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STUDY COURSE MATERIAL

ENGLISH

SESSION-2020-21

CLASS- VIII

TOPIC: The Narayanpur Incident

DAY-1

The Narayanpur Incident

By- Shashi Deshpande

Shashi Deshpande (born in 1938) is an award-winning Indian novelist. She is the second daughter of famous Kannada dramatist and writer Sriranga. She published her first collection of short stories in 1978, and her first novel, The Dark Holds No Terrors, in 1980.

She won the Sahitya Akademi Award for the novel - That Long Silence in 1990 and the Padma Shri award in 2009. Shashi Deshpande has written four children's books, a number of short stories, and nine novels, besides several perceptive essays, now available in a volume entitled Writing from the Margin and Other Essays.

Summary

The incidents in the story are set against the backdrop of Quit India Movement that Gandhiji initiated as part of our fight for Independence from British rule. The Narayanpur Incident presents an intriguing account of a turbulent situation that shook

the peaceful town of Narayanpur. Gandhiji warns the British to quit India on the 8th of August, 1942. The very next day, Gandhiji and some of the prominent leaders are put in jail. The people of the country rise in protest officially starting the Quit India movement of 1942. Babu and Manju are two school going kids, who find themselves in a sticky situation. With their schools closed down and their father in jail, they don't know how to deal with the situation. Manju and Babu watch a procession of college students marching in silent protest to the Collector's office to hand over a notice asking the Collector to leave the country. The procession is orderly and without any untoward incident. The students disperse after shouting a few slogans of patriotism. Mohan, Manju and Babu's brother, is one of the students and he explains to them that the demonstration of protest was peaceful as they did not want to be imprisoned for violent behaviour. That night Suman and a stranger smuggle a cyclostyling machine into the house and keep it in the puja room so as to not arouse suspicion as they work late into the night. Suman, Mohan and their mother secretly make copies of Gandhiji's speeches while Babu keeps watch from front room and Manju is ready to pass on Babu's warning to them.

Patil, the sub-inspector, comes in introducing himself as a friend of their father. He tells them that the British officers suspect them of having a cyclostyling machine and using it to spread messages of patriotism. He offers to take it away to save them from being caught with it in their house. Mohan does not trust the police officer working for the British government but the mother trusts him when he says he wants to protect them as a friend of the family and also as an Indian with love for his country. After the sub-inspector leaves with the cyclostyling machine, Suman and Mohan take the cyclostyled material to another secret hide-out. Mohan returns alone leaving Suman in a safe place.

DAY-2

WORD MEANING

Patriotism – love for your country

Hideout- a hiding place, especially one used by someone who has broken the law

Intriguing – to carry on a secret or illicit love affair, to plot craftily

Turbulent – being in a state of agitation or tumult, disturbed

Procession- The act of moving along or proceeding in orderly succession or in a formal and ceremonious manner

Prominent – standing out so as to be seen easily, conspicuous

Untoward- unfavourable or unfortunate

Understanding the Text

A. Rearrange the things in order of time, what happened first, what happened next and so on.

Solution

- 1. Manju and Babu had gone to watch the Procession.**
- 2. The college students were taking out a procession.**
- 3. They served a notice on the collector when they reached the gates.**
- 4. After dinner, Suman came in with a boy who was carrying a cyclostyling machine.**
- 5. Patil, the Sub-Inspector, came in to warn the family.**
- 6. Patil took away the machine.**
- 7. The police had come to search the house.**

DAY-3

B. Explain these sentences. Briefly state the situation in which they occur, what they say and what they mean.

- 1. “It’s like a declaration of war”.**

The protesters wanted to warn the British government that they will have to face the consequences if they did not leave India. That from now on, they will be treated like the enemy.

- 2. “ And this is my country as much as it is yours” .**

Patil assured Mohan that he was a friend and also a patriot.

3. No need for Mohan to announce, “Amma it’s the police”.

Since the family was warned, they knew who it was who had come to the house.

They knew the police had come to search the house.

DAY-4

Auxiliary verbs

Helping Verbs/Auxiliaries

There are 24 auxiliaries in English language. These are further classified as primary and modals.

A. Primary Auxiliaries

Verbs such as am, is, are, was, were, do, did, have, etc are used with other ordinary (or main) verbs to form tenses, passive voice, questions, negative sentences etc.

e.g.

- (i) Radha does not trust Krishna.
- (ii) They have worked for a hour.

B. Modal Verbs/Modals

Verbs will, shall, would, can, could, might etc are the modal verbs or modals. They are used with main verbs to form sentences expressing permissions, orders, obligations, requests etc.

Modals, also known as modal verbs mix with another verb to point mood or tense. All the auxiliary verbs except be, do and have are called Modals. These modals cannot act alone as the main verb in a sentence.

Use of ‘Can’

‘Can’ is the most commonly used modal verb in English. The modal ‘can’ is used to express ability or opportunity, to request or offer permission and to show possibility or impossibility.

e.g.

- C. I can dance very well. (Ability)
- D. We can stay with my mother when we are in the USA. (Opportunity)
- E. He cannot stay out after 11 pm. (Permission)
- F. Can you hand me the stapler? (Request)
- G. Any child can grow up to be a President. (Possibility)

Use of ‘Could’

‘Could’ modal is used to express possibility or past ability and also to make any suggestions and polite requests. ‘Could’ is also commonly used in conditional sentences showing the

possibility in past.

e.g.

- H. Extreme rain could cause a delay in the matches. (Possibility)
- I. Sam could sing like a pro by the age of one. (Past ability)
- J. You could wait or call again later. (Suggestion)
- K. Could I use your mobile to call my mother? (Request)
- L. Had we started earlier, we could have reached in time. (Conditional)

Use of 'May'

'May' modal is usually used to express a possibility. It can also be used to give or request for a permission in formal cases.

e.g.

Cyrus may be at home or perhaps at work. (Possibility)

John, you may go out for a trip along with your friends. (Giving permission)

May I come in? (Seeking permission)

Use of 'Might'

'Might' modal is usually used for expressing a possibility. It is also used in conditional sentences. English speakers can also use 'might' to make some suggestions or requests.

e.g.

Your luggage might be in the lobby. (Possibility)

If you had called me, I might have come. (Conditional)

You might visit the Taj Mahal during your visit to Agra. (Suggestion)

Use of 'Will'

'Will' modal is used with promises and determinations that take place in the future. 'Will' can also be used to make predictions about the future.

e.g.

I promise that I will never repeat this mistake in future. (Promise)

I will make the arrangements for the party tonight. (Voluntary action)

I think it will rain today. (Prediction)

We will overcome this situation soon. (Determination)

Use of 'Would'

'Would' modal is usually used to create conditional verb forms. It also serves as the past

form of the modal verb will. 'Would' is also used to indicate past habits for which we also use 'simple past tense' or 'used to'.

e.g.

If he were a dancer, he would earn a lot of money. (Conditional shows: he is not a dancer)

I (mew that she would be very successful in her career. (Past of 'will')

As a young boy, he would participate. (Past habit)

Use of 'Shall'

'Shall' is used to indicate a future action. 'Shall' is also used in promises or voluntary actions. It is also used to describe future events that often express inevitability or predestination.

e.g.

Shall I come along with you? (Suggestion)

I shall never forget the way you helped me. (Promise)

He shall become our next President. (Predestination)

Use of 'Should'

'Should' is usually used to make a recommendation or give an advice. It might also be used to express obligation as well as an expectation.

e.g.

When you visit the USA, you should go and see the statue of liberty. (Recommendation)

You should focus more on your studies than games. (Advice)

I really should be in office by 9:00 am. (Obligation)

By now, they should have reached London. (Expectation)

Use of 'Must'

'Must' is most commonly used to express certainty. It can also be used to express necessity or strong recommendation.

e.g.

This must be the right ingredient for her dish! (Certainty)

Students must pass an entrance examination to study at this school. (Necessity)

You must take some extra food along with you. (Strong recommendation)

Jennifer, you must not play outside after 7:00 pm. (Prohibition)

Use of 'Ought To'

'Ought to' is used to advise or make recommendations. 'Ought to' is also used to express moral obligation. 'Ought not' (without 'to') is also used to advise against doing something.
e.g.

You ought to stop drinking. (Recommendation)

We ought to respect our elders. (Moral obligation)

This stock ought to increase in value. (Probability)

Max ought not drink so much. (Advice against something) (notice there is no 'to')

Use of 'Had Better'

'Had better' is usually used to make recommendations. It can also be used to express desperate hope as well as to warn people for something.
e.g.

You had better had your breakfast in the morning. (Recommendation)

That train had better got here soon! (Desperate hope)

You had better know your limits before talking to me! (Warning)

DAY-5

Chapter Practice

Question 1:

Use 'should/must/ought to' appropriately in the following sentences.

The students..... respect their teacher.

Every student..... carry his or her i-card during the examination.

You..... keep away from bad habits like teasing girls, copying in exams etc.

Madhur seems to be quite exhausted. She..... take some rest.

What you are doing these days is a wild goose chase. You..... rather concentrate on your own project.

Complete the following sentences using an appropriate auxiliary verb form.

1. *You have been riding non-stop for hours. You be very tired.*

must

can

ought

2. *She be about forty.*

must

will

can

3. *I know I left my phone on this table and it is not here now. Somebody it.*

must take

must have taken

can have taken

4. *That be true. She will never do something like that.*

can't

shouldn't

wouldn't

5. *You him a fool. It really upset him.*

needn't call

couldn't have called

shouldn't have called

6. *The doctor said I give up smoking.*

must

can

ought

7. *You nicer to her. She really cares for you.*

can have been

should have been

would have been

8. you mind standing up for a moment?

Would

Should

Could

9. *That was a bad place to go hiking. You your back.*

should have broken

could have broken

should have broken

10. *'Who is at the door?' 'It be the postman.'*

Must

could

Either could be used here