

English GUETA – Notes – Dr. Bharti Dave

UGBA/BSc Sem – 3 (2018-19)

General English (Gujarati Medium)

Unit 1 & 2 Text: *Horizons*

PROSE SECTION

SWEETS FOR ANGELS

R. K. Narayan

I. Answer the following questions in brief:

1. Who did Kali live with?

Ans: Kali lived in a brick *pyol* along with Kuppan, the rickshaw-puller and Pachai, the beggar.

2. What made Kali feel elated?

Ans: Kali had hauled several sacks of grains on the previous evening and as a result his little money-purse bulged with coins that day and so he felt elated. He planned to go to market, eat his favourite food and enjoy all day.

3. Where did Kali hide his extra money?

Ans: Kali feared that seeing so much of money with him, his fellow occupants would either drag him to a grog shop or ask for a loan and so he kept his coins hidden within the stuffing of an old pillow.

4. How did Kali spend the money left after having his meal?

Ans: Kali enjoyed good food in Great Mahrattha Hotel and later in the evening he enjoyed a cup of coffee at a coffee shop. Still he was left with some money. Just then he was reminded of the school children whom he loved to watch. He went to a nearby vendor and purchased a packet of sweets for the children.

5. What were Kali's thoughts about the school children after the incident?

Ans: Kali was brutally beaten by the crowd for offering sweets to the school children. They took him to be a member of a kidnapping gang and thrashed him down. After this incident he was so scared that he told Kупpan that he would start running seeing a tiny tot on the street as if a tiger chased him.

II. Write short notes on the following:

1) The life of Kali as a labourer

Kali's home was a brick *pyol*, attached to a locked-up, deserted house in Royapuram. There were two fellow-occupants, of the same *pyol*: Kупpan, the rickshaw-puller and Pachai, a beggar. None of these was hampered by a family. Kali was quite satisfied with his life with no reason to brood or be bitter. All that he needed a day was about a rupee and that he earned by hauling bags of rice from a lorry to a grain store at the market. The rest of the time he liked to sprawl on the *pyol* and watch little children go to school. This was his passion as he himself could not read and write. Whenever he earned a little more he hid the money in the cushion stuffing. He did not hesitate in spending that money for children because he loved them. But, one day he is punished for his love by the people and from that day onwards he starts keeping himself away from children.

2) The reaction of the bystanders

Kali was a labourer. He earned by hauling rice bags from a lorry to a grain store. One day he had hauled several sacks of grains on the previous evening and as a result his little money-purse bulged with coins that day and so he felt elated. He planned to go to market, eat his favourite food and enjoy all day. Kali enjoyed good food in Great Mahrattha Hotel and later in the evening he enjoyed a cup of coffee at a coffee shop. Still he was left with some money. Just then he was reminded of the school children whom he loved to watch. He went to a nearby vendor and purchased a packet of sweets for the children.

When saw the children coming down the road after school, he held out the packet of sweets towards them. Very soon the packet was snatched from his hands by the angels and a large group of children gathered there to eat sweets. Seeing the commotion the bystanders gathered around. They mistook Kali to be a member of a kidnapper's gang from Himalayas due to his bearded and rugged look.

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I. Answer the following questions in brief:

1. What explanation did Lady Lal give to the Coolie for travelling in a different compartment to her husband?

Ans: Lady Lal told the coolie that her husband who was a vizier and a barrister who travelled in a first class compartment as he met many English officers in the train. She was an illiterate native woman and could not speak or understand English and so she travelled in a zenana inter-class.

2. How did *The Times* Newspaper help Sir Lal getting into conversations with the British?

Ans: Sir Lal flaunted English mannerisms and loved to talk to English people in their accent. But, he never showed any eagerness to talk to the English as most Indians did. While travelling he would retire to his corner by the window and get a copy of *The Times*. He would fold the paper in a way as the name was visible to others. *The Times* always attracted attention of the British.

3. Why do you think the English soldiers failed to realise the stature of Sir Lal?

Ans: Although Sir Lal slavishly imitated the English manners and the British accent, it failed to help him in getting a respectable place amongst the British. The English soldiers failed to realise the stature of Sir Lal as they seemed to be drunk and bulging with the ego of being the masters. They were used to treat Indians as slaves.

4. Describe Sir Mohan's strategy of Conversing with the English people in the train.

Ans: Sir Lal flaunted English mannerisms and loved to talk to English people in British accent. But, he never showed any eagerness to talk to the English as most Indians did. While travelling he would retire to his corner by the window and get a copy of *The Times*. He would fold the paper in a way as the name was visible to others. *The Times* always attracted attention of the British. He even sported his Balliol tie. If *The Times* and the tie failed, he would call out his bearer to get the Scotch out. Whiskey never failed with Englishmen.

5. How did the meeting with the two English soldiers turn out for Sir Mohan Lal?

Ans: Sir Mohan Lal's meeting with the two English soldiers became a nightmare for him. His sin of pride was punished when two British soldiers threw him out of the first-class compartment. Sir Lal was eager to welcome the two English soldiers in his compartment and converse with them; but the behaviour of the soldiers came as a shock to him. They did not pay heed to his English manners and speech and threw his luggage and then him out of the compartment on the platform. The English soldiers seemed to be drunk and bulging with the ego of being the masters. They were used to treat Indians as slaves.

II. Write short notes on the following:

1. Relationship between Sir Mohan Lal and his wife

"Karma" is a story about Sir Mohan Lal, an arrogant native Indian, who looks down on his fellow countrymen including his wife and embraces the English ways and culture. He not only dresses like an Englishman but also walks and talks like them. He loves to travel in a first class compartment as there he gets a chance to interact with English officers.

On the other hand his wife Lachmi is an illiterate lady who is seen putting on a dirty white sari with a red border; on one side of her nose glistened a diamond nose ring and she had several gold bangles. She is seen sitting on the platform and having her meals, chatting with a coolie, and comfortable without her husband around her. Although both travelled in the same train, they preferred to sit in different compartments.

Sir Lal had no time to spare for her. She lived in the upper storey of the house and he on the ground floor. He did not like her poor illiterate relatives. He just visited her once in the night and she passively followed his orders.

2. Lachmi

Lachmi, an illiterate, simple lady is a no match to her husband Sir Lal who considered himself to be at par with the Englishmen. When Sir Lal admires himself in the mirror of a first class waiting room for his sophisticated English looks, Lachmi is seen sitting outside the waiting room on a small grey steel trunk, chewing betel leaf and fanning herself with a newspaper. She was short, fat and in her middle forties. She had put on a dirty white sari with a red border. She had a diamond nose ring shining on her nose and several gold bangles on her hand.

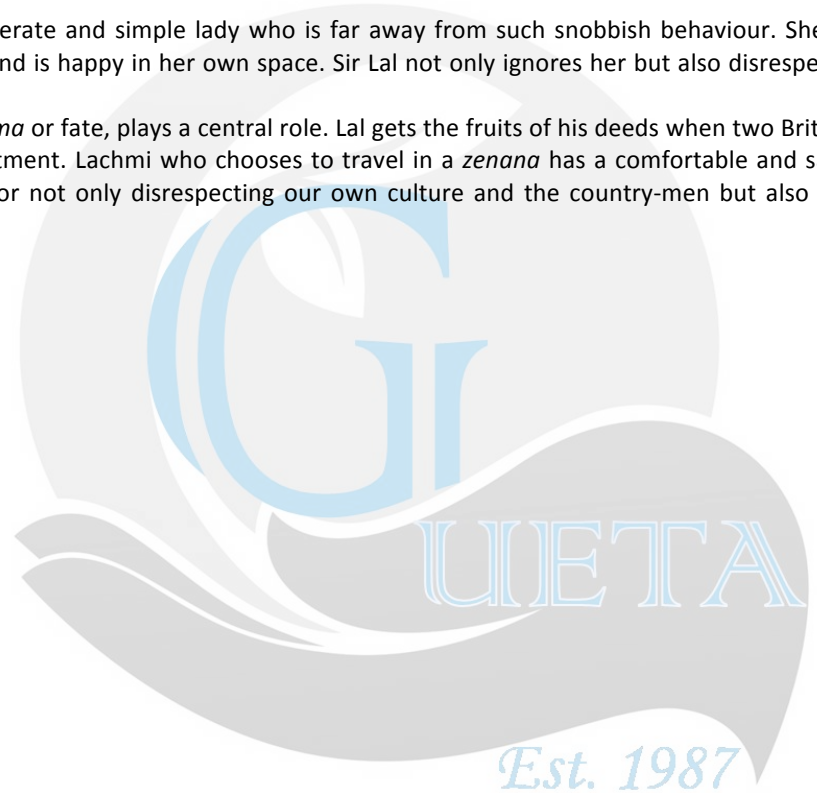
She has no qualms in sitting on a railway platform have her meals. She easily accepts in front of a coolie that she does not know English and so cannot travel with her husband in a first class compartment. She comfortably sits in an almost empty inter-class zenana compartment. She is not seen fascinated by the British culture and does not imitate them thinking them to be superior. She is happy with her native Indian mannerisms.

3. Significance of the title 'Karma'

"Karma" is a story about Sir Mohan Lal, an arrogant native Indian, who looks down on his fellow country-men including his wife, and embraces the English ways and culture. He blindly admires and imitates the British ways and is ruthlessly humiliated by the Englishmen.

On the other hand his wife Lachmi, illiterate and simple lady who is far away from such snobbish behaviour. She is seen not at all fascinated by the British culture and is happy in her own space. Sir Lal not only ignores her but also disrespects her for her ways.

The title is symbolic, in the story, as *karma* or fate, plays a central role. Lal gets the fruits of his deeds when two British soldiers throw him out of the first class compartment. Lachmi who chooses to travel in a *zenana* has a comfortable and safe journey. Thus we can say that Lal is punished for not only disrespecting our own culture and the country-men but also for disrespecting his life partner.



I. Answer the following questions in brief:

1. How did the girls surprise their father while he joined them in the garden?

Ans: Robert Quick was surprised when Jenny and Kate were least moved by his presence when he joined them in the garden. Jenny lay on her stomach by the pond with a book under her nose, Kate, kept sitting on the swing, leaning sideways against a rope with her head down. None of them responded appropriately when their father greeted them saying 'hullo'.

2. What was Mrs. Quick's attitude towards her husband?

Ans: Mrs. Quick was too busy with family, council and parish affairs. She had no time even for her husband or kids. The wilderness in the garden of her house suggested that she least bothered to keep her home clean and tidy. She liked free evenings with her friends with no family responsibility.

3. Describe the change in Mr. Quick's outlook towards life from the beginning of the story to the end.

Ans: We see a vast difference in Mr. Quick's outlook towards life. In the beginning we find him eager to rush to his children after a tiring business tour. He expected the girls to wait eagerly for him as always. But the indifferent and wild behaviour of the kids and the least concern of his wife leave him dejected. He decides to spend his evening in the club and return home only after the children were in bed.

4. What made Robert Quick feel that his daughters had gone completely mad, vindictive? How did he react to the girls' unexpected behaviour?

Ans: Robert Quick never expected his loving and affectionate daughters to behave in a wild and rude manner. When he saw Jenny and Kate going almost after a poor dog's life he got shocked. But soon he found both the girls climbing on his chest, holding his collar and brutally torturing him and tearing his clothes almost like a maniac. There he felt that both had gone completely mad and vindictive. He avoided looking at the girls and he was completely shocked.

5. How was the behaviour of the two girls different at tea?

Ans: Kate and Jenny's behaviour was totally different at tea party in the evening. They were dressed in smart clean frocks, handed round cake and bread and butter with demure and reserved looks. All the wild and mad behaviour had suddenly disappeared.

II. Write short notes on the following:

1) Robert Quick

Robert Quick is a middle-aged father of Jenny and Kate. Having played with his sweet, loving daughters for years, he suddenly feels cut off from them. One fine day when he returns from a business tour he finds his otherwise waiting to meet him daughters, totally indifferent towards him.

Robert Quick is surprised when Jenny and Kate were least moved by his presence when he joined them in the garden. Jenny lay on her stomach by the pond with a book under her nose, Kate, kept sitting on the swing, leaning sideways against a rope with her head down. None of them responded appropriately when their father greeted them saying 'hullo'. Later he is shocked to see his daughters behave in a wild and rude manner, when he sees them going almost after a poor dog's life he got shocked. But soon he finds both the girls climbing on his chest, holding his collar and brutally torturing him and tearing his clothes almost like a maniac. There he feels that both have gone completely mad and vindictive. He avoids looking at the girls and he is completely shocked. The same girls surprise him by behaving nicely in an evening tea party.

We see a vast difference in Mr. Quick's outlook towards life. In the beginning we find him eager to rush to his children after a tiring business tour. He expected the girls to wait eagerly for him as always. But the indifferent and wild behaviour of the kids and the least concern of his wife leave him dejected. He decides to spend his evening in the club and return home only after the children were in bed.

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2) Jenny

Jenny is the younger one of the two daughters of Mr. and Mrs. Quick. Both Jenny and Kate have a very strong sisterly bond. Jenny is fond of reading and when Mr. Quick returns from a business tour he finds her lying on her stomach in the wilderness of the garden and reading a book. She hardly cares to respond to her father's affectionate "hello".

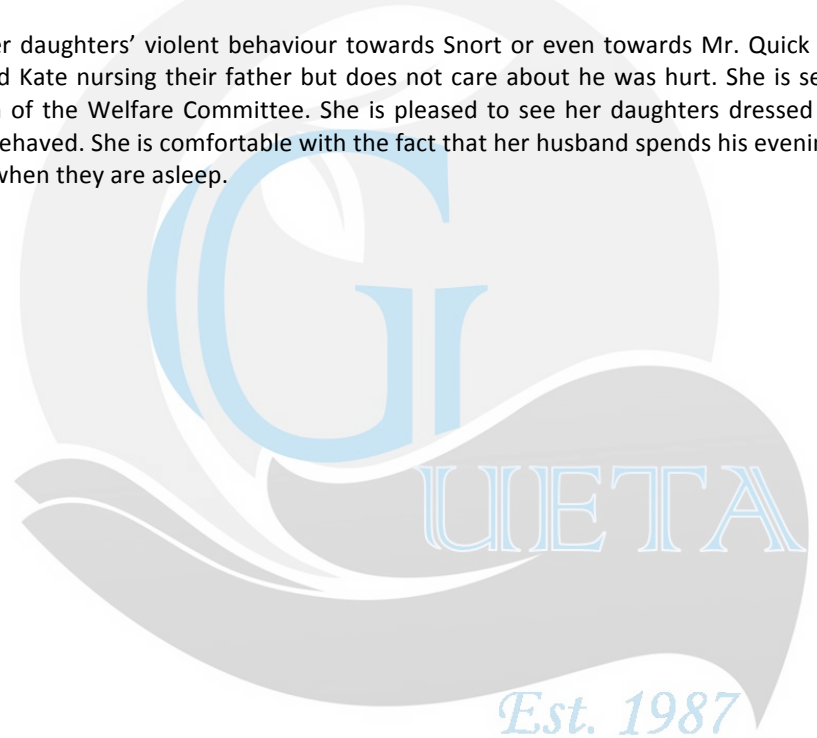
When their pet dog Snort troubles Kate, it is Jenny snatches a bamboo from the border and hurls it at Snort like a spear. She is the one who orders her father to sit down after hurting him violently. She forcibly nurses him, washes the cuts, paint them with iodine and stick a piece of plaster on it. All this while, Mr. Quick tries to find her lost, innocent affectionate daughters in them. He realises the change in them and finds it difficult to accept that they were growing up.

Mrs. Quick, far away from the reality, is amused at the sight of her daughters nursing their father. Mr. Quick finds himself all alone in this unfamiliar world of his daughters and his wife, useful only to pay bills.

3) Mrs. Quick

Mrs. Quick is too busy with family, council and parish affairs. She has no time even for her husband or kids. The wilderness in the garden of her house suggests that she least bothered to keep her home clean and tidy. She likes free evenings with her friends with no family responsibility. She is not even concerned about how her daughters are growing up.

Mrs. Quick is totally unaware of her daughters' violent behaviour towards Snort or even towards Mr. Quick for that matter. She is amused to see Jenny and Kate nursing their father but does not care about he was hurt. She is seen busy with her friend Jane Martin- Chairman of the Welfare Committee. She is pleased to see her daughters dressed up properly for the evening tea party and well behaved. She is comfortable with the fact that her husband spends his evenings in the club with his friends and returns only when they are asleep.



POETRY SECTION

SONNET 29

William Shakespeare

I. Answer the following questions in brief:

1. What is the poet's frame of mind at the beginning of the poem?

Ans: The poet is in the depressed state in the beginning of the poem. He expresses himself to be helpless and unhappy in life. His mind is filled with negative thoughts.

2. What does he complain about?

Ans: The poet weeps over his abandoned state. He complains that the God has turned a deaf ear to his cries. He even feels that God has cursed him.

3. Who does the poet want to be or become?

Ans: The poet wants to be more hopeful. He wishes to be good-looking and popular with friends. He even wants to be talented like some of his friends.

4. What comparison does he make with others?

Ans: The poet compares himself with his friends or the people whom he knows. He finds them to be more hopeful than him. He feels that others possessed better features than him and even others were more talented than him.

5. What makes the poet shift his mood?

Ans: A sudden thought of the poet's sweet love that flashes his negative mind helps him in generating positivity. Suddenly he comes out of his sullen thoughts, just as a lark sings hymns at heaven's gate at the break of a day. The thought of his love brings richness to him which he denies to exchange even with the kings.

6. Whose thoughts do you think changes the poet's mind?

Ans: The thought of his sweet loved one change the poet's mind and fills his mind and heart with positivity. He finds himself to be full of hope and rich enough that he denies exchanging his state with that of the kings.

II. Write short notes on the following

1) The description of self doubt and misery

The poet is in the depressed state in the beginning of the poem. He expresses himself to be helpless and unhappy in life. His mind is filled with negative thoughts. He weeps over his abandoned state. He complains that the God has turned a deaf ear to his cries. He even feels that God has cursed him.

The poet wants to be more hopeful. He wishes to be good-looking and popular with friends. He even wants to be talented like some of his friends. He compares himself with his friends or the people whom he knows. He finds them to be more hopeful than him. He feels that others possessed better features than him and even others were more talented than him.

2) The contrast between the beginning and the end

There is a sharp contrast in the mental condition of the poet in the beginning of the poem and in the end. He turns from negative to positive, from depressed to hopeful and from unhappy to happy.

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A sudden thought of the poet's sweet love that flashes his negative mind helps him in generating positivity. Suddenly he comes out of his sullen thoughts, just as a lark sings hymns at heaven's gate at the break of a day. The thought of his love brings richness to him which he denies to exchange even with the kings.

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3) Significance of 'lark' in the poem

Lark is a type of a song-bird. Its songs are like hymns that remind the poet of the heaven's pleasures. The poet is in a depressed and a gloomy state and is left with no hopes in life. His mind is filled with negative thoughts. But suddenly the memory of a loved one in his life helps him come out of the sullen thoughts. He compares the love of his life with a 'lark'. The thoughts change his entire attitude and he ends the poem on a positive note saying that life is not so bad after all.

Thus the lark has a symbolic significance in the poem. It symbolises, love, positivity and hope.



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I. Answer the following questions in brief:

1. What is the poet trying to convey through the lines,
*'Nor in my book can I take delight,
Nor sit in learning's bower'*

Ans: The poem is told from the perspective of a young school age boy who feels trapped in the monotony of the everyday attendance to his studies. Through these lines the school boy says that although he loves reading, still the atmosphere of the school fails to give him delight in reading. He would love to spend time in the pleasant bower of learning but not in the school.

2. What kind of learning is the poet in favour of?

Ans: The poet is in favour of learning amidst nature. Not in the four walls of a classroom but under the sky. He believes that being in the classroom is like songbirds trapped in a cage. They fail to capitalize on all the energy that they have and their potential is wasted. The poet is in favour of being amidst nature, experience every season to its fullest and experiential learning.

3. Why do the children spend the day sighing and in dismay?

Ans: The poet believes that when the children are forced to rise on a summer morning and are made to go to school they are the unhappiest. He laments his and his classmate's, fate; that they are stuck inside the class sighing in dismay. They are not allowed to play out in summer morning.

4. What message has Blake given to the parents through the poem "The School Boy"?

Ans: The poet begs on behalf of the children and makes an appeal to their parents to free them from the painful process of learning inside the four walls of classrooms. He professes not to allow their tender wings to droop and allow them fly high up in the sky. He requests the parents not to steal their joy of being a child and do not subject them to sorrow and dismay. Thus the poet wishes that the parents see the difference between the freedom of imagination offered by the close contact with nature and the repression of the soul caused by reason's demand for a so-called education.

III. Write short notes on the following

- 1) A child in school is like a bird in a cage
- 2) Learning outside the classroom

This poem by Blake is a critique of human societal restrictions on the nature loving human spirit. The poem is a part of Songs of Experience. The school boy enjoys nature in all its splendour, but he dislikes going to school. He longs for freedom of the outdoors and cannot take delight in his book. The poet believes that the educational system of the present times destroys the joyful innocence of youth.

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The poet begs on behalf of the children and makes an appeal to their parents to free them from the painful process of learning inside the four walls of classrooms. He professes not to allow their tender wings to droop and allow them fly high up in the sky.



I. Answer the following questions in brief:

1. What do you understand by the line, 'This child I to myself will take'?

Ans: The poet describes the relationship of Lucy with Nature using words and sentiments. Here the line suggests that Nature takes the responsibility of bringing up the child Lucy. Thus Lucy will be brought up in the lap of nature.

2. What makes Lucy so special that Nature decides to take her?

Ans: According to the poet Lucy is 'a lovelier flower' of the nature which was never sown. The poet expresses that the innocent gentle flower of the Nature, which was rejected by the human world, was adopted by the Nature.

3. What is known about the real identity or origin of the little girl Lucy?

Ans: Lucy is the imagination of the poet, an English girl who has died young. She is a lovely flower which was never sown and was destined to be brought up in the lap of nature.

4. Does the poet remember Lucy fondly? Quote line/lines from the text in support of your answer.

Ans: The poet remembers Lucy with fondness as she is the child of his imagination. The poet expresses his grief over her death at a young age. The poet says, 'And vital feelings of delight/ Shall rear her form to stately height'- These lines prove that Lucy is the idealized form of beauty for the poet. The poet expresses his endearment to her purity and his grief over her early death - 'How soon my Lucy's race was run!/ She died and left tome/This heath, this calm and quiet scene.'

II. Write short notes on the following

- 1) Wordsworth views on Nature
- 2) Lucy

Wordsworth's love for Nature was probably greater than that of any other English poet. He treats Nature as a separate, independent identity which he undoubtedly loves and owes a lot to. He has portrayed Nature both as a preserver and as a destroyer. But, most of the times the Nature is shown as a preserver by him. *The Education of Nature* is a poem where the Nature is portrayed as a preserver and Wordsworth creates magic by depicting his loss and Nature's gain in the most beautiful language.

The poem is about Wordsworth's imaginary creation Lucy, a young English girl who died at a very young age. Lucy is the girl who is discarded by the human world but gets refuge in the Nature's lap and Nature decides to bring her up as a child of its own.

Nature promises to keep Lucy happy amidst Nature. She would enjoy the lush green lawn, spring in mountains, silence and tranquillity of mute things. The floating clouds would lend her their state, trees would bend before her and she would enjoy nature. Stars at midnight would shine brightly over her and stream would dance with sweet murmur.

The sudden death of Lucy leaves the poet and the Nature in unloving quietness and calmness.

