

UNIT 2

CRIME AND PUNISHMENT

R. K. Narayan (1906 – 2001)

Students Learning Outcomes:

On completion of the unit, students will be able to:

- use collective, countable and uncountable, material and abstract nouns.
- illustrate the use of tenses.
- identify and demonstrate the use of relative pronouns.
- illustrate the use of cataphoric and anaphoric references.
- identify ellipses in a text.
- use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
- understand and use colloquial and idiomatic expressions given in the text / glossary.
- evaluate and use expressions to inquire.

Pre-reading:

- Do you have a vision of an ideal teacher?

"What is sixteen and three multiplied?" asked the teacher. The boy blinked. The teacher persisted, and the boy promptly answered: "Twenty-four," with, as it seemed to the teacher, a wicked smile on his lips. The boy evidently was trying to fool him and was being contrary on purpose. He had corrected this error repeatedly, and now the boy persisted in saying twenty-four. How could this fellow be made to obtain fifty in the class test and go up by double-promotion to the first form, as his parents fondly hoped? At the mention of "twenty-four" the teacher felt his blood rushing to his head. He controlled himself, and asked again: "How much?" as a last chance. When the boy obstinately said the same, he felt as if his fingers were releasing the trigger. He reached across the table, and delivered a wholesome slap on the younger's cheek. The boy **gazed** at him for a moment and then burst into tears. The teacher now regained his normal vision, felt appalled by his own action, and begged **frantically**: "Don't cry, little fellow, you mustn't..."

"I will tell them," sobbed the boy.

"Oh, no, no, no," appealed the teacher. He looked about cautiously. Fortunately this nursery was at a little distance from the main building.

"I'll tell my mother," said the boy.

According to the parents, the boy was a little angel, all dimples, smiles, and sweetness – only wings lacking. He was their only child; they had abundant affection and ample money. They built a nursery, bought him expensive toys, fitted up miniature furniture sets, gave him a small pedal motor car to go about in all over the garden. They filled up his cupboard with all kinds of sweets and biscuits, and left it to his good sense to devour them moderately. They believed a great deal in leaving things that way.

"You must never set up any sort of **contrariness** or repression in the child's mind," declared the parents. "You'll damage him for life. It no doubt requires a lot of discipline on our part, but it is worth it," they declared firmly. "We shall be bringing up a healthy citizen."

"Yes, yes," the teacher agreed outwards, feeling more and more convinced every day that what the little fellow needed to make him a normal citizen was not **cajoling** – but an Anna's worth of cane, for which he was prepared to advance the outlay. For the teacher it was a life of utter travail – the only relieving feature in the whole business was the thirty rupees they paid him on every first day. It took him in all three hours every evening – of which the first half an hour he had to listen to the child-psychology thesis of the parents. The father had written a **thesis** on infant psychology for his M.A., and the lady had studied a great deal of it for her B.A. They lectured to him every day on their theories, and he got more and more the feeling that they wanted him to deal with the boy as if he were made of thin glass. He had to pretend that he agreed with them, while his own private view was that he was in charge of a little gorilla.

Now the teacher did not know how to quieten the boy, who kept sobbing. He felt desperate. He told the young boy, "You must not cry for these trifling matters, you must be like a soldier..."

"A soldier will shoot with a gun if he is hit," said the boy in reply. The teacher treated it as a joke and laughed artificially. The boy caught the infection and laughed, too. This eased the situation somewhat. "Go and wash your face," suggested the teacher – a fine blue porcelain closet was attached to the nursery. The boy disobeyed and commanded: "Close the lessons today." The teacher was **aghast**. "No, no," he cried.

"Then I will go and tell my mother," threatened the boy. He pushed the chair back and got up. The teacher rushed up to him and held him down. "My dear fellow, I'm to be here for another hour." The boy said: "All right, watch me put the engine on its rails."

“If your father comes in...” said the teacher.

“Tell him it is an engine lesson,” said the boy, and he smiled maliciously. He went over to his cupboard, opened it, took out his train set, and started assembling the track. He wound the engine and put it down, and it went round and round. “You are the station master,” **proclaimed** the boy, “No, no,” cried the teacher. “You have your tests the day after tomorrow.” The boy merely smiled in a superior way and repeated, “Will you be a station master or not?”

The teacher was annoyed. “I won’t be a station master,” he said defiantly, whereupon the young fellow said: “Oh, oh, is that what you say? He gently touched his cheek, and **murmured**: it is paining me here awfully, I must see my mother.” He made a movement towards the door. The teacher watched him with a dull desperation. The boy’s cheek was still red. So he said: “Don’t, boy. You want me to be a station master? What shall I have to do?”

The boy directed, When the train comes to your station, you must blow the whistle and cry, “Engine Driver, stop the train. There are a lot of people today who have bought tickets.”

The teacher hunched up in a corner and obeyed. He grew tired of the position and the game in thirty minutes, and got up, much to the displeasure of his pupil. Luckily for him the engine also suddenly refused to move. The boy handed it to him, as he went back to his seat, and said: “Repair it, sir.” He turned it about in his hand and said: “I can’t. I know nothing about it.”

“It must go,” said the boy firmly. The teacher felt desperate. He was absolutely non-mechanical. He could not turn the simplest screw if it was to save his life. The boy stamped his foot impatiently and waited like a tyrant. The teacher put it away definitely with: “I can’t and I won’t. The boy immediately switched on to another demand. “Tell me a story...”

“You haven’t done a sum. It is eight-thirty.”

“I don’t care for sums.” said the boy. “Tell me a story.”

“No...”

The boy called, “Appa! Appa!”

“Why are you shouting like that for your father?”

“I have something to tell him, something important”

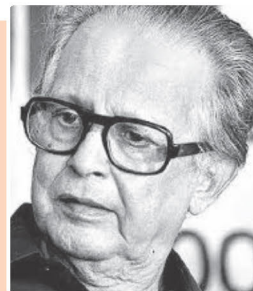
The teacher was obliged to begin the story of “a Bison and a Tiger”, and then he passed on to “Ali Baba and the Forty Thieves” and “Aladdin’s Lamp”. The boy listened, rapt, and ordered: “I want to hear the story of the bison again. It is good...” The teacher was short of breath. He had done six hours of teaching at school during the day. “Tomorrow. I’ve lost all my breath...”

“Oh! All right. I'll go and tell...” exclaimed the boy; he got up and started running all of a sudden towards the house, and the teacher started after him. The boy was too fast for him and wheeled about madly, and made the teacher turn round the garden thrice. The teacher looked beaten. The boy took pity on him and stopped near the rose bush. But the moment he went up and tried to put his hand on him, the boy darted through and ran off. It was a hopeless pursuit; the boy enjoyed it immensely, laughing fiendishly. The teacher's face was flushed and he gasped uncomfortably. He felt a darkness swelling up around him. He sank down on the portico step.

At this moment Father and Mother emerged from the house, “What is the matter?” The teacher struggled up to his feet awkwardly. He was still panting badly and could not talk. He had already made up his mind that he would confess and take the consequence, rather than stand the blackmail by this boy. It seemed less forbidding to throw himself at the mercy of the elders. They looked inquiringly at the boy and asked: “Why have you been running in the garden at this hour?” The boy looked mischievously at the teacher. The teacher cleared his throat and said: “I will explain...” He was trying to find the words for his sentence. The father asked: “How's he preparing for his test in arithmetic...?” On hearing the word “test” the boy's face fell: he **unobtrusively slunk** behind his parents and by look and gestures appealed to the teacher not to betray him. He looked so pathetic and desperate that the teacher replied: “Only please let him mug up the 16th table a little more... He is all right. He will pull through.” The boy looked relieved. The teacher saw his grateful face, felt confident that the boy would not give him up now, and said: “Good night, sir; we finished our lessons early, and I was just playing about with the child... something to keep up his spirits, you know.”

About the Author

R.K Narayan was born in Madras (now Chennai), South India. Many of his novels and stories are set in the fictional territory of Malgudi (fictional south Indian town). But, as Naryan says, he can detect Malgudi characters “even in New York”.



Reading and Thinking Skills:

1. Answer the following questions.

- i) What instructions were given to the teacher by the boy's parents ?
- ii) Why did the boy give wrong answers?
- iii) Why did the teacher slap the boy?
- iv) What was the reaction of the boy?
- v) What were the strategies used by the boy to get his own way?
- vi) What were the stories told by the teacher?
- vii) How did the boy blackmail the teacher?
- viii) When the parents of the boy emerged from the house, what was the reaction of the teacher and the boy?
- ix) The father asked the teacher how the boy was preparing for his Arithmetic test, what was the answer of the teacher?
- x) Why did the teacher favour the boy at the end?

2. Choose the correct answer.

- i) The boy didn't give a correct answer, because he
 - (a) didn't know the table of sixteen.
 - (b) wanted to annoy the teacher.
 - (c) didn't like arithmetic.
 - (d) was absent minded.
- ii) The boy in the story was
 - (a) an orphan.
 - (b) the only child of his parents.
 - (c) well-behaved student.
 - (d) a dunce fellow.
- iii) The parents of the boy were
 - (a) illiterate.
 - (b) poor.
 - (c) greedy.
 - (d) rich and provided their son with all kinds of expensive toys and sweets.
- iv) According to the parents, the boy was a little angel, all dimples, smiles, and sweetness only
 - (a) wings lacking.
 - (b) one wing lacking.

- (c) wishes lacking.
(d) power lacking.
- v) "You must never set up any sort of contrariness or repression in the child's mind," declared the
(a) mother.
(b) father
(c) parents.
(d) teacher.
- vi) Now the teacher did not know how to quieten the boy, who kept
(a) laughing.
(b) sobbing.
(c) shouting.
(d) reading.
- vii) The boy directed, when the train comes to your station, you must blow the whistle and cry, 'Engine Driver,
(a) speed up the train.'
(b) slow up the train.'
(c) leave the train.'
(d) stop the train.'
- viii) On hearing the word "test" the boy's face fell: he unobtrusively slunk behind his parents and by look and gestures appealed to the
(a) mother not to betray him.
(b) father not to betray him.
(c) teacher not to betray him.
(d) teacher to betray him.
- ix) He looked so pathetic and desperate that the teacher replied 'Only please let him mug up the
(a) 16th table a little more.'
(b) 12th table a little more.'
(c) 13th table a little more.'
(d) 17th table a little more.'
- x) The teacher saw his grateful face, felt confident that the boy would not give him up now, and said: "Good night, sir; we finished our lessons early, and I was just
(a) playing about with the child.'
(b) eating with the child.'
(c) working with the child.'
(d) advising the child.'

3. Tick the sentences as True or False.

- i) The teacher loved to teach the little boy. (T / F)
- ii) The father of the boy had written a thesis on child psychology for his M.A (T / F)
- iii) The teacher told the parents that the boy was not doing mathematics sums properly. (T / F)
- iv) The teacher thought that the little boy was an angel. (T / F)
- v) The boy asked the teacher to sing a song instead of teaching him. (T / F)
- vi) He went over to his cupboard, opened it, took out his bus set, and started assembling the track. (T / F)
- vii) The teacher was absolutely non-mechanical.
- viii) He had done six hours of teaching at school during the day. (T / F)
- ix) On hearing the word “test” the boy became very happy. (T / F)
- x) The teacher did not favour the boy at the end. (T / F)

Critical Thinking:

- The teacher was being paid 30 rupees; do you think the teacher's financial position was weak? Give reasons.

Writing Skills:

Write down the characters of the following:

(a) Boy

(b) Teacher

(c) Parents

Research Project

Write a research report highlighting the causes and solution of the absenteeism of the college students.

Grammar:

- Use the following nouns in your sentences and state whether these are collective, material, abstract, countable, or uncountable nouns.

Noun	Kind of Noun	Sentence
i) kindness		
ii) congregation		
iii) beauty		
iv) galaxy of stars		
v) milk		
vi) a story		
vii) furniture		
viii) shoal of fish		
ix) gold		
x) confidence		

TENSES

The tense denotes the time of an action or happening or state. The table shows a summary of tenses.

Tense	Present	Past	Future
Indefinite	I take a shower every day.	He bought some books yesterday.	He will go to Sibi tomorrow.
Continuous or Progressive	He is sleeping now.	He was sleeping at 6:00p.m.	He will be playing in the evening.
Perfect	I have finished my work.	He had gone away before I came.	He will have finished his work before you come.
Perfect continuous	I have been working for two hours.	He had been reading for two hours when I went there.	He will have been doing this work for two days tomorrow.

Activity:

Read the first paragraph of the unit and identify different tenses used in the text.

Relative Pronouns

A relative pronoun is one which introduces a subordinate clause. It relates the subordinate clause to the noun to which it refers in the main clause.

Example

The game which I like is football.

↓
Relative pronoun

Activity:

Fill in the blanks with relative pronouns (who, whose, which or that)

- i) Children _____ parents are dead are called orphans.
- ii) I like the shirt _____ you gave me for my birthday.
- iii) It was his brother _____ taught him English.
- iv) Here is the book _____ you lent me.
- v) This is the student _____ won the spelling contest.

Antecedents

The noun to which a 'Relative pronoun' refers is called its antecedent.

OR

Antecedents are nouns (or words) that take the place of pronouns.

- i) Ziarat is popular because it has a cold climate.
- ii) I met the President who has just come from Iran.
(Ziarat and President are Antecedents)

Activity:

Identify the relative pronouns and antecedents in the following sentences.

- i) Here is a student who tries hard.
- ii) They are the ones who have been chosen.
- iii) This is the book which I like the most.
- iv) One of the actors, who is my favourite, has fallen ill.

Anaphoric reference

Anaphoric reference means that a word in a text refers back to other ideas in the text for its meaning.

Example:

I went out with Salman on Sunday. 'He' looked cheerful.

'He' clearly refers to Salman, there is no need to repeat his name.

Cataphoric reference

Cataphoric reference means a word in a text refers to another later in the text that you need to look forward to understand it.

Examples:

- (i) When 'he' arrived, Jibran noticed that the door was open.
- (ii) When 'he' was running upstairs, Asim slipped and fell down.

Activity:

Identify the cataphoric and anaphoric references in the following sentences.

- i) As they were coming from school, the children used to go and play in the Giant's garden.
- ii) The teacher hunched up in a corner and obeyed. He grew tired of the position.
- iii) Muneeb was the first who entered the classroom. He is my best friend.
- iv) She was very frightened, when Asma saw a snake.
- v) A little girl, Nazia, was playing in the garden.
- vi) The monkey took the banana and ate it.

Activity:

Re- read the unit, identify five anaphoric and cataphoric references and write in the relevant column.

Anaphoric references	Cataphoric references

Punctuation:

Ellipses

Three dots in a row signify that words or figures are missing. If there are four dots in a row, the fourth dot signifies a full stop.

Activity:

The author has used ellipses in the story, try to find them out.

Vocabulary:

Roots, Suffixes, Prefixes

Root: The original word to which you add suffix or prefix is called a root or base. Many roots in English are derived from Latin, Greek or other languages.

Example:

<i>Latin</i>		
Root	Meaning	English word
anima	breathe	animal
Capio	seize, hold, tale	capture, reception
venio	come, go	invent, convention
Creatum	made, produce	create

<i>Greek</i>		
Root	Meaning	English word
Hydro	Water	hydrant
Autos	self	automobile
phone	sound, voice	telephone
graphe	write, draw	telegraph, graph

Affixation is a process or word formation by adding a prefix or suffix to a root word with or without changing the word class.

Activities:

1. Add the given prefix to the roots to make new words.

Root	Meaning	English word
i) mis–	wrongly, badly	
ii) pre–	before	
iii) circum–	around	
iv) bio–	life	
v) post–	after	
vi) homo–	same	
vii) tele–	a long distance	
viii) vice–	in place of	
ix) bi–	two	
x) quad–	four	

2. Add the given suffixes to the roots to make new words.

Suffixes	Words
i) –ful	
ii) –less	
iii) –ship	
iv) –ness	
v) –ment	

Literal and Figurative Language

Literal language uses words in their ordinary senses. It is opposite of figurative language.

Figurative language is writing or speech not meant to be interpreted literally. It is often used to express ideas vividly and forcefully.

Most phrases and idioms cannot be translated literally from one language to another.

Examples:

- i) He hit me with a stick. (Literal meaning)
- ii) An idea hit my mind. (figurative meaning)

Colloquialism

Colloquialism is an informal word or expression which is more suitable for use in speech than in writing.

Examples

- i) When his *chum* was in hospital, Ahmed visited him every day.
(meaning “a close friend”).
- ii) *Come off* it, Rashid; please be serious.
(meaning “Stop talking like that”)

Activities:

1. Find out phrasal verbs and idiomatic expressions in the text and use them in your own sentences.
2. Translate the third paragraph of this unit into Urdu.

Pronunciation

Activity:

Pronounce the following words with the help of pronunciation key in the dictionary.

theory	psalm	continuously	miniature	devour
psychology	gorilla	desperate	porcelain	fiendish

Oral Communication Skills:

Expressions to Inquire

- What?
- Where?
- Why?
- When.....?
- How....?

Activity:

Construct dialogue by using the 'expressions to inquire' and perform in pairs.