह इतना छोटा था कि वह वृक्षों की डालियों तक पहुँच नहीं पा रहा था और फूट-फूटकर रोता हुआ वह चारों ओर भटक रहा था। वह बेचारा वृक्ष अभी भी कोहरे व बर्फ से ढका हुआ था, तथा उत्तरी पवन उसके ऊपर बह रही थी व गरज रही थी। “ऊपर चढ़ जाओ, नन्हें बच्चे”, वृक्ष ने कहा, और जितना सम्भव हो सकता था उसने अपनी डालियाँ उतनी नीचे झुका दीं, किन्तु बालक काफी छोटा था।

ज्यों ही दानव ने बाहर देखा उसका हृदय पिघल गया। “मैं कितना स्वार्थी रहा हूँ!” उसने कहा, “अब मैं जान गया हूँ कि यहाँ पर वसन्त ऋतु क्यों नहीं आई थी। उस बेचारे बच्चे को मैं वृक्ष पर सबसे ऊपर की ओर बिठाऊँगा, और फिर मैं उस दीवार को तोड़कर गिरा दूँगा, और फिर मेरा बगीचा सदैव के लिए बच्चों के खेल का मैदान हो जाएगा।” जो उसने किया था उस पर वास्तव में वह बहुत दुःखी था।

इसलिए वह सीढ़ियों से नीचे उतरा, उसने सामने के द्वार को हल्के से खोल दिया, और बाहर बगीचे में चला गया। किन्तु जब बालकों ने उसे देखा तो वे इतने डर गए कि वे सब भाग खड़े हुए तथा वह बगीचा फिर जाड़े से भर गया। केवल वह नन्हा बालक नहीं भागा क्योंकि उसकी आँखें आँसुओं से इतनी भरी हुई थी कि उसने दानव को आते हुए नहीं देखा। वह दानव चुपचाप उसके पीछे जा पहुँचा और उसने हल्के से उसे अपने हाथ पर उठा लिया और उसे पेड़ के ऊपर बिठा दिया। उस पेड़ में से तुरन्त ही फूल टूट पड़े तथा चिड़ियाँ आ गईं और उस पर गाने लगीं और उस नन्हें बालक ने अपनी दोनों बाँहें आगे को उछाल दीं और उसने दानव की गर्दन के चारों ओर कस लिया और उसे चूम लिया और दूसरे बच्चों ने जब यह देखा कि दानव अब दुष्ट नहीं रह गया है तो वे भी दौड़ते हुए लौट आए और उनके साथ ही वसन्त ऋतु भी लौट आई। “यह अब तुम्हारा बगीचा है, नन्हें बच्चों”, दानव ने कहा और उसने एक विशाल कुल्हाड़ी उठाई और दीवार को तोड़कर गिरा दिया। जब बारह बजे लोग बाजार जा रहे थे तो उन्होंने देखा कि उनके द्वारा अब तक के देखे गए सबसे सुन्दर बगीचे में वह दानव भी बच्चों के साथ खेल रहा है।

पूरे दिन वे खेलते रहे और शाम को वे लोग दानव के पास उसे विदाई की नमस्ते कहने के लिए गए।

“किन्तु तुम्हारा वह नन्हा-सा साथी कहाँ है?” उसने कहा, “वह लड़का जो मैंने पेड़ पर बिठाया था।” दानव उसे सबसे अधिक प्यार करता था क्योंकि उसने उसे चूम लिया था।

“हम नहीं जानते”, बच्चों ने उत्तर दिया, “वह तो कहीं चला गया है।”

“तुम लोग उससे कल अवश्य आने के लिए कह देना”, दानव ने कहा किन्तु बालकों ने कहा कि वे नहीं जानते कि वह कहाँ रहता है और उन्होंने उसे पहले कभी नहीं देखा था। दानव बहुत उदास हो गया।

दोपहर प्रत्येक जब स्कूल बन्द हो जाता था, तब बच्चे आ जाते और दानव के साथ खेलते। किन्तु वह नन्हा-सा बालक, जिससे दानव प्यार करता था, पुनः दिखाई नहीं पड़ा। दानव उन सभी बच्चों के प्रति बहुत दयालु था, तो भी वह अपने पहले नन्हें मित्र के लिए व्याकुल रहता था, “मैं उससे कितना मिलना चाहता हूँ”, वह कहा करता था।

वर्ष बीतते चले गए और वह दानव काफी वृद्ध व निर्बल हो गया। वह अब और नहीं खेल सकता था, इसलिए वह एक बड़ी-सी आराम कुर्सी पर बैठा रहता और बच्चों को अपने खेल खेलते हुए देखा करता और अपने बगीचे की प्रशंसा करता। “मेरे पास बहुत सारे सुन्दर फूल हैं”, वह कहता रहता, “किन्तु ये बच्चे सबसे सुन्दर फूल हैं।”

जाड़े की एक सुबह कपड़े पहनते समय उसने अपनी खिड़की से बाहर देखा। अब वह जाड़े से घृणा नहीं करता था क्योंकि उसे पता था कि वसन्त ऋतु तो सिर्फ सो रही है, और फूल विश्राम कर रहे हैं।

अचानक उसने आश्चर्य से अपनी आँखें मली, और बार-बार देखा। यह तो सचमुच में एक सुन्दर दृश्य था। बगीचे के सबसे दूर वाले कोने में एक वृक्ष प्यारे सफेद फूलों से बिल्कुल ढका हुआ था। उसकी टहनियाँ सोने की थीं और उन पर चाँदी के फल लटक रहे थे और उसके नीचे वही नन्हा बालक खड़ा हुआ था जिसने उसे प्यार किया था।

अति आनन्द से भरकर वह दानव सीढ़ियों से नीचे उतरकर बाहर बगीचे की ओर दौड़ा। उसने तेजी से दौड़कर घास पार की, और बच्चे के पास आ गया और जब वह बिल्कुल पास आया तो उसका चेहरा क्रोध से लाल पड़ गया और उसने कहा, “किसने तुम्हें घायल करने का साहस किया है?” बच्चे के हाथ की हथेलियों पर दो कीलों के निशान थे तथा दो कीलों के निशान उसे छोटे-छोटे पैरों पर थे।

“किसने तुम्हें घायल करने का साहस किया है?” दानव चीख उठा, “मुझे बताओ जिससे मैं अपनी विशाल तलवार लूँ और उसे मार डालूँ।”

“नहीं”, बालक ने उत्तर दिया, “पर यह तो प्रेम के घाव हैं।”

“तुम कौन हो?” दानव ने कहा और उस पर एक विचित्र-सा भय छा गया और वह उस नन्हें बालक के सामने घुटनों के बल झुक गया।

वह बालक दानव की ओर देखकर मुस्कराया और उससे बोला, “तुमने एक बार मुझे अपने बगीचे में खेलने दिया था, आज तुम मेरे साथ मेरे बगीचे में चलोगे, जोकि स्वर्ग है।”

और जब वे बच्चे उस दिन दोपहर को दौड़ते हुए आए तो उन्होंने दानव को वृक्ष के नीचे मरा पड़ा हुआ पाया और उसके शरीर पर सफेद फूल छितराए पड़े थे।

EXERCISE

Long Answer Type Questions

Answer each of the following questions in about 150 words:

1. What is the moral of the story 'The Selfish Giant'?

or

What does the story 'The Selfish Giant's teach?

Ans: Introduction: 'The Selfish Giant' is a story of a selfish Giant. He represents evil.

His selfishness and hatred: When the Giant saw little children playing in his garden, his selfishness, hatred and evil came to the fore. He cried in a very gruff voice, "What are you doing there?" The children ran away. He said, "My own garden is my own garden. I will allow nobody to play in it but myself."

The Giant was punished: Nature punished the Giant for his too much selfishness and hatred. The spring did not come to his garden. The Snow, the Frost, North Wind and Hail visited his garden. And there was winter all the time. There was no blossom on his trees. They bore no fruit on autumn.

Change of heart: One day somehow the children had crept in his garden through a little hole in the wall. The Giant saw that there was a little child in every tree. The trees had blossoms. The birds were flying and singing there. He saw there was still winter in one corner. A little boy was standing there. He was so small that he could not climb the tree.

The Giant's heart melted as he saw the child. He said, "How selfish I have been! Now I know why the spring would not come here. I will put that poor little boy on the top of the tree. I will knock down the wall. My garden shall be the children's play ground for ever and ever.

The Giant put the little boy up into the tree. He kissed the Giant. From that day the Giant began to play with the children. All day long they played, and in the evening they came to the Giant to bid him goodbye.

The Giant was rewarded: That little boy was Infant Jesus. One day he came to the Giant's garden and took him to his garden that is Paradise.

Conclusion: Affection overcame hatred. Selfishness gave way to large heart. Finally it was the victory of good over evil. The story teaches us: "We should not be selfish. We should share our prosperity with the poor. We should love the little children. We should not bear ill-will towards others."

2. Discuss how the selfish giant changed into a children-loving person?

Ans: Introduction: 'The Selfish Giant' changed into a children-loving person by a little child. When he stoped the children to play in his garden and built a high wall around it. Then the children did not play in the garden so spring did not come in his garden because there was no children. The frost, the snow,, North wind, Hail etc. lived there.

Change of heart: One day somehow the children had crept in his garden through a little hole in the wall. The Giant saw that there was a little child in every tree. The trees had blossoms. The birds were flying and singing there. He saw there was still winter in one corner. A little boy was standing there. He was so small that he could not climb the tree.

The Giant's heart melted as he saw the child. He said, "How selfish I have been! Now I know why the spring would not come here. I will put that poor little boy on the top of the tree. I will knock down the wall. My garden shall be the children's play-ground for ever and ever."

The Giant put the little boy up into the tree. He kissed the Giant. From that day the Giant began to play with the children. All day long they played, and in the evening they came to the Giant to bid him goodbye.

Conclusion: This affection overcame hatred and Giant loved the children very much. The Giant missed a lot the little child who loved him.

3. Describe the story 'The Selfish Giant' in your own words.

Ans: Introduction: It is a story of the selfish Giant. He had a large and lovely garden, children played in it every afternoon when they came from school.

Giant's selfishness: When he came back after seven years visiting his friend the Cornish, he saw the children playing in the garden. He cried in a very rough voice, "What are you doing there?" The children ran away. He built a high wall around it. He put up a notice-board—"Trespassers will be Prosecuted."

He was a very selfish Giant. The poor children had now no place to play.

The Giant's punishment: Nature could not tolerate the selfish behaviour of the Giant. The spring came. But it did not go to his garden. It was still winter in his garden. The snow covered up the grass. The frost painted all the trees silver. The North Wind came and roared all day around the garden. The Hail came. He rattled on the roof of his castle.

The change of heart: One morning the Giant heard a little linnet singing outside his window. A delicious perfume came to him through the open window. He looked out. He saw a most wonderful sight. Children had crept in the garden through a little hole. The Giant saw that a little child was sitting in every tree. Trees were covered with blossoms. The birds were flying and singing. He saw a little boy standing in the farthest corner of the garden. He was so small that he could not climb the tree. He was weeping bitterly.

The Giant's heart melted. He said, "How selfish I have been!" He opened the front door and went out into the garden. The children saw him. They ran away. Only the little boy did not run. The Giant put him up into the tree. And the tree blossomed at once. The little boy flung his arms round the Giant's neck, and kissed him. When the other children saw that the Giant was not wicked any longer, they came running back. The Giant said, "It is your garden now, little children."

The Giant's reward: One day the Giant saw that little boy who kissed him was standing under a tree. When the Giant saw wounds in his hands and feet, he was red in anger. He asked who dared so. The little boy said, "These are the wounds of love." The Giant asked him, "Who are thou?" The child smiled on the Giant. He said, "You let me play once in your garden, today you shall come with me to my garden, which is Paradise."

When the children came that afternoon, they found the Giant lying dead under the tree.

Conclusion: We learn from the story that selfishness is the greatest evil.

4. Give a character—sketch of the Giant.

Ans: Introduction: The Giant is a fantastical creature depicted directly by the narrator. He is the protagonist as well as the wicked person of the story. In the beginning of the story we can find him as a selfish person but in the second part of the story we found him as a kind and virtues person.

Characteristic: He is selfish and egoistic as he did not want the children to play in his garden. He said, "My own garden is my own garden". And built a high wall all around it and placed a notice-board to keep away the neighbourhood children from playing there.

He also seems to appreciate beauty because he loves his garden as it was beautiful. He was very sad when the seasons did not change and all he gets to see is snow instead of blooming flowers. His love for beautiful things is also clear when he gets excited about hearing a bird chirping, which sounds to him like "lovely music." He is kind and generous. Once his "heart melts," he goes through a total change. He tells the children it is "your garden now," and uses his strength to knock down the wall he built. He invites the children and even joins them while playing in the garden. Even when he gets too old to play with them, he loves to watch children enjoy his garden.

He is caring as he asks about the little boy to everyone and waited for his little friend.

5. How did the Selfish Giant come to realize his selfishness?

Ans: Introduction: One morning the Giant heard a little linnet singing outside his window. A delicious perfume came to him through the open window.

The change of heart: The Giant looked out of the window. He saw a most wonderful sight. Children had crept in the garden through a little hole. The Giant saw that a little child was sitting in every tree. Trees were covered with blossoms. The birds were flying and singing. He saw a little boy standing in the farthest corner of the garden. He was so small that he could not climb the tree. He was weeping bitterly. The Giant's heart melted. He said, "How foolish I have been!"

His activities then: The Giant opened the front door and entered the garden. The children saw him. They were frightened. They ran away. Only the little boy did not run. The Giant put him up into the tree. And the tree blossomed at once. The little boy flung his arms round the Giant's neck, and kissed him. When the other children saw that the Giant was not wicked any longer, they came running back. The Giant said, "It is your garden now, little children!"

His feelings: The Giant realized his mistake. He took a great axe and knocked down the wall.

Conclusion: When the people were going to market at twelve o'clock, they found the Giant playing with the children.

6. Who was the little boy and how could the Giant identify him?

Ans: Introduction: One day, the Giant saw a little boy in the farthest corner of the garden. He was so small that he could not climb the tree. He put the little boy up into the tree. The child became very happy and he kissed the Giant.

The little boy: The little boy was an Angel. He changed the heart of the Giant and affection overcame hatred. He played with the Giant and kissed him. The Giant finally realized his mistake and allowed all the other children to play in his garden.

Giant identify little boy: After a long time, the Giant saw the little boy and he ran to meet him. When he came close to the child, he saw the child's plum was wounded and he became angry to see that and asks him to tell him who has wounded him. The child gave a surprising answer and the Giant bent on his knees. The child told him that he wanted to take him to his garden which is called Paradise.

Short Answer Type Questions

Answer each of the following questions in about 30 words:

1. State a brief description of Giant's garden.

Ans: It was a large and lovely garden with soft green grass. There were twelve peach trees that bloomed in spring and bore fruits in autumn. The birds sat on the trees and sang sweetly.

2. Why did the Giant build a high wall around his garden and put up a notice-board?

Ans: When the Giant returned from his friend's house, he saw children playing in his garden. In order to stop the children from entering the garden he built a high wall round his garden and put a notice-board as trespassers will be prosecuted.

3. Why did the Spring not come to the Giant's garden?

Ans: The Giant build high wall around his garden and put a notice-board so that the children could not play in his garden. This selfishness of the Giant made spring very angry and it did not come to the Giant's garden.

4. Where was Giant taken after his death?

Ans: The Giant grew old. His evil spirit was defeated. He had turned into a nice fellow. One morning he saw that little child was standing in the same corner of the garden. He went to the child. The child was not an ordinary child. The child took him to his garden 'Paradise'.

5. Why did Giant grow angry to see the little boy?

Ans: The Giant grew angry to see wounds on the palms and feet of the little boy. But the boy was an angel. He told him that those wounds were of love.

6. What was the Giant's reaction now?

Ans: After asking the little boy about his wounds, the Giant realized that he is not an ordinary child. He knelt down before the child.

7. When did the Spring came again into the garden?

Ans: When the Giant became kind and he opened the front door, broke the high wall so that children can play in the garden then the Spring came again.

8. What was his reward?

Ans: His reward was that he was taken to the Paradise after death. One day, the little boy who was Angel came to the Giant's garden and took him to his garden that was Paradise.

Appreciating the Story

A. Choose the most suitable option:

- Who did change the Giant's heart?
(i) a little child (ii) a little dog (iii) a man (iv) none
- The Giant loved the little child the most because:
(i) he was very innocent. (ii) he was too little to sit in the tree.
(iii) he has kissed the giant (iv) he was his child.

B. Answer each of the following questions in about 150 words:

1. Why did the Spring not come to Giant's garden? Describe the condition of the garden then.

Ans: Introduction: The selfish Giant erected a high wall around his garden to stop the children from playing there. He put a notice-board to this effect.

Nature was angry: The spring came all over the country. But in the garden of the selfish Giant there was still winter. The birds did not sing in the garden because there were no children, and the trees forgot to

blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice board it was so sorry for the children that it slipped back into the ground again.

Inmates of the garden: The only people who were pleased were the snow and the frost. They cried that they would live there all the year around. The snow covered up the grass. The frost painted all the trees silver. The North Wind came and roared all day about the garden. The Hail came. It rattled on the roof of his castle and broke most of the slates. Then it ran round the garden. The autumn gave golden fruits to every garden, but to the Giant's garden it gave none. It said, "He is too selfish".

Conclusion: The selfish Giant could not understand why the spring was so late in coming when he used to look out at his cold white garden.

2. What punishment did the Selfish Giant get for his unfair behaviour with the little children? How happy he was after making amends?

Ans: Introduction: The selfish Giant erected a high wall around his garden and put a notice board so that none can enter and play in his garden.

The Giant was punished: Nature punished the Giant for his too much selfishness and hatred. The spring did not come to his garden. The snow, the Frost, North Wind and Hail visited his garden. And there was winter all the time. There was no blossom on his trees. They bore no fruit in autumn.

Change of heart: One day somehow the children had crept in his garden through a little hole in the wall. The Giant saw that there was a little child in every tree. The trees had blossoms. The birds were flying and singing there. He saw there was still winter in one corner. A little boy was standing there. He was so small that he could not climb the tree.

The Giant's heart melted as he saw the child. He said, "How selfish I have been! Now I know why the spring would not come here. I will put that poor little boy on the top of the tree. I will knock down the wall. My garden shall be the children's play ground for ever and ever.

His feelings: He was very happy and he opened his garden for all. The children come to play in the garden daily and when the Giant grew old he used to sit and watch the children playing.

Conclusion: Affection overcame hatred. Selfishness gave way to large heart. Finally it was the victory of good over evil. The story teaches us: "We should not be selfish. We should share our prosperity with the poor. We should love the little children. We should not bear ill-will towards others."

1

Mercy

EXERCISE

1. Explain the following stanzas with reference to the context :

(i) The quality that takes.

Reference to the context: These lines have been taken from the poem 'Mercy' composed by William Shakespeare.

The present poem is an eloquent appeal for mercy in Shakespeare's comedy, **The Merchant of Venice**. Portia appeals to Shylock to show mercy to Antonio. Shylock retorts that no power can force him to be merciful. At this Portia impresses on him the importance of mercy.

Explanation: Portia explains the virtues of mercy. She says that mercy is a noble quality of human heart. It cannot be shown under force. It comes out of heart as naturally as the gentle rain falls from the sky upon the earth. Nobody can force it down. Mercy too comes like it. Mercy brings happiness to both the giver and the receiver. The man who receive mercy is fortunate. It benefits him. God is pleased with the man who shows mercy.

(ii) It is mightiest kings.

Reference to the context: These lines have been taken from the poem 'Mercy' composed by William Shakespeare.

In these lines Portia tells Shylock the great qualities of Mercy. It is the befitting quality of a king. In these lines she says about the rod of authority that a king has in his hand.

Explanation: Powerful persons have great authority. Mercy is their strongest quality. The king sitting on his throne has a crown on his head. The crown gives greatness to the king. Mercy makes him even greater. The king who has mercy is loved and respected most. He has a rod in his hand which shows that he is the great authority on earth. It shows the greatness and power of the king. When we look at the rod we know the great power of the king and are afraid of him.

(iii) But mercy justice.

Reference to the context: These lines have been taken from the poem 'Mercy' composed by William Shakespeare.

Portia says that the sceptre shows the power of the kings. But mercy is greater than the earthly power of the king.

Explanation: The quality of mercy is greater than the rule of the rod of authority. The mercy stays in the heart of the kings. The king has the greatest power on earth. Mercy is greater than this power. The sceptre is in the hand of the king. It is a natural quality of God himself. When a king softens his justice with mercy his power appears very much like the power of God.

2. Write the central idea of the poem 'Mercy'.

Ans: The poet wanted to tell us that 'Mercy' is a noble virtue of human heart. It is a divine gift to mankind. It cannot be forced. It is spontaneous. It blesses both the giver and the receiver. It suits kings better than their crowns. It is a quality of God. When a person giving justice softens it with mercy, his power is seen like the power of God.

So, we should be mercyfull toward everyone.

2

The Scholar

EXERCISE

1. Explain the following stanzas with reference to the context :

(i) My days among day by day.

Reference to the context: This stanza has been taken from the poem 'The Scholar' composed by Robert Southey.

The poet tells us how he passes his time in the midst of books composed by great authors of the past. He is surrounded by these faithful friends.

Explanation: The poet has many books written by famous authors who are now dead. He spends his time among these books. The room is full of books. Wherever he looks, he sees books. They tell him the best things. They do not change. They are most sincere and faithful friends. He is happy with them. He enjoys their company most. He is proud that he has such good friends. He talks with them everyday.

(ii) **With them gratitude.**

Reference to the context: This stanza has been taken from the poem '**The Scholar**' composed by **Robert Southey**.

The poet enjoys the company of the authors of the old times. The poet tells us how grateful he feels to his books which are with him in happiness as well as in sorrow.

Explanation: All the books by great authors that he has got are his true friends. Sometimes when he is happy he gets delight from the books. When he has sorrow, they lessen his pain and anxiety and comfort him. He is indebted to them for knowledge and wisdom. This thoughts fills him with deep thankfulness. Tears of gratitude roll down from his eyes. They make his cheeks wet.

(iii) **My thoughts are an humble mind.**

Reference to the context: This stanza has been taken from the poem '**The Scholar**' composed by **Robert Southey**.

In these lines the poet tells us how he gains from reading the books of the great authors. His life is completely one with theirs. He has the same hopes and fears.

Explanation: When he reads their books he thinks as the authors thought. He has the same feelings. He knows about the past fully well. He feels that he is living in those days. He sees good qualities in them. He loves those qualities. He sees their bad qualities and dislikes them. While reading hopeless things becomes full of hope. He is afraid of the bad things that they feared. They learnt their lessons from life. When he reads about them he humbly forms rules of conduct for himself.

(iv) **My hopes in the dust.**

Reference to the context: These stanza has been taken from the poem '**The Scholar**' Composed by **Robert Southey**. The poet hopes that he too will be remembered like the great authors of the past. He will soon be with them after his death.

Explanation: The poet has the same hopes as the great authors of the past had. Very soon he will die and will be with them. They will be remembered in the future. He too will be remembered with them. And in this world too, people will remember him. He earnestly hopes that he will not be forgotten entirely.

2. **Write the central idea of the poem 'The scholar'.**

Ans: The central idea of the poem 'The Scholar' by Robert Southey is that books by great ancient authors have great importance in our life. They help us in our joys and sorrows. We can learn from their experience and frame rules of conduct for ourselves. A scholar who devotes his time to them will have a place with those authors and will be remembered like them.

3

Education of Nature

EXERCISE

1. **Explain the following stanzas with reference to the context :**

(i) **Three years my own.**

Reference to the context: These lines have been taken from the poem '**Education of Nature**' composed by **William Wordsworth**.

The poet tells us how Nature decided to take Lucy as her own child and train her to be a perfect lady. Nature was attracted by Lucy who was very lovely. She was a very beautiful girl of only three years.

Explanation: Lucy was three years old. She had seen every kind of weather. She had seen sunshine and she had seen rain. Nature saw her and liked her, and said that a child more beautiful than Lucy was never born. She decided to take her and train her to become a lady according to her own ideals.

(ii) **Myself..... or restrain.**

Reference to the context: These lines have been taken from the poem 'Education of Nature' composed by **William Wordsworth**.

The poet tells us that Nature decided to look after Lucy at every place. Nature would check her from doing improper things and would encourage her to do right things.

Explanation: Nature said that she loved Lucy very much. She would do everything for Lucy. She would have the rules to guide her conduct. She would be her sudden inclination to act. Lucy may be at these different places– hills, plain, earth, sky, open spaces or shady places. Wherever she is, Nature will be with her. Lucy will know that some power can see everything that she does. This power encourages her to do the right things. It holds her back if she goes the way which is not proper and desirable.

(iii) **She things.**

Reference to the context: These lines have been taken from the poem 'Education of Nature' composed by **William Wordsworth**.

Here Nature says how happy and comfortable Lucy will be in the midst of natural things. She will see animals. She will feel the presence of non-living things. From them she will learn how to lead a happy life.

Explanation: Nature says that she will allow Lucy all freedom. She will jump freely and playfully like the fawn that is mad with joy and jumps across the lawn or up the mountain. She will also gain from the inanimate things of nature. She will get the comfort that flows out of these and will learn from them in silence and peace.

Comment: In the first line there is a simile in the words 'sportive as the fawn'.

(iv) **The floating sympathy**

Reference to the context: These lines have been taken from the poem 'Education of Nature' composed by **William Wordsworth**.

Nature says how Lucy will learn graceful movements from things in nature. She will learn from the cloud and the willow and even from the storm.

Explanation: The clouds floating in the sky have great dignity. Their movement is very easy. The clouds will teach Lucy how to move in a dignified manner. The willow bends in a very graceful manner. The willow will bend in presence of Lucy so that she may learn how to bend gracefully. The storm appears very violent and fearful. But it has attractive movements. Lucy will see those movements too. She will understand and enjoy the force that moves the storm. She will have similar feelings and learn those movements without it. All these manners will make her body charming.

(v) **The stars her face.**

Reference to the context: These lines have been taken from the poem 'Education of Nature' composed by **William Wordsworth**.

Here Nature says what Lucy will gain from stars and streams. All these things will increase the beauty of her face.

Explanation: The stars are brightest in the middle of the night. Lucy will see them and love them. Small streams move around freely and are sometimes hidden. They carry on their water in a dancing manner. Lucy will put her ear down to hear their sound. She will be very much charmed by this sound. Her happy feelings will appear on her face and her face will grow beautiful.

(vi) **And vital happy dell.**

Reference to the context: These lines have been taken from the poem 'Education of Nature' composed by **William Wordsworth**.

Here Nature says how she will help Lucy's body grow with good thoughts. From Nature she will get joy. That joy will help her body to grow.

Explanation: Nature says that Lucy will live with her happily in that small valley surrounded by trees. She will put very good thoughts in Lucy's mind. Those thoughts will produce very strong

feelings of joy. These feelings will be full of vigour and will help her body to grow to a majestic size. Her pure breast will rise and grow fully.

(viii) **Thus Nature more will be.**

Reference to context: These lines have been taken from the poem 'Education of Nature' composed by **William Wordsworth**.

The poet tells us that Nature took Luck away. Her life was soon over. The poet was left alone.

Explanation: Nature had said that she would take Lucy and train her to be an ideal lady. Nature took her away. But her life ended very soon. Lucy died and the poet was left alone. Lucy was gone. Only somethings were left behind with the poet. The wasteland and the peaceful scene was there. He also remembered past things. He was sad to think that those things will never take place again. He will never see Lucy and her manners and movements.

2. **Write the central idea of the poem 'Education of nature'.**

Ans: The central idea of the poem 'Education of Nature' by William Wordsworth is that Nature is the best teacher for a child. Nature can inspire good ideas and check wrong actions. Every part of Nature—animals, mountains, clouds, willow, stars, even the storm can impart some training of good and graceful conduct to humans. The joy in Nature is the greatest nourishment.

4

To the Pupils

EXERCISE

1. **Explain the following stanzas with reference to the context :**

(i) **Expanding like the petals their strength.**

Reference to context: These lines have been taken from the poem 'To the Pupils' composed by **Henry L. Derozio**.

Here the teacher tells us how the power of mind of his pupils grows. Their mind opens and they are eager to test the strength of their mind.

Explanation: In the beginning, the pupils do not have much power of the mind. Their minds are closed. Then they open like the buds of flowers. The buds spread their petals. The pupils open their minds. Ignorance had closed their minds tightly. That ignorance was like magic. It grows weak. Their minds are free. The powers of their mind now try to do what they can. They are like young birds. These birds try to fly in the summer season. In the same way the pupils try to use their intelligence and imagination when they find them stronger.

(ii) **Of circumstances omnipotence!**

Reference to context: These lines have been taken from the poem 'To the Pupils' composed by **Henry L. Derozio**.

Here the teacher tells us how pupils begin to worship truth which is all powerful. Fresh knowledge and experience have helped them to know truth.

Explanation: Changing conditions influence the pupils. Things, that they learn in the beginning, open up just as the first showers of rain in April refresh things on earth. They are gradually aware of many new things. This knowledge has its effect. All these things help them to understand the truth. They find that the truth is all powerful. They worship the truth.

(iii) **What joyance in vain.**

Reference to context: These lines have been taken from the poem 'To the Pupils' composed by **Henry L. Derozio**.

In these lines the teacher think about the future when his pupils will be great men. They will achieve much success and honour. The teacher imagines it and feels happy as he has achieved something in his life.

Explanation: The poet thinks of the future. He sees that his pupils will become great and famous. They are not yet famous. But the future is preparing garlands of honour for them. This idea brings

great happiness to the poet. He is also contented. His life had been successful. By giving proper finishing the teacher has moulded his pupils as nobles. And this achievement of his surpluses his contentment.

2. Write the central idea of the poem 'To the Pupils'.

Ans: The central idea of the poem 'To the Pupils' is the joy felt by the teacher on watching the gradual development of his pupils. Their minds which are just opening will grow strong. They will gain knowledge of various kinds. They will know and worship truth. Ultimately they will achieve great success and honour. He will be happy to feel that his life is successful.

5

O Captain! My Captain!

EXERCISE

1. Explain the following stanzas with reference to the context :

(i) **O Captain! daring.**

Reference to the context: These lines have been taken from the poem 'O Captain! My Captain!' composed by **Walt Whitman**.

The poet describes the great joy after success and victory in the Civil War of America. The Southern states, who fought against the abolition of slavery, were defeated.

Explanation: The poet calls the President Abraham Lincoln, the captain of the ship. The difficult voyage is over. They have won the war and achieved their object. Their ship has passed every obstacle. The government has solved every difficulty. They have achieved their aim. Slavery has been abolished. Peace has been achieved. The bells are ringing in the church. They are celebrating the victory. There is great rejoicing. The government has proved to be firm and courageous. The people are looking with admiration at the government.

(ii) **But O heart! and dead.**

Reference to the context: These lines have been taken from the poem 'O Captain! My Captain!' composed by **Walt Whitman**.

The poet expresses grief over the death of Abraham Lincoln, who has steered the ship of America as a captain through rough waters of the Civil War successfully and gained victory for his people. But how sad that he is assassinated soon after victory!

Explanation: The scene changes. The President has been assassinated. The poet looks at him. He cries in sorrow. There are drops of blood. The Captain is lying on the floor of the ship. The President is lying dead on his post of duty. His body is cold and lifeless. He is dead.

(iii) **O Captain! turning.**

Reference to the context: These lines have been taken from the poem 'O Captain! My Captain!' composed by **Walt Whitman**.

Here the poet describes the great welcome that is waiting for the President. He requests the President to rise up and see all these things. The people are impatient to welcome him.

Explanation: The poet tries to awaken the dead President. He tells him what he sees. The Church bells are ringing. The flag has been unfurled. The bugle is sounding. All these things have been done to welcome him and honour him. There is a very large crowd of people. They have brought bunches and garlands of flowers. They wish to present these things to the President. The poet calls upon the President to get up and see all these things. The crowd is very eager to see him. In impatience the whole crowd moves this way and that. They are eagerly looking for him in all directions. They are calling for him.

(iv) **Here, dead.**

Reference to the context: These lines have been taken from the poem 'O Captain! My Captain!' composed by **Walt Whitman**.

The poet believes that the President is alive and tries to support him up. He does not admit that he is really dead.

Explanation: The poet requests the President to get up and see all things. Now he helps him to get up. He puts his own hand under the head of the President. He tries to support him up. He says that the President is not dead. It is only a dream that he has died. It is not a true fact. The President is not dead and should get up.

(v) **My Captain won.**

Reference to the context: These lines have been taken from the poem 'O Captain! My Captain!' composed by **Walt Whitman**.

The poet at last finds that the President is dead in the hour of victory. He has no signs of life in his body.

Explanation: The poet placed his hand under the President's head. The President did not move. So the poet admits that he is dead. There is no reply from the President. His lips are white and bloodless. They do not move. There is no sign of life in him. There is no response to the poet's hand. The President's pulse is not beating. He does not show any desire to act. The ship is lying at anchor. The government has no danger. It has achieved success. It undertook a dangerous task. That work has been completed.

(iv) **Exult dead.**

Reference to the context: These lines have been taken from the poem 'O Captain! My Captain!' composed by **Walt Whitman**.

The poet is now certain that the President is dead. He will mourn for him while the people are celebrating the victory with joy.

Explanation: The poet allows everybody to rejoice. Let them be happy. Let them ring the bell of the church with joy. But he will not rejoice. He will walk about on the deck, full of sorrow and lamentation. His captain is lying dead and lifeless. He will live in the country. But he will not rejoice at the victory. He will lament for the President.

2. **Write the central idea of the poem 'O Captain! My Captain,**

Ans: The central idea of the poem 'O Captain! My Captain!' composed by Walt Whitman is the mixture of grief with joy at assassination of President Abraham Lincoln after his victory and achievement. The poet shows the great joy at the victory. Everyone is full of love and respect for the President. They want to celebrate the victory. They want to honour him. But he lies dead. He has died during his duty. Let people rejoice. But poet will mourn for the President.

6

From 'Dover Beach'

EXERCISE

1. **Explain the following stanzas with reference to the context :**

(i) **Ah, for pain.**

Reference to the context: These lines have been taken from the poem 'Dover Beach!' composed by **Matthew Arnold**.

The poet says that world is much worse than what it appears to be. It appears beautiful but the good things are not in it.

Explanation: Arnold says that we assume the world as beautiful and charming as the place which we see in dreams. The world is full of variety of different places and we find something new at every place. But the most important things like the real happiness is not present in the world. Men are ignorant and we do not get love from our fellow beings. There is no peace. Jealousy and hatred had become a part of human nature. Only we can help each other and maintain love and peace in the world. So, men should help and support one another.

(ii) **And we are.....by night.**

Reference to the context: These lines have been taken from the poem 'Dover Beach' composed by **Matthew Arnold**.

The poet describes the condition of people that how they had become ignorant and are fighting with each other.

Explanation: Arnold says that man does not know what he is doing. He is busy in dangerous and silly work. The world is in darkness. We can see nothing clearly. Some are fighting. Some are running away. There are cries of fear and warning. Nothing is clear about these cries. We do not know what they are. But we are moved along by them. We are acting aimlessly. People do not know what they are fighting for. They meet in conflict without any knowledge about their opponents.

2. Write the central idea of the poem From 'Dover Beach'.

Ans: The central idea of the poem 'Dover Beach' is that sincerity for one another is the only hope for man in this world. In truth the world is without any joy. There is no peace. There is no certainty. Men dimly feel that they must act but they do not clearly know why they are struggling in the dark.

7

Our Casuarina Tree

EXERCISE

1. Explain the following stanzas with reference to the context :

(i) Like a men repose.

Reference to the context: These lines have been taken from the poem 'Our Casuarina Tree' composed by **Toru Dutt**.

In this stanza the tree has been described in detail. The tree is strong, large and beautiful and has a feeling of mystery about it.

Explanation: The casuarina tree in their garden is very tall and strong. It is one of the largest trees. It is reaching up to the stars. Its trunk is rough. A thick and strong creeper is tightly embracing the whole length of this tree, like a huge serpent twisting itself round it. There are deep marks on the trunk made by the twisting of the creeper. The creeper's hold is so tight that it could have killed another tree. But this tree is brave and strong. It is not at all troubled by the embrace of the creeper. It is wearing the creeper like a scarf. There are deep red flower on the creeper. They are hanging in the bunches on all the branches of the tree. Birds and bees perch on the flowers all day. Sometimes they sing during the night. It appears that the sweet song will never end. They will go on singing in the dark while men are enjoying their sleep.

(ii) When snow enmassed.

Reference to the context: These lines have been taken from the poem 'Our Casuarina Tree' composed by **Toru Dutt**.

In this stanza we have the scene of the tree in the morning. The tree and its surroundings make a beautiful sight.

Explanation: When it is dawn Toru Dutt opens her window. She sees the tree first of all. She is full of joy at the scene. In winter sometimes there is a very beautiful scene. On the top of the tree there is a grey baboon. He does not move at all because he is attentively looking at the rising sun. He looks like a statue. His small and weak young ones are playing. They are springing from one bough of the tree to another. The Kokilas are singing to welcome the day. Their song is filling the sky. Cows are walking lazily as if in sleep. They are going to graze in the pasture. The large shadow of the tree forms a kind of tent below it. It is very vast and beautiful. Water-lilies come out on it. They are in such a heap that it appears that snow has been gathered there.

(iii) But not may reach.

Reference to the context: These lines have been taken from the poem 'Our Casuarina Tree' composed by **Toru Dutt**.

The poetess here is suddenly full of old memories. She feels sad to think of bygone days. All those feelings are described in this stanza.

Explanation: The poetess loves the tree very deeply. But she does not love for its splendid

appearance. She remembers other things. They make the tree dear to her. In the past, when she was a child she played under this tree with her friends. She remembers those friends. Time will pass. Things will change. She will always love this tree very deeply because she friends played there with her. Whenever she thinks of this tree she will see them before her under the tree. She will feel sad. She will weep. She will not be able to see because of her tears. As she talks of her sorrow she hears something. It is a low lamentation. The sound is like that sound which is produced when the waves of the sea strike at the shore which is full of pebbles. At first she does not know what it is. Then she knows it. The tree is grieving. What the tree says is not clear. It is full of mystery. It frightens. It is very likely that this lamentation of the tree will reach some strange country.

2. Write the central idea of the poem 'Our Casuarina Tree'.

Ans: The central idea of the poem 'Our Casuarina Tree' by Toru Dutt centred round that tree in their garden. It calls up old memories and makes the poetess sad. A sadness rises from the tree too. The poetess first thinks of the beauty of the tree and its scene. Then she thinks of the good old days when she played under it with her friends. Her sadness is touching. She feels that the tree is lamenting. The lamentation will reach some other country too. Thus the poem has the joy and also the sorrow caused by old memories. The tree is their source.



If

EXERCISE

1. Explain the following stanzas with reference to the context :

(i) If you can keep their doubting too.

Reference to context: These lines have been taken from the poem "If" composed by **Rudyard Kipling**.

The poet is pointing the qualities to become a good human being and succeed in life.

Explanation: We should not lose our temperament even if others are blaming us for their fault. To be a good human being and to succeed in life, we should keep calm when other people around us are losing their cool. Losing the temper does not solve a problem and keeping patience makes us think wisely to face those tough situations, and finally you will find a solution. We should have the faith in ourselves, even when others doubt us. But after that, we should give some importance to their doubt too and try to find out what may be the reason for their suspicion. So, By keeping faith in ourselves we make sure that we don't get demoralized or disheartened. And, by allowing others' doubt a little space of thought, we ensure that we are not doing something wrong knowingly or unknowingly.

(ii) If you can wait too wise.

Reference to context: These lines have been taken from the poem "If" composed by **Rudyard Kipling**.

The poet is pointing at qualities like hard work to be successful in life.

Explanation: We should work hard and wait for the result patiently. We should not get tired by waiting for a positive response. There are a number of examples in real life where people miss big opportunities only by losing their patience. Moreover, the proverb "Hurry will bury you," teaches that, we should have patience. People may lie about us to others, but we should not indulge ourselves in lies and should always remain truthful. If we are mislead or tempted to lie, people would ultimately discover the truth and will never believe us anymore. So, its important to speak the truth even if that hurts us. People may show their hatred towards us, yet we should not hate them. We should show our love and respect to others. No man or woman is perfect in this world. Everyone has his strengths and weaknesses. We have to accept that and respect them for the good qualities in them. We should not pretend as a good person or talk too wisely with common people, even after possessing such qualities. Because after acquiring all these good qualities, people generally feel proud, boastful and tend to show off how good they are. But, the poet warns us not to do so. If we do

this, others would feel uncomfortable in our company and avoid us. Moreover others may try to prove us wrong at any cost, leading to an unhealthy competition.

(iii) **If you can dream just the same.**

Reference to context: These lines have been taken from the poem "If" composed by **Rudyard Kipling**.

The poet is telling the importance of dreams and face both joy and sorrow with similar treatment.

Explanation: To do something bigger, we should dream first. But we should not to be guided by unrealistic dreams. If dreams take the driver's seat, we would get detached from reality and eventually fail. We should dream to reach great heights in life, but keeping the reality in mind. We should be able to think over a matter, but should not make the thoughts our aim. So, our thinking should not be misleading us and should not detached us away from the large. Life is a combination of success and failure, joy and sorrow, good times and bad times. We should accept both and face both situations with similar treatment. The poet personifies Triumph and Disaster, and calls them 'two imposters'. People become too happy in success and this reduces our chances to reach higher goals. Again, at bad times, if we are too grieved, we may lose our faith and confidence. In both cases, our regular course of work is hampered. That is why the poet calls triumph and disaster 'two imposters'. He asks us to treat those deceivers similarly, with a smiling face. In short, we should not be too happy or too sad under any circumstances.

(iv) **If you can bear worn-out tools.**

Reference to context: These lines have been taken from the poem "If" composed by **Rudyard Kipling**.

The poet is telling the importance of patience, tolerance and mental toughness.

Explanation: We have to bear the tough situations where we see that our speech or statement is distorted by someone to befool others. Very often we see that people misinterpret or even deliberately distort our words to use it in their favour. We should not lose our temper hearing that. Rather we should tolerate that, ensuring we have spoken the truth. We should be clam and patience even after seeing that our favourite thing that we built with all our effort and time is broken. Then we have to pick up the scattered parts and build it all over again. This is another key to getting to the top of the world, according to the poet. To keep our cool is not easy in such a situation. But patience and the mental toughness would help us build them again.

(v) **If you can make one about your loss.**

Reference to context: These lines have been taken from the poem "If" composed by **Rudyard Kipling**.

The poet is telling that sometime we should take risk to achieve much greater success but if we loose then stay calm without uttering a word about that loss and rebuild.

Explanation: We should be able to accumulate all we have and take a risk in one turn of the game of pitch-and-toss. We may lose the game and all our possessions. But we have to stay calm without uttering a word about that loss and rebuilt it from the beginning. Here the poet talks about the capability of taking big risks to achieve much greater success and keeping quiet even if we lose the bet. This is yet another aspect of our mental toughness that we need to possess.

(vi) **If you can force "Hold on!"**

Reference to context: These lines have been taken from the poem "If" composed by **Rudyard Kipling**.

The poet continues the same theme of mental strength and the power of Will.

Explanation: We have to force our body (heart and nerve) to serve us even after it has lost the strength due to old age or illness. Thus we should keep on working driven by the strong "Will power" which would keep us to 'hold on' compelling us to do our job. If we want to do something great from our heart, the Will inside us would prevent the body from getting tired and hopeless. Indeed, there goes a proverb, "Where there is a Will there is a way."

(vii) **If you can talk too much.**

Reference to context: These lines have been taken from the poem "If" composed by **Rudyard Kipling**.

The poet tells us that we should build healthy relationship with people from every class of the society and how this will help us.

Explanation: We should stay in touch with people from every class of the society. We should be able to talk with common mass without losing our virtue or moral values. Again, we should be able to walk with kings without going beyond the reach of the common people. The common touch would help us realize the reality and feel the needs of the society. On the other hand, the noble touch would give us the power and opportunity to reach higher goals. We should build ourselves strong enough, mentally and physically, so that neither enemies nor loving friends can hurt us. Moreover, we should develop healthy relationship with everyone around us, and should not allow anyone to harm us. We have to develop our personality the right way, so that everyone supports us. If we allow someone to give us too much importance, we may be emotionally bound. That may restrict our freedom and prevent us from doing our duty.

(viii) **If you can fill my son!**

Reference to context: These lines have been taken from the poem "If" composed by **Rudyard Kipling**.

In these lines the poet is telling the importance of time.

Explanation: Time is precious and it (minute) is here called unforgiving, as it wait for none and doesn't forgive him who wastes it. We should utilize every minute of our life in productive work. Wasting time is not something we can afford in our short lifespan. We can win this earth and everything in it. We can go to top of the world and rule over everything. We would be a complete and perfect human being. We should not forget that the poet wrote this poem for his son, as it is addressed in the very last line. The poet wanted to show his son the right way to be a future leader. But it has inspired many a man in their journey of life on earth so far.

2. Write the central idea of the poem 'If'.

Ans: The central idea of the poem 'If' the composed by Rudyard Kipling is that success comes from self-control and a true sense of the values of the things. Although in extremes danger lies. A man must not lose heart because of doubts and opposition. He must not be deceived into thinking either triumph or disaster. He will be considered a real man only if he has all the virtues described in the poem. He should have qualities of the head and the heart such as self reliance and ambition. He should have great strength and courage. He should have will power. And he should have self-control.



Nightingales

EXERCISE

1. Explain the following stanzas with reference to the context :

(i) **Beautiful must long!**

Reference to the context: These lines have been taken from the poem 'Nightingales' composed by **Robert Bridges**.

The poet relies upon his individual impressions and reaction when he actually heard nightingales singing. That is why he says something that is new and striking.

Explanation: The poet thinks that the mountains from where the nightingales come must be beautiful. He imagines that the streams where from the nightingales learn their song might be shining in the valleys which are full of fruits. He asks the nightingales where are those forests that are bright with beautiful flowers. The poet wishes to wander among those flowers which bloom all the year in that enchanting and pure atmosphere.

(ii) **Nay, our art.**

Reference to the context: These lines have been taken from the poem 'Nightingales' composed by **Robert Bridges**.

The poet thinks that the mountains from where the nightingales come must be beautiful. The streams from which they learn their song must be bright. He wishes to wander among the flowers

which bloom the year long in the wood where the nightingales live.

Explanation: The nightingales say that the imagination of the poet is not correct. They say that those mountains bear no trees and plants. They are barren. The streams are not shining. They are dry. Their song is the voice of their unfulfilled desire. It remains in their thoughts. Their song expresses the violent pain of their heart. Their vague dreams and ideals cannot be properly expressed in song or sigh, in spite of all their skills. The imaginary pictures of a happy state of things for which they had been yearning cannot be expressed by their song.

(iii) **Alone, the dawn.**

Reference to the context: These lines have been taken from the poem '**Nightingales**' composed by **Robert Bridges**.

The nightingales say that their song is the voice of their unfulfilled desire. It remains in their memory. Though they are expert in singing, their vague dreams and ideals cannot properly be expressed in song or sigh.

Explanation: The nightingales say that they alone pour their mysterious secret loudly in the charmed ear of men during the night time. That secret is the pain of their heart and yearning of the unrealized dreams. When the day dawns and the beauty of the landscape is again visible, countless birds wake up in the morning and begin singing. Then the nightingales lose themselves in reverie in the day-time when the world is busy and awake.

2. **Write the central idea of the poem 'Nightingales'.**

Ans: The central idea of the poem 'Nightingales' composed by Robert Bridges is that his nightingales are not happy birds singing their song in rapture. The song of the nightingales does not express perfection attained. But it expresses the yearning for the unattainable perfection. It gives utterance to the pain which we feel when we long for a happier state of things. The nightingales symbolize man's frustrations in achieving perfect happiness in life or in creating a world of ideal beauty.

10

The Palanquin Bearers

EXERCISE

1. **Explain the following stanzas with reference to the context :**

(i) **Lightly, on a string.**

Reference to the context: These lines have been taken from the poem 'The '**Palanquin Bearers**' composed by **Sarojini Naidu**.

The palanquin bearers describe the easy movements of the palanquin as they carry it along. They compare it to the lightest things.

Explanation: The palanquin bearers say that they carry the palanquin without feeling any weight. They sing as they move on. The palanquin moves from side to side like a flower in the wind. They feel that their song moves it. When a bird touches the foam on a stream and moves forward on it, the movement is very soft. The movement of the palanquin is soft like that of the bird. Laughter has no weight and goes forward very lightly. The laughter of a person who is dreaming in his sleep is much softer. The movement of the palanquin is as soft as that of laughter. The palanquin bearers move forward cheerfully and smoothly. They carry the palanquin so softly as a pearl on a string.

Comments: 1. The pronoun 'she' has been used for the palanquin to show greater respect and affection. It has a good impression.

2. The description of the movement of the palanquin is perfect and the similes are in accord with nature and time. Every simile brings before us the light movement of the palanquin.

(ii) **Softly on a string.**

Reference to the context: These lines have been taken from the poem 'The '**Palanquin Bearers**' composed by **Sarojini Naidu**.

The palanquin bearers describe the easy movements of the palanquin as they carry it along. They compare it to the very light things.

Explanation: The palanquin bearers say that they carry the palanquin softly. She looks very charming in the midst of the song that they sing as they move along. She looks so charming as the rainbow coloured reflection of a star in a drop of dew. When the palanquin bounces by its bamboo like a beam reflected on the wave. The palanquin moves in the same manner when they carry it. When they place it down she comes down so softly as a tear from the eyes of the bride. A bride weeps slowly and her tears roll down very softly. They move forward lightly and smoothly singing a song. They carry the palanquin so softly as a pearl on a string.

2. Write the central idea of the poem 'The Palanquin Bearers'.

Ans: The careful movement of palanquin is the central idea of the poem 'The Palanquin Bearers' composed by Sarojini Naidu. The main thing is its carefulness. Every movement is light and careful. All the things, that it is compared to move lightly and carefully. Its floating and falling is compared to a laugh and a tear. The springing of the beam and the movement of the pearl of a string have a pictorial quality.

The Light of Asia

EXERCISE

Long Answer Type Questions

1. **What disturbed the calm of Siddhartha's mind even among the pleasures and luxuries of the palace?**

Ans: Introduction: King Suddhodana had arranged many pleasures for prince Siddhartha. He was afraid that if Siddhartha saw the pain of the world he would become a hermit. But many things disturbed the calm of his mind. He was unhappy even among the pleasures and luxuries of the palace.

Call of the world: While sleeping, Siddhartha would hear the call of the world. He would startle up and cry that he was coming. There was pity in his eyes.

Call of the Devas: One day the wind made music in the *veena*. The *Devas* were singing their message to Siddhartha. They told him that life was like the wind. He was to save the world. His time had come. He should rise now.

Chitra's story: The maid, Chitra told a story of a wonderful distant land and of a magic horse. Her story reminded him of the wind's song in the *veena*.

Conclusion: All these things disturbed the calm of Siddhartha's mind. He wanted to see the world and the people in it.

2. **What does the Prince say about life and the world in the poem 'The Light of Asia'?**

Ans: Introduction: The poem depicts the philosophy of the noble hero and reformer prince Gautam, the founder of Buddhism. He tried to understand the true meaning of human life and find out the solution for sufferings. He felt mental unrest. Some unknown things troubled his mind. Often the calm of his mind was disturbed. In his sleep he would suddenly startle up. He would cry wildly, "Oh world! I hear! I come!" It seemed as if the world was calling him.

Embodiment of love and pity: He was very kind and pitiful. He had sympathy for all. When Yashodhara was frightened to see his star the, he would smile to cheer her. He patted with love the sakya boy who had spread flowers before his chariot. When he sees the sick man, he treats him with compassion and kindness.

My story of life: None is immortal here in this world. The suffering humanity is caught in an unending cycle of life and death, pleasure and pain. Happiness would always end in sorrow; youth would always be followed by old age; love would result in detachment and loss and life would inevitably be followed by death.

Conclusion: Siddhartha declared, "I would not let one cry whom I could save."

3. **Why did King Suddhodana send words to his people to decorate the city and make it look gay and happy for the Prince's visit?**

Ans: Introduction: King Suddhodana was told that prince Siddhartha wanted to go out and see the world. He ordered special preparations for the following reasons:

Not proper to check: The king knew that the Prince was no more a small child. He had a good wife and every pleasure. It was time for him to see other things. Moreover it was not good to check his desire. He might suspect something.

Precaution was necessary: But the king was very cautious. He wanted him to be a great King. If he saw the pain in the world he would become a saint. So the King wanted to keep all painful sights away from him. If the city was decorated the Prince would see beautiful scenes. It was to look happy and gay so that the Prince might think that all life was charming. If he saw sickness, old age or other trouble he would leave the world and become a saint.

4. **Describe the seven visions which the King Suddhodana saw.**

or

Give the interpretation of the seven visions which the King Suddhodana saw.

Ans: Introduction: 'The Light of Asia' is a well-known epic of Sir Edwin Arnold. In it, he has described the immortal and great deeds of prince Siddhartha viz. Mahatma Buddha. Once, the King Suddhodana saw seven horrible visions in his dream. They belonged to prince Siddhartha. These seven visions are as follows:

A flag: First of all, the King saw a flag. It was a broad and splendid flag. A golden sun was shining on it. Suddenly a strong wind tore it. Then it was taken up by a group of shadowy persons. They went towards East.

It meant that old faiths would change and new faiths would take their place.

Ten elephants: In the second vision, the King saw ten elephants with white tusks. On the foremost elephant, was the Prince. They were marching on the Southern road.

It meant that the Prince would get ten great gifts of wisdom and shake the world with them.

A chariot: Then he saw a chariot with dazzling light drawn by four fearful horses. Their breath was smoke and the foam and in their mouths was fire. The Prince was sitting in it.

It meant that four horses were four virtues which would help the Prince to get knowledge.

A wheel: In this vision, the King saw a wheel. It was made of gold. It was moving fast with a sweet sound.

It meant that the wheel of perfect law and Prince will show the perfect law to the world.

A drum: In the fifth vision, he saw a huge drum on which the Prince was beating with an iron rod. Its sound was like thunder.

It meant that like the sound of drum, the Buddha's teaching would spread in every corner of the world.

A tower: In the sixth vision, there was a huge tower. It was touching the clouds. The prince stood on its top. He was scattering jewels in every direction.

It meant that rising of tower was the spread of Buddhism and jewels were his teachings.

Six men: In the seventh vision, the king heard a noise of lamentation. Six men were weeping and grinding their teeth. They closed their mouths with their hands. They were very sad.

It meant that the weeping six men were the men whom the Prince would give knowledge.

Conclusion: Thus these were seven horrible visions seen by the king. The king was very upset and disturbed by them.

5. Sketch the character of Channa. Who is Channa? Discuss his role and importance in the poem.

Ans: Introduction: Channa is a good servant of Prince. During the first visit of prince Siddhartha, he goes with him as a charioteer. During the second visit the Prince dresses like a merchant and Channa is in the guise of his clerk. When the Prince asks him to return to the place, he obeys him willingly.

A man of worldly knowledge: Channa has got knowledge about the world. Living in a palace the Prince did not know what old age, sickness and death were. He explains these things to the Prince very cleverly. During his visits the Prince asks him what he sees. The Prince was satisfied with Channa's answers.

His answer: Channa is not only a guide but a philosopher also. He explains death and old age like a philosopher. During first visit the Prince asked, "What is old age?" Channa replied that old age comes to all and makes a man weak and toothless. During his second visit he said that sickness comes to all in many ways. Death is unavoidable and ends of a life. No man is immortal.

His importance: Channa has played very important role in the poem. He is an obedient servant, a philosopher, a companion of the Prince. He conceals nothing from the Prince. He moves the story and is present at every point in the poem. The Prince could not know the reality of the world without Channa's answers.

6. Sketch the character of prince Siddhartha?

Ans: Principal character: Prince Siddhartha is the principal character in the poem 'The Light of Asia'. He is named Siddhartha at the time of his birth. When he attains Enlightenment (Highest knowledge), he is known as the Buddha, or "The Enlightened-one". Still later his followers called him 'Sakya muni'.

His birth and parentage: Siddhartha was the son of king Suddhodana, who ruled in Kapilvastu. His mother was queen Mahamaya. Legends say that many miracles were happened at the time of his birth.

His thoughtful nature: Siddhartha was very thoughtful by nature. He would sit for hours lost in deep thoughts. The king tried to divert his attention, but all in vain.

His mental unrest: He felt mental unrest. Some unknown things troubled his mind. Often the calm of his mind was disturbed. In his sleep he would suddenly startle up. He would cry wildly, "Oh world! I hear! I come!" It seemed as if the world was calling him.

Embodiment of love and pity: He was very kind and pitiful. He had sympathy for all. when Yashodhara was frightened to see his startles, he would smile to cheer her. He patted with love the sakya boy who had spread flowers before his chariot. When he sees the sick man, he treats him with compassion and kindness.

A divine soul: Siddhartha was a divine soul. He was a man of destiny. He was born to show the path of salvation to mankind. He was sent into this world to find deliverance from birth and death. He was destined to be the saviour of mankind.

7. Narrate in short the conversation that took place between the Prince and Channa while the Prince was holding the sick man?

Ans: Fatal disease: When Siddhartha saw a sick man he asked Channa why the man sighed and could not speak. Channa replied that some fatal disease had attacked him.

How it came: The Prince asked if others were suffering or could suffer. Channa replied that it comes to everyone in different forms. The Prince asked "Come such ills unobserved?" "Secretly and suddenly," replied Channa.

Effect on men: The Prince said, "Then all men live in fear?" Channa replied that they did. The Prince asked him if none could say that he would wake up as healthy as he was when he went to sleep. Channa replied, "None."

The end: Then the Prince asked Channa if all sickness make man weak and old. Channa replied if men lived long enough it did. The Prince asked Channa what happened if men could not bear this pain or bore it and grew older. Channa replied that they die. "All must die."

8. What was the effect of the hermit's prediction about the future of the Prince of the King of Kapilvastu?

Ans: A hermit named Asita who lived in the mountains not far away, came down to the palace. He prophesied the future greatness of the child. He predicted: "This Prince, if he remains in the palace after his youth, will become a great king to rule the Four Seas. But if he forsakes the worldly life to embrace a religious life, he will become a Buddha and the world's Saviour.

Effect on the king: At first, the king was pleased because of the prophecy, but later became troubled at the thought of the possibility of his only son leaving the palace to become a homeless recluse.

The king was increasingly worried as he recalled the hermit's prophecy. He tried in every possible way to divert his mind to other directions. He arranged Siddhartha's marriage with a beautiful princess Yashodhara at the age of nineteen.

9. Describe the scene when the Prince saw a procession of the dead body and its cremation.

Ans: The funeral procession: In the end the Prince saw a dead man. Some people were lamenting. They were going quickly towards the river. The first person had an earthen bowl with lighted coals in it. Behind him were the relatives of the dead man. Their heads were shaved. They were not dressed in the normal manner. They were crying, "*O Rama, Rama, hear! Call upon Rama, brothers.*" Behind them was a bier made with bamboo poles.

The dead man: The dead man lay on the bier. His feet were towards the front. Red and yellow dust had been sprinkled on him. At the cross-roads they turned the bier. Now his head was towards the front.

Cremation: They took the dead man to the pile of wood near the river. They laid him on the pile and built up the fuel. Then they set flame to the four corners. The whole body was burnt to ashes.

10. Why did the sight of the old, the sick and the dead man move the Prince so deeply?

Ans: On seeing the old man: During his first visit the Prince saw an old man. This made the Prince thoughtful. He sat throughout the night without sleep. His chief thought was how love can be saved from time that destroys everything.

On seeing the sick man: During his second visit the Prince first saw a sick man. Channa told him that disease comes to all in different shapes at its own time. He now felt how uncertain life is.

On seeing the dead man: He saw the dead man and his cremation. All was burnt to ashes. This moved him very deeply. Channa told him that this is the fate of every man, and man has to face it again and again. Siddhartha's eyes were full of tears. He looked with pity from the earth to the sky. He now saw clearly what life is. But he felt certain that there must be help.

11. "It is enough, my eyes have seen enough!" Who says this and why?

Ans: The speaker: Prince Siddhartha said these words. When prince Siddhartha saw the end of the life of man, he said this.

First sight: When the Prince was living in comfort in the palace he wanted to see the world. He saw the old man. This disappointed him, but he wanted to see more.

Last two sights: He again went out. This time he saw the sick man groaning in great pain. He saw the fear of life. He wanted to know about the end of life. He saw the dead man. He saw how he was burnt to ashes. He knew about the whole life of man.

His decision: The world had called him. He had seen the sufferings of the world. He had seen that he was like all men. Men cry upon their gods for help. But they are not helped. The gods may be so feeble that they are helpless. He exclaims that it is not becoming of God if he leaves his work miserable. His path in life had changed. He would save man. He had begun to think what help there could be for man. So he said that nothing more remained to see.

12. What was the effect of Chitra's story on the mind of the Prince?

Ans: Chitra, the maid servant of prince Siddhartha told him a story of a wonderful distant land and of a magic horse. Her story reminded him of the winds song in the *veena*. He asked if there was a land where the great sun rolled into the waves. The Prince was surprised that who hailed the sun's rays first were the children of the morning. His heart panted to see the peoples of the evening. He had an ache in his heart which could not be wiped off by his wife Yashodhara kisses. He asked Chitra to bring that swift horse and place his palace on its back so that he might see the spread of the earth. He wished, if that horse was not available, than bring the wings of a vulture to fly to the tops of the Himalayas that he might see things which he had never seen.

Figures of Speech

A. Indicate if the sentence is an example of a simile, metaphor or hyperbole:

- | | |
|---|-----------|
| 1. The paper is as light as a feather. | Simile |
| 2. The ocean was a raging bull. | Metaphor |
| 3. An apple a day keeps the doctor away. | Hyperbole |
| 4. The streetlight was my security guard. | Metaphor |
| 5. A gentle summer wind feels like a soft cotton sheet. | Simile |
| 6. The ship plows the sea. | Hyperbole |
| 7. Her eyes shone like stars in the night sky. | Simile |
| 8. All the world' is a stage. | Hyperbole |
| 9. My little brother eats like a pig. | Simile |
| 10. The tears flowed like a river. | Simile |
| 11. His fame is rising to the skies. | Hyperbole |
| 12. Mom tore through my messy room looking for it. | Hyperbole |
| 13. The mayor's voice was a strong weapon. | Hyperbole |
| 14. The horse moved with lightning speed. | Hyperbole |
| 15. Jim is as stubborn as a mule. | Simile |

B. Choose the figure of speech used in the following lines:

- | | | | | |
|--|----------------------------|------------------------|------------------------|-----------------------------|
| 1. The camel is the ship of the desert. | (i) Metaphor | (ii) Simile | (iii) Oxymoron | (iv) Hyperbole |
| 2. Death lays its icy hands on kings. | (i) Simile | (ii) Hyperbole | (iii) Metaphor | (iv) Personification |
| 3. O Hamlet! Thou has cleft my heart in twain. | (i) Metaphor | (ii) Hyperbole | (iii) Oxymoron | (iv) Apostrophe |
| 4. O death! Where is thy sting? O grave! Where is thy victory? | (i) Oxymoron | (ii) Hyperbole | (iii) Metaphor | (iv) Apostrophe |
| 5. Life is as tedious as a twice-told tale. | (i) Simile | (ii) Metaphor | (iii) Hyperbole | (iv) Apostrophe |
| 6. Variety is the spice of life. | (i) Metaphor | (ii) Simile | (iii) Hyperbole | (iv) Apostrophe |
| 7. Pride goeth forth on horseback, grand and gay, But come back on foot, and bags its way. | (i) Personification | (ii) Hyperbole | (iii) Apostrophe | (iv) Metaphor |
| 8. O Solitude! where are thy charms that sages have seen in thy face? | (i) Personification | (ii) Apostrophe | (iii) Hyperbole | (iv) Simile |
| 9. Here is the smell of blood still; all the perfumes of Arabia will not sweeten this little hand. | (i) Hyperbole | (ii) Simile | (iii) Personification | (iv) Metaphor |
| 10. Many are called, few are chosen: | (i) Oxymoron | (ii) Metaphor | (iii) Hyperbole | (iv) Personification |

C. Point out the figures of speech in the following lines:

- | | |
|--------------------------------------|------------|
| 1. O my love' like red rose. | Simile |
| 2. O Solitude! where are thy charms? | Apostrophe |
| 3. O Grave! Where is thy victory? | Apostrophe |

4. O cuckoo! shall I call thee bird.	Apostrophe
5. O heavy lightness! Serious vanity.	Apostrophe
6. O judgement! thou art fled to brutish beasts.	Apostrophe
7. Opportunity knocks at the door but once.	Personification
8. O sweet Content! where is thy mild abode?	Apostrophe
9. O mighty Caesar! dost thou lie so low.	Apostrophe
10. O world! O life! O time! On whose last steps I climb.	Apostrophe
11. O Julius Caesar! thou art mighty yet.	Apostrophe
12. Our sweetest songs are those That tell of a saddest thoughts.	Oxymoron
13. How far that little candle throws his beams! So shines a good deed in a naughty world.	Apostrophe
14. It droppeth as the gentle rain from heaven.	Simile
15. She skims like a bird on the foam of a stream.	Oxymoron
16. She is lovely like a rose.	Simile
17. This sea that bares her bosom to the moon.	Personification
18. This is an open secret.	Oxymoron
19. Like a huge python winding round and round.	Simile
20. Look like innocent flower.	Simile
21. Life is like a dream.	Simile
22. Love is blind.	Metaphor
23. Milton! thou shouldst be living at this hour.	Apostrophe
24. Or from star like eyes doth seek.	Simile
25. He is idly busy nowadays.	Oxymoron
26. Her mother too, upon this occasion felt a pleasing distress.	Oxymoron
27. O Captain! My Captain! our fearful trip is done.	Apostrophe
28. He has a heart of stone.	Metaphor
29. He is the star of the family.	Metaphor
30. Love in the spice of life.	Metaphor
31. Life is a dream.	Metaphor
32. The camel is the ship of the desert.	Metaphor
33. I see a lily on thy brow.	Metaphor
34. She floats like a laugh from the lips of a dream.	Simile, Hyperbole
35. They build the nation's pillars deep and lift them to the sky.	Hyperbole
36. She falls like a tear from the eyes of a bride.	Simile
37. She is the pillar of the state.	Metaphor
38. The city's voice itself is soft like solitude's.	Simile, Apostrophe
39. O Solitude! Where are they charms That sages have seen in thy face?	Apostrophe
40. The more haste, the less speed.	Oxymoron
41. He that loves a rosy cheek or coral lip admires.	Metaphor
42. Hope is the poor man's bread.	Metaphor
43. Life is bitter sweet.	Oxymoron
44. From star-like eyes doth seek Fuel to maintain his fires.	Simile
45. My love is like a red rose.	Simile
46. Exult, O shores! and ring O bells!	Apostrophe
47. She is as fresh as dew.	Simile
48. I hear lake water lapping.	Onomatopoeia
49. Life is but a walking shadow.	Simile
50. Let not Ambition mock their useful toil.	Personification
51. He is now in the sunset of his days.	Metaphor

52. Great lord of all things yet a prey to all.
53. Frailty! Thy name is woman.
54. Lightly! O lightly! We glide and we sing.
We bear her along like a pearl on a string.
55. I heard the water lapping on the crag.
56. King James I was known as the wisest fool of Christendom.
57. Life is as tedious as a twice told tale.
58. Life is a tale told by an idiot.
59. My friend is regularly irregular.
60. She wept oceans of tears.
61. Peace hath her victories no less renowned than war.
62. Errors, like straws, upon the surface flow.
63. Death lays his icy hands even on kings.
64. Rome, thou hast seen much better days.
65. Pride goeth forth on horse back grand and gray,
But cometh back on foot and begs its way.
66. Curses are like chickens they come home to roost.
67. Rivers of blood flowed in the battle.
68. Revenge is a kind of wild justice.
69. But patience to prevent, that murmur soon replies.
70. She is a fen of stagnant water.
71. So like a shattered column lay the king.
72. Expanding like the petals of young flowers
I watch the gentle opening of your minds.
73. I chatter, chatter, as I flow to join the brimming river.
74. She hangs like a star in the dew of our song.

Oxymoron
Apostrophe

Apostrophe
Onomatopoeia

Oxymoron
Simile

Metaphor

Oxymoron

Hyperbole

Personification

Simile

Personification

Personification

Personification

Simile

Hyperbole

Metaphor

Personification

Metaphor

Simile

Simile

Onomatopoeia

Simile