

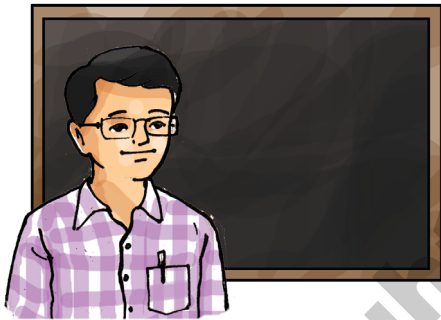
## Lesson 6

# Dhunu's Guitar



What do you want to be when you grow up? The job that we do to earn money when we grow up is called a **profession**. Work with the friend who is sitting next to you. Tell each other about the professions of your father or mother, or both.

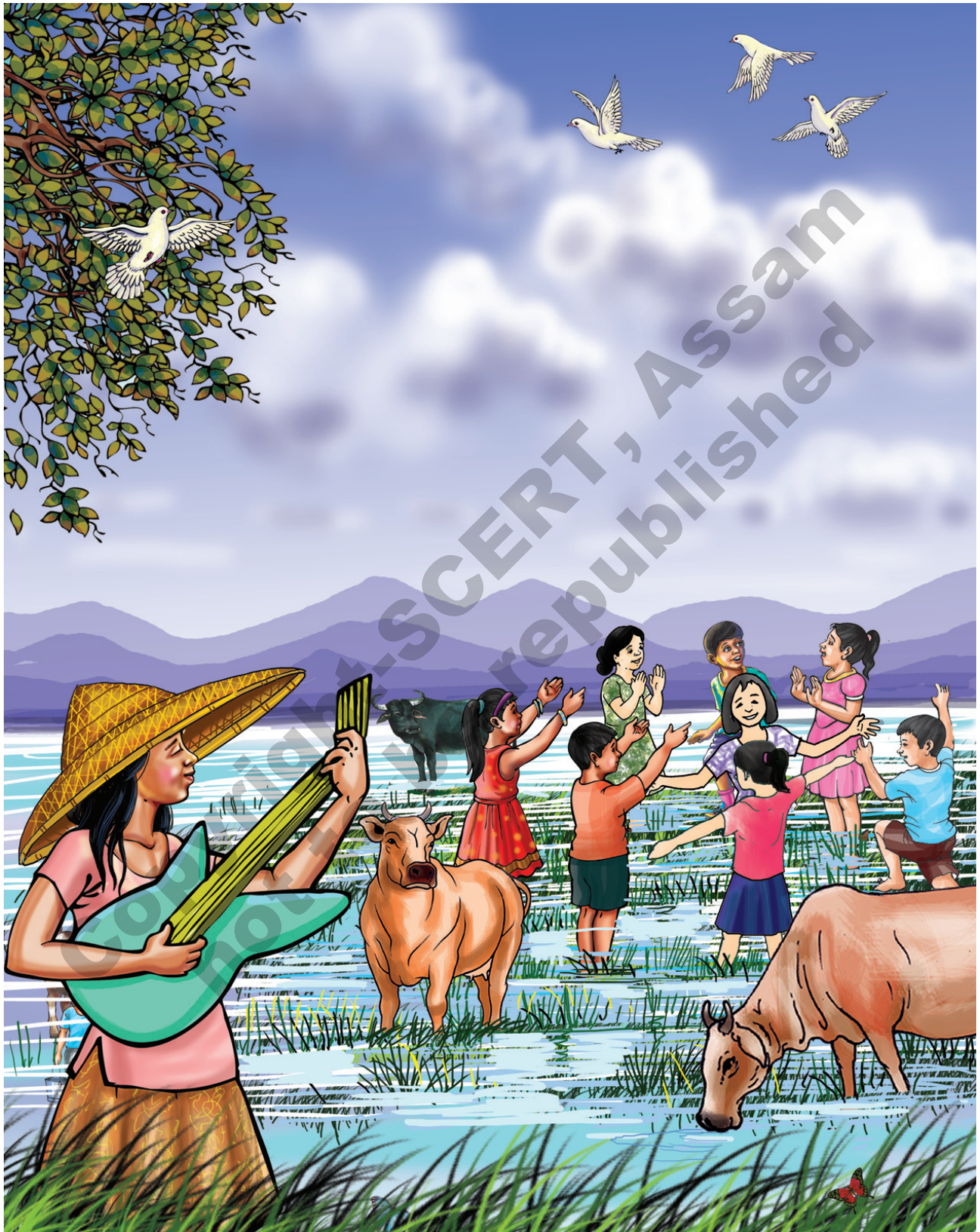
Now look at the pictures below – they show people who do different kinds of jobs. How many can you identify? Write the profession under each picture. One has been done for you.



Teacher



What other professions can you think of?





Let us read about a young girl called Dhunu who wanted to be a musician – a Rockstar. ‘Dhunu’ is the name given to this young girl from Kalardiya village, near Chhaygaon in Kamrup district of Assam by celebrated Assamese filmmaker Rima Das.

We know of Dhunu and her dreams from Rima Das’s movie **Village Rockstars** which won several prestigious prizes, including the Swarna Kamal Award for Best Feature Film in 2017 at the 65<sup>th</sup> National Film Awards, 2018. **Village Rockstars** was also India’s official entry in the Best Foreign Film category at the 91<sup>st</sup> Academy Awards (Oscars), and was much appreciated, even though it did not win an Oscar.

Dhunu is a ten year old girl who lives with her mother and elder brother Manabendra. Her father died some time ago, and they are quite poor. Dhunu’s mother tries to make a living by selling snacks at local events, and Dhunu helps her when she is not at school.

In her free time Dhunu spends her time playing with her pet goat and her friends Rinku, Boloram, Bishnu and Bhaskar. She loves to climb trees, ride bicycles, swim in the river and play in the paddy fields with her friends. The women of the village often scold her for not behaving ‘like a girl’, spending time with boys and playing boys’ games.

But her mother does not stop Dhunu from doing anything she likes, and instead gets angry with the other women. She reminds them that none of them came to help her after her husband’s death. She has been doing both a man’s job as well as a woman’s job, earning money and looking after her children, her animals and her land.

One day, Dhunu and her friends come upon a group of boys practising music for a local event. The musicians take no notice of the young children, who quietly come into the room and stare at them, fascinated by the instruments. Dhunu and her friends touch the instruments with curiosity and surprise, having never come so close to musicians.

Dhunu is especially fascinated by the guitar, and later tells her friends that they should form their own band. She and her friends make Styrofoam cutouts of

guitars and other instruments, and pretend to play them on stage, in the rains and in the fields. The trees, clouds, cows, goats and other children become their audience, and they begin living their ‘rock star’ dreams.

Deep inside they know that they can’t afford a guitar. But instead of cursing their destiny, they find their happiness by playing with the Styrofoam instruments.

One day, Dhunu asks her mother if she has money in the bank to buy a guitar. When her mother tells her that they would have to sell off Dhunu’s goat, Munu to buy a guitar, Dhunu is shocked, and does not mention it any more. But she finds it impossible to give up her dream of buying a real guitar, and starts doing odd jobs around the village to earn and save money.

The children’s fun is cut short as the monsoon months begin. It starts raining very heavily, and soon the village is flooded. Houses come under water, paddy fields are flooded, animals die and the villagers can do nothing to save their valuable paddy, their homes and the other little things they own. Even the bridge that the children used to take to go to schools is destroyed by the flood.

Dhunu gets worried that the bamboo post in which she saves money for her guitar may be swept away by the flood. In the days following the floods, however, the guitar is forgotten. She patiently waits for the floods to recede. One evening, Dhunu and her friend, Bhaskar go on a boat ride. She quietly tells him that if the embankment had been there a few years ago, her father wouldn’t have died. She fears that if the embankment gives way, the whole village will drown.

One day, after the floods have finally gone, Dhunu’s mother spots her sleeping with the Styrofoam guitar. Seeing this, she realises how much Dhunu still longs for a guitar. She wants to fulfil her daughter’s dreams, and secretly visits a music shop to ask about a cheap guitar. But there she realises that buying a guitar is still outside her reach.

Will Dhunu’s mother sell her goat and manage to buy the guitar or will Dhunu’s dreams of having a real guitar always remain a dream?

Dhunu and her friends are torn between the magic of dreams and the harshness of reality. But Dhunu believes that if you really want something and work towards it, you can achieve it. Her eyes are bright with the hope that someday she will play a guitar.

## ACTIVITIES

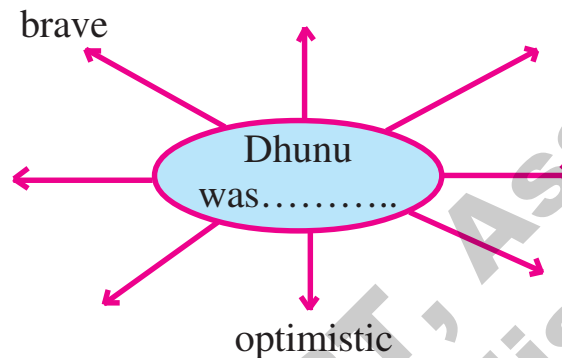
### 1. Let's find out how much we have understood:

- (a) What is meant by the word 'profession'?
- (b) Where is Dhunu from?
- (c) Who made the film **Village Rockstars**?
- (d) What is the name of Dhunu's brother?
- (e) Why did the village women often scold Dhunu?
- (f) What did Dhunu's mother tell the women who scolded her daughter?
- (g) What did Dhunu decide to do after meeting the musicians at a local event?
- (h) What plan did Dhunu propose after she realized that she could not afford to buy a guitar?
- (i) Why did Dhunu start doing odd jobs around the village?
- (j) "But Dhunu believes that if you really want something and work towards it, you can achieve it." – What does this line tell you about Dhunu's character?

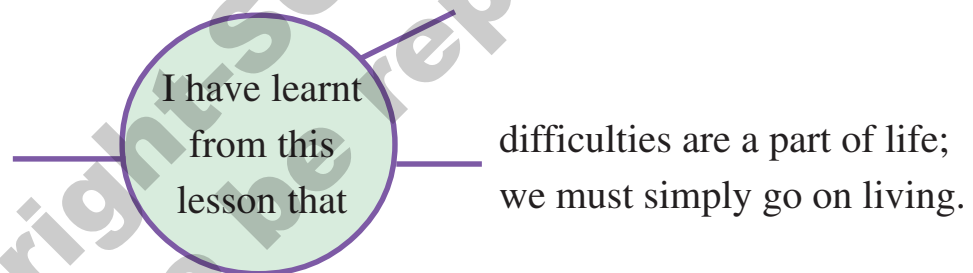
### 2. Given below is the summary of a part of the lesson 'Dhunu's Guitar'. There is some wrong information in it. **Underline the wrong information, make corrections and rewrite the summary.**

'Dhunu's Guitar' is the story of a young eleven-year-old girl who lives in Kalardiya village with her mother. They are quite well off. Dhunu has a pet monkey. She loves to spend time with her monkey. One day, Dhunu and her friends come across some cricketers playing at a local event. She is fascinated by the band and their musical instruments, especially the guitar. She dreams of owning one herself, and forming her own dance band with her friends someday. But she is too poor to own a guitar. So, she and her friends make clay guitars and play on them.

3. In the lesson we have read that Dhunu faced many difficulties in life because she was poor. Still she never gave up hope and faced life cheerfully and bravely. Write down a few adjectives to describe Dhunu's character and complete the word web given below. You can add more arrows in the web if you wish.



4. Here are some things you have learnt from the lesson. Complete the web with the information. One is done for you:



5. We have found in the lesson that Dhunu met by chance a group of boys practising music for a local event. Dhunu was very happy to see the musicians. You know that a person who plays music is a musician. Do you know the names of other professions? Fill in the blanks below with the appropriate words:

- (a) a person who repairs shoes: \_\_\_\_\_
- (b) a person who repairs water pipes: \_\_\_\_\_
- (c) a person who operates the controls of an aircraft, especially as a job: \_\_\_\_\_

- (d) a person whose job is to take care of people's teeth: \_\_\_\_\_
- (e) a person who makes, repairs or sells articles made of gold: \_\_\_\_\_
- (f) a person who can do magic tricks: \_\_\_\_\_
- (g) a person whose job is to cut men's hair and sometime to shave them: \_\_\_\_\_
- (h) a person who takes care of gardens: \_\_\_\_\_

**6. Read the following lines and look carefully at the words printed in italics. They give the answer to the question 'whose'.**

- (a) The name of the lesson is *Dhunu's Guitar*. (Question: Whose guitar?)
- (b) *Dhunu's mother* had to look after her children single-handedly after her *husband's death*. (Question: Whose mother; Whose death?)
- (c) *The children's fun* is cut short as the monsoon months begin. (Question: Whose fun?)

The words *Dhunu's*, *husband's* and *children's* are said to be in the possessive form. The **possessive form** of a noun or pronoun shows ownership or association. With the addition of an apostrophe and an 's' (or sometimes just an apostrophe), a noun can change from a simple person, place, or thing to a person, place, or thing that owns something.

Here are a few different ways to form the possessive of a noun:

- (i) If the noun doesn't end with an 's', add 's to the end of the noun.  
For example:

Dhunu's Guitar was made from Styrofoam.

This is a picture of Dhunu and her goat. The goat is Dhunu's pet.

(ii) If a proper name or proper noun ends with an 's', you can add an apostrophe; **or** an apostrophe and an 's'. For example:

(a) Rima Das' movie **Village Rockstars** won several awards.

(b) Rima Das's movie **Village Rockstars** won several awards.

(iii) After a plural noun that ends in 's', add an apostrophe.

The names of Dhunu's friends are Rinku, Boloram, Bishnu and Bhaskar.

She liked playing boys' games.

**Now fill in the blanks using the correct possessive form.**

(a) This is Dhunu. The tea stall belongs to her mother. The tea stall belongs to \_\_\_\_\_ mother.

(b) She even does jobs normally done by a man. She does \_\_\_\_\_ jobs.

(c) Bhaskar is a friend of Dhunu. Dhunu is \_\_\_\_\_ friend.

(d) The cars belong to the director. They are the \_\_\_\_\_ cars.

(e) They made four Styrofoam cut-out guitars. The \_\_\_\_\_ colours are red.

7. In the lesson you read the line 'One day, Dhunu and her friends come upon a group of boys practising music for a local event.' Find out which words in the sentence mean met by chance. You must have realised that the words are come upon.

Groups of words like come upon or come across are called phrases. When the two words have a special meaning, the group of words is called an idiom.



**Here are some phrases and idioms:**

- (a) cry over
- (b) sweep away
- (c) give up
- (d) go on
- (e) make a living
- (f) cut short



**Now, choose the right phrases and idioms to complete the following sentences. Remember to write them in the appropriate tense forms:**

- (i) Dhunu's mother \_\_\_\_\_ by selling snacks at local events.
- (ii) When the monsoon months begin, the fun of the children is \_\_\_\_\_.
- (iii) In spite of the difficulties Dhunu and her mother face, life must \_\_\_\_\_.
- (iv) Though Dhunu knows she cannot afford a guitar, she doesn't \_\_\_\_\_ hope.
- (v) Dhunu was worried that the bamboo post where she had saved money to buy a guitar might have been \_\_\_\_\_ by the flood.
- (vi) Dhunu accepts her destiny bravely instead of \_\_\_\_\_ it.

## **8. Work in pairs:**

Dhunu's dream was to possess a guitar. Talk with your friend and share each other's dream.

9. Look at the following table carefully. Some sentences have been given in Column A. Column B has sentences stated in a different way but which convey the same meaning. That is, the meaning of the corresponding sentences of Column A and Column B are the same, but the sentence structures are different. Discuss with your partner in what ways the sentences in Column B are different from the sentences in Column A.

Column A	Column B
The monsoon months <i>cut short</i> the children's fun.	The children's fun <i>is cut short</i> by the monsoon months.
The rains <i>have flooded</i> the paddy fields.	The paddy fields <i>have been flooded</i> by the rains.
In the days following the floods, Dhunu <i>forgets</i> the guitar.	In the days following the floods, the guitar <i>is forgotten</i> by Dhunu.
Dhunu <i>accepted</i> her destiny.	Her destiny <i>was accepted</i> by Dhunu.
Dhunu <i>postponed</i> her guitar plans.	Her guitar plans were <i>postponed</i> by Dhunu.

**Here are some hints to help you with your work.**

- Look at the action words (verbs) printed in italics in Column A and the corresponding action words again in Column B. Discuss with your partner how the verb - structure in Column A is different from the verb-structure in Column B.
- Take note of the position of the *doers of the action* and the *receivers* of the action in the sentences.

Let us now learn how to change sentences like those in Column A into those in Column B.

Look at the following sentences.

The tiger (*doer*) **killed** the deer (*receiver*).

The deer (*receiver*) **was killed** by the tiger (*doer*).

In the first sentence, the *doer of the action* (tiger) is placed before the verb (killed). Here the focus is on the *doer of the action*. In the second sentence, the focus is on the ***receiver of the action*** (the deer), which is placed at the beginning of the sentence (that is, the *subject* position).

We can change sentences from active to passive by:

- (a) changing the *verb form /verb structure* into passive form/structure ('be' verb + past participle) and
- (b) changing the positions of the *doer of the action* and the *receiver of the action*

**Rewrite the following sentences in their passive forms:**

- (i) The guitar *fascinates* Dhunu.

Dhunu is fascinated by the guitar.

- (ii) The monsoon months *cut short* the children's fun.

\_\_\_\_\_.

- (iii) Dhunu and her friends *made* Styrofoam guitars.

\_\_\_\_\_.

- (iv) Dhunu *accepted* her destiny.

\_\_\_\_\_.

- (v) Dhunu and Bhaskar *rescued* their belongings.

\_\_\_\_\_.

- (vi) The women of the village often *scold* Dhunu.

\_\_\_\_\_.

10. (a) Here are two sentences. They are called complex sentences as they have more than one clause. A complex sentence has a main clause (i.e. a unit that makes complete sense) and one or more subordinate clauses (i.e. units that depend on the main clause to complete their meaning.) Note the subordinate clauses that are underlined.

(i) Let us read about a young girl called Dhunu who wanted to be a musician.

(ii) Dhunu helps her mother when she is not at school.

Now note the following:

- In the first sentence, the subordinate clause qualifies or is related to the **noun** Dhunu. Hence, it is an adjective clause. Adjective clauses are clauses that tell us more about a noun, and begin with who, which, whom, that, as, etc.

In the second sentence, the subordinate clause modifies the **verb** helps in the main clause. Hence it is an **adverb** clause. Such clauses begin with the following:

(i) when, before, until, since, then to express time

(ii) where, wherever to express place

(iii) that to indicate result

(iv) because to indicate cause/result

(v) so that, in order that to express purpose

(vi) if, unless to express condition

(b) Find two complex sentences with adjective clauses and two with adverb clauses in the story. Write them down in your notebook. Underline the subordinate clauses.

(c) Look at the complex sentences given below. Underline the subordinate clauses and say whether they are adjective clauses or adverb clauses—

(i) If it rains, we won't have the match.



- (ii) I have read the books that are on the shelf.
- (iii) He creates problems wherever he goes.
- (iv) She hasn't written to me since she left the place.
- (v) She is absent because she is ill.

**11. Imagine you are Dhunu. Look carefully at the picture of the guitar below.**

**Now prepare step by step instructions for your friend telling him/her how to make a Styrofoam or cardboard cut out guitar. Then try to make a Styrofoam guitar working with him/her.**

**You can learn a nice English song and playing on your guitar cut outs, you can perform the song, in a school programme.**



**12. Imagine that you and your friends have attended a local musical event to which famous singers and musicians of Assam have been invited.**

**Write an imaginary conversation between you and one of the celebrated artists. Your conversation can begin as follows:**

*“Good Evening, Madam. I am so delighted to meet you! You are my favourite singer! I have always dreamed of meeting you and learning more about you. Can I ask you a few questions?”*

Hints: You can include questions about the background of the artist, why the artist decided to take up singing, who trained him/her, how the artist became famous, some memorable incidents and so on.

### 13. Role play:

Imagine a conversation between Rima Das and the young girl who plays the character of Dhunu in the movie 'Village Rockstars'. Rima Das is preparing her to remember the information about Dhunu. Complete the conversation.

**Rima Das** : You have a different name. But I'll call you Dhunu in the movie. Do you like the name?

**Dhunu** : .....

**Rima Das** : Thank you. I know you'll like it. OK, Dhunu. Can you tell me the name of your village?

**Dhunu** : .....

**Rima Das** : Where is that village?

**Dhunu** : .....

**Rima Das** : All right. All of us have an aim in life. What is your aim? I mean, what do you want to do?

**Dhunu** : .....

**Rima Das** : Very nice. I see, you want to play the guitar before an audience. Could you tell me about your father?

**Dhunu** : .....

**Rima Das** : I'm sorry to hear that. And your mother?

**Dhunu** : .....

**Rima Das** : Do you help your mother?

**Dhunu** : .....

**Rima Das** : One last question. Tell me how you spend your free time.

**Dhunu** : .....

**Rima Das** : Thanks Dhunu. It was nice talking to you.

## For the Teacher

Dhunu's Guitar is an Assamese story adapted from the film 'Village Rockstars' by celebrated film-maker Rima Das. The main protagonist in this story, Dhunu, dreams of becoming a musician. As the story unfolds, one is made aware of the difficulties of life faced by the common man in terms of hardships due to shortage of money, personal bereavements and natural disasters. But what shines through is the determination, grit and maturity shown by Dhunu.

The teacher will tell the story.

Based on Dhunu's dream of becoming a musician, the story unfolds difficulties of life. She pursues her desire of playing the guitar in spite of hardships.

The learners are exposed to the idea that one can opt for professions outside the conventional ones.

The use of apostrophe and an 's' after singular and plural nouns are shown in Activity 6 followed by an exercise to fill in the blanks with correct possessive forms.

Activity 7 requires learners to find out phrases and idioms from the lesson and choose the correct ones to complete the sentences provided.

In Activity 8, allow learners to sit in pairs and share their dreams with each other. Encourage learners to speak about their dreams. Tell them that the 'dream' referred to here is not the one which one sees while one is asleep. This dream referred to here is one's burning desire which motivates a person to work in a particular direction by staying focused.

In Activity 9, help learners to identify and observe the position of doers of the action and the receivers of the action in the sentences. Draw the attention of the learners to how the Active verb form is changed to the Passive verb form. Then help them to change sentences from Active to Passive form.

Learners are made aware of 'main clause' and 'subordinate clause'. Activity 10 is designed to help them to identify adjective and adverb clauses.

Ask the learners to bring material you need before conducting Activity 11. Sing a simple English song and provide its lyrics to the learners. You may collect the tune,

lyrics from YouTube. Sing the song to the learners. Help them to learn the lyrics. You may write this on the blackboard. Encourage each child to sing the song.

You can also divide the learners into groups and teach them different songs. Learners will sing along with you.

In Activity 12, help the learners to write an imaginary conversation they had with their favourite singer. This is a whole class activity.

Activity 13 is a role play. There is a conversation between Rima Das and the young girl who plays the role of Dhunu in the movie ‘Village Rockstars’. Enable learners to complete the conversation between them.

### **Learning Outcomes:**

#### **The learner:**

- answers questions orally and in writing on a variety of texts
- participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- takes notes while teacher teaches/from books/from online materials
- infers the meaning of unfamiliar words by reading them in context
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb, etc.)