

ENGLISH PAPER - II

(DENG21)

(BA, BCOM, BSC, BHM, BBM)



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PART - I : ENGLISH PROSE**LESSON - 1****IN LONDON****- M.K. GANDHI****STRUCTURE**

- 1.0 Introduction**
- 1.1 Objectives**
- 1.2 Summary**
- 1.3 Glossary and Notes**
- 1.4 Lines for Explanation**
- 1.5 Comprehension Passages**
- 1.6 Unworked Comprehension Passages**
- 1.7 Short Answer Questions**
- 1.8 Multiple Choice Questions**
- 1.9 Possible Questions**

1.0 Introduction

Mohan Das Karamchand Gandhi, was born on October 2nd 1869 at Porbandar in Gujarat. He led the Indian Nationalist Movement against British rule. He is hailed as a Mahatma (Great Soul) and the Father of the Indian nation. Acclaimed worldwide as an apostle of peace, he is esteemed for his doctrine of non-violent protest, to achieve political and social progress. A champion of truth and non-violence, he has inspired many a world leader like Martin Luther King, the Afro-American civil rights leader. He is revered in India as Bapuji, who practised Ahimsa, fasting for self-purification and for preaching mutual tolerance between people of various creeds and sects. Gandhiji was assassinated on the 30th of January 1948, shortly after India attained independence. The world community has acknowledged him as Man of the millennium, for the legacy of peace and brotherhood he has left behind for men to emulate.

1.1 Objectives:

1. To acquaint the student with Gandhi's personality as a young man.
2. To impress upon the student the importance of building up of character.
3. To apprise the student about the benefits of simple and practical living.
4. To demonstrate to the student the power of self-discipline and introspection.
5. To present to the student a good example of autobiographical writing.

1.2 Summary:

Mohandas Karamchand Gandhi was the architect of India's freedom which he won through a non-violent revolution. A champion of truth and non-violence, he has been hailed as the 'Father of the Nation' and as a 'Mahatma' (Great Soul).

The present selection "In London" is an excerpt from Mahatma Gandhi's autobiography, *My Experiments with Truth*. It describes Gandhi's introspective outlook on life as a Law student in London and his sincere efforts to adhere to the principle of self-discipline, which contributed substantially to the shaping of his personality.

In order to keep up the family tradition of holding high office in one of the states in Gujarat, Gandhi had to qualify as a barrister. This led to his trip to England to study Law. He sailed to England in September, 1888. Two days after his arrival, he joined the Inner Temple, one of the four of the London Law colleges.

In London Gandhi tried to re-orient his life to suit the English society. The transition from the half rural atmosphere of Rajkot, to the cosmopolitan life of London was not easy for him. Moreover, his vegetarianism became a source of embarrassment to him. As he struggled to adapt himself to western food, dress and etiquette, he felt awkward. He acquired outfits which were the fashion of the day. He took lessons in French, dancing, elocution and music. Gandhi realised that his frantic efforts to become an English gentleman was an impossible task and also quite expensive. Instead, he turned his attention to personal and moral issues. He felt that it was prudent to economise. A simple and modest life style benefited Gandhi by reducing his expenses and helping him to maintain good health during his stay in England.

Gandhi also realised the importance of utilising time properly. Beside Law, he took the London Matriculation Examination, to make profitable use of his stay in London.

Gandhi's brief stay in England greatly benefited him, as he learnt to harmonize his inward and outward life by practising simple and practical living.

1.3 Glossary:

Polish	:	refined manners; elegant; high standards of behaviour
Make up for (Phrasal verb)	:	to compensate
Shilling	:	a British coin in use until 1971
Pound	:	English currency worth 100 pence in the form of a note
Guinea	:	an old British gold coin worth 21 shillings, initially made of gold brought from Guinea in Africa
Farthing	:	an old British coin worth one quarter of an old penny; something of small value
Accomplishment	:	achievement; a quality or ability equipping one for society
Lingua franca	:	language commonly used by people of various races, though not their native tongue
Recluse	:	a person who leads a secluded or solitary life

Fable	:	a short story conveying a moral in which animals or birds speak and act like human beings
To dispose of out	:	to get rid of; sell; give away
Inns of Court	:	four sets of buildings in London, belonging to four societies of students and practitioners of the Law; four societies that alone admit to practice at the English Bar.
Punctiliousness	:	careful; scrupulousness; careful observance of forms as in social conduct
Retrospection	:	reflect; self-analysis
Disbursement	:	distribution, usually of money
To take a leaf out of (my) book	:	to follow an example set by another
Drain (figurative)	:	depletion; heavy and wasteful expenditure
Propriety	:	the quality or state of being proper; the standard of what is socially acceptable in conduct or speech; conformity with good manners.
Suite	:	set of rooms; apartment; a group of rooms occupied as a unit
Perpetual	:	continuous; incessant; unending
Aspirant	:	a person seeking a higher position or status
Ploughed	:	(University slang) to fail in a subject or an exam; to flunk
Lose heart	:	become discouraged; lose hope
Emulate	:	imitate; to strive to equal or excel
Dreary	:	doleful; gloomy; sad

1.4 Lines for Explanation

1. *And for this purpose I undertook the all too impossible task of becoming an English gentleman.*

This sentence is taken from the lesson, "In London" written by M.K.Gandhi. Gandhi explains the reason for his efforts to become an English gentleman.

In London, Gandhi tried to adapt to the English society. The transition from the half rural atmosphere of Rajkot, to the cosmopolitan life of London was not easy for him. His vegetarianism became a source of embarrassment to him. As he struggled to adapt himself to western food, dress and etiquette he felt awkward. It was for this reason, that he undertook the all too impossible task of becoming an English gentleman.

2. *The recluse in the fable kept a cat to keep off the rats, and then a cow to feed the cat with milk and a man to keep the cow and so on.*

These words are taken from the lesson "In London" an excerpt from M.K.Gandhi's autobiography. Gandhi describes his vain efforts to become an English gentleman.

Gandhi alludes to the story of the recluse, to describe his vain ambition to become an English

gentleman. He acquired outfits, which were the fashion of the day. He took lessons in French, dancing, music and elocution which only resulted in a drain on his purse.

3. *Let every youth take a leaf out of my book and make it a point to account for everything that comes into and goes out of his pocket and like me he is sure to be a gainer in the end.*

These words are taken from the lesson “*In London*” an extract taken from Gandhi’s autobiography *My Experiments With Truth*. Gandhi advises young people to follow his example and reap the benefits of economy.

Realising that his efforts to become an English gentleman was an impossible task and was also proving to be quite expensive, Gandhi turned his attention to personal and moral issues. He felt that it was prudent to economise. He kept a meticulous account of his expenditure. Gandhi exhorts young people to follow his example as they would be greatly benefited like him.

4. *As I kept strict watch over my way of living, I could see that it was necessary to economise.*

This sentence is taken from the lesson “*In London*” written by M.K.Gandhi. Gandhi explains why it was necessary for him to economise.

As Gandhi kept strict watch over his way of living, he saw the need to economise. He decided to reduce his expenses. His living with a family meant payment of a regular weekly bill. Dining with friends and attending parties also meant extra cost. Gandhi felt all these could be avoided to reduce heavy expenditure.

5. *Let not the reader think that this living made my life by any means a dreary affair.*

This sentence is taken from the lesson, “*In London*” written by M.K.Gandhi. Gandhi asserts that his simple and modest life style, did not make his life wearisome and dull. On the contrary, it harmonised his inward and outward life. It also helped him to avoid causing financial burden to his family. To Gandhi, his life became more truthful and his soul knew no bounds of joy.

1.5 Comprehension Passages

Passage I

The clothes after the Bombay cut that I was wearing were, I thought unsuitable for English society and I got new ones at the Army and Navy stores. I also went in for a chimney-pot hat costing nineteen shillings-an excessive price in those days. Not content with this, I wasted ten pounds on an evening suit made in Bond Street, the centre of fashionable life in London: and got my good and noble hearted brother to send me a double watch chain of gold.

1. What did Gandhi think were unsuitable for English society?
- A. Gandhi thought that his clothes were unsuitable for English society.
2. What did Gandhi buy at the Army and Navy stores ?
- A. Gandhi bought new clothes at the Army and Navy stores.
3. What was the cost of the chimney-pot hat ?
- A. The cost of the chimney-pot hat was nineteen shillings.

4. What was the centre of fashionable life in London?
A. Bond Street was the centre of fashionable life in London.
5. What did Gandhi get his brother to send him?
A. Gandhi got his brother to send him a double watch-chain of gold.

Passage II

As if all these were not enough to make look the thing, I directed my attention to other details that were supposed to go towards the making of an English gentleman. I was told it was necessary for me to take lessons in dancing, French and elocution. French was not only the language of neighbouring France, but it was the lingua franca of the continent over which I had a desire to travel. I decided to take dancing lessons at a class and paid down 3 pounds as fees for a term. I must have taken about six lessons in three weeks. But it was beyond me to achieve anything like rhythmic motion. I could not follow the piano and hence found it impossible to keep time.

1. What lessons did Gandhi take ?
A. Gandhi took lessons in French, dancing and elocution.
2. What was the lingua franca of the continent?
A. French was the lingua franca of the continent.
3. How much fees did Gandhi pay for lessons in dancing?
A. Gandhi paid 3 pounds as fees for a term for lessons in dancing.
4. How many lessons did Gandhi take in three weeks ?
A. Gandhi took six lessons in three weeks.
5. What did he find impossible?
A. He found it impossible to keep time with the music.

1.6 Unworked Comprehension Passages

Passage I

The recluse in the fable kept a cat to keep off the rats, and then a cow to feed the cat with milk and a man to keep the cow and so on. My ambitions also grew like the family of the recluse. I thought I should learn to play the violin, in order to cultivate an ear for western music. So I invested 3 pounds in a violin and something more in fees. I sought a third teacher to give me lessons in elocution and paid him a preliminary fee of a guinea.

1. Why did the recluse in the fable keep a cat?
2. Why did he keep a cow ?
3. How did Gandhi's ambitions grow ?
4. What was the cost of the violin ?
5. Why did Gandhi seek a third teacher ?

Passage II

I therefore decided to reduce my expenses by half. My accounts showed numerous items spent on fares. Again my living with a family meant the payment of a regular weekly bill. It also included the courtesy of occasionally taking members out to dinner and likewise attending parties with them. All this involved heavy items for conveyances, especially as, if the friend was a lady, custom required that the man should pay all the expenses. Also dining out meant extra cost, as no deduction could be made from the regular weekly bill for meals not taken. It seemed to me that all these items could be saved, as likewise the drain on my purse caused through a false sense of propriety.

It also included the courtesy of occasionally taking members out to dinner and likewise attending parties with them. All this involved heavy items for conveyances, especially as, if the friend was a lady, custom required that the man should pay all the expenses.

1. What did Gandhi decide to do ?
2. What did his accounts show ?
3. What did living with a family mean ?
4. What meant extra cost ?
5. What caused the drain on his purse ?

Answers to Unworked Comprehension Passages**Passage I**

1. The recluse in the fable kept a cat to keep off the rats.
2. He kept a cow to feed the cat with milk.
3. Gandhi's ambitions grew like the family of the recluse.
4. The cost of the violin was three pounds.
5. Gandhi sought a third teacher to give him lessons in elocution.

Passage II

1. Gandhi decided to reduce his expenses by half.
2. His accounts showed numerous items spent on fares.
3. Living with a family meant the payment of a regular weekly bill.
4. Dining out meant extra cost.
5. A false sense of propriety caused a drain on his purse.

1.7 Short Answer Questions

1. Why did Gandhi want to become an English gentleman ?
 - A. Gandhi wanted to become an English gentleman to become polished and to make up for his vegetarianism.
2. How did he try to make up for his vegetarianism ?

- A. He tried to cultivate other accomplishments, to make up for his vegetarianism.
3. Why did he think that his clothes were unfit for English society ?
- A. He thought that his clothes were unfit for English society as they were made after the Bombay fashion.
4. Why did Gandhi decide to take lessons in French, dancing and elocution ?
- A. Gandhi decided to take lessons in French, dancing and elocution as they were supposed to make an English gentleman out of him.
5. Why did Gandhi want to learn to play the violin ?
- A. Gandhi wanted to learn to play the violin, to cultivate an ear for western music.
6. Why did Gandhi decide to appear for the London Matriculation Examination ?
- A. Gandhi decided to appear for the London Matriculation Examination, to brush up his English and Latin.
7. What advice does Gandhi give to young people ?
- A. Gandhi advises young people to follow his example of making it a point to account for everything.
8. What according to Gandhi caused a drain on his purse ?
- A. A false sense of propriety caused a drain on Gandhi's purse.
9. What did Gandhi achieve by practising economy ?
- A. By practising economy, Gandhi achieved harmony between his inward and outward life. His life became more truthful and his soul knew no bounds of joy.
10. What did Gandhi think was more important than becoming an English gentleman ?
- A. Gandhi felt that developing a strong and good character was more important than becoming an English gentleman

.1.8 Multiple Choice Questions

Complete the following statements by choosing the most suitable option from the list.

1. What impossible task did Gandhi undertake ?
- a) Becoming a competent lawyer b) Becoming an English gentleman
c) Becoming a skilled musician d) Becoming a public speaker
2. What did Gandhi purchase at the Army and Navy stores ?
- a) A pair of shoes b) A new tie c) New clothes d) A watch
3. What was the cost of the chimney-pot hat ?
- a) Three pounds b) A guinea c) Nineteen shillings d) A farthing
4. Where did Gandhi buy an evening suit ?
- a) Charing cross b) Churchgate c) 10.Downing Street d) Bond Street
5. What was the lingua franca of the continent ?
- a) English b) French c) Italian d) Latin

6. How much did Gandhi invest in a violin ?
a) Two pounds b) Nineteen shillings c) Three pounds d) A guinea
7. The London Matriculation Examination was held every _____
a) three months b) one year c) six months d) two years
8. Gandhi's accounts showed numerous items spent on _____
a) books b) clothes c) lessons d) fares
9. What subject did Gandhi choose instead of Chemistry ?
a) Magnetism b) Heat and Light c) Sound d) Electricity
10. Gandhi's simple life style did not make his life _____
a) harmonious b) uneventful c) dreary d) interesting

Answers:

1) b 2) c 3) c 4) d 5) b 6) c 7) c 8) d 9) b 10) c

1.9 Possible Questions

1. Summarise Gandhi's experiences in London.
2. Describe Gandhi's efforts to become an English gentleman.

N. Suresh Chandra Kumar

LESSON - 2

PECUNIARY INDEPENDENCE**- P.T. BARNUM****STRUCTURE**

- 2.0 Introduction**
- 2.1 Objectives**
- 2.2 Summary**
- 2.3 Glossary**
- 2.4 Lines for Explanation**
- 2.5 Comprehension Passages**
- 2.6 Unworked Comprehension Passages**
- 2.7 Short Answer Questions**
- 2.8 Multiple Choice Questions**
- 2.9 Possible Questions**

2.0 Introduction

Phineas Taylor Barnum, an itinerant American showman, is best remembered for founding the biggest and the most popular circus in the world, the Barnum and Bailey Circus. He was born in Bethel, Connecticut on the 5th of July 1810. Barnum started off as a store keeper, and also dabbled in the lottery business. After failing in business he started a weekly paper, *The Herald Of Freedom* in 1829. In 1834 he moved to New York city and began his career as a showman and made successful tours in America till 1839. In 1841 he purchased Scudder's American Museum, which he developed, making it one of the most popular shows in the United States. In 1871 he put together the "Greatest Show On Earth" a travelling mixture of circus, menagerie and museum of freaks. In 1881 he joined with James Bailey to create the Barnum and Bailey Circus. He died on April 7th, 1891. Barnum wrote several books including *The Humbugs of the World* (1865), *Struggles and Triumphs* (1869) and his autobiography in 1854, entitled *The life of Barnum written by himself - The art of money-getting or golden rules for money making*.

2.1 Objectives:

1. To acquaint the student with the rudiments of true economy.
2. To impress upon the student the good sense of rational spending.
3. To illustrate to the student the consequences of extravagance.
4. To introduce interesting words with their meanings.
5. To demonstrate to the student clarity of thought and expression in writing.

2.2 Summary:

Phineas Taylor Barnum, American showman travelled widely and achieved great success in different fields. He is best known as the founder and proprietor of the famous circus “*The Greatest Show On Earth.*” Barnum wrote his autobiography in 1854 entitled *The life of Barnum written by himself* - To which is added, *The art of money-getting or golden rules for money making.*” *Barnum deliberates on the major preoccupations and problems confronting modern society. He gives wholesome advice to alleviate the stress and strain of day to day living. He opines that pecuniary independence is possible through rational saving rather than irrational spending.*

The present selection “Pecuniary Independence” is an excerpt from Barnum’s autobiography. Barnum describes the problems that people face, when they try to imitate the rich. He cautions people that lavish spending to keep up “appearances” leads to economic ruin and poverty. Barnum deliberates on the major preoccupations and problems confronting modern society. He gives wholesome advice to alleviate the stress and strain of day to day living. He is of the opinion that pecuniary independence is possible through rational saving rather than irrational spending.

An itinerant businessman, Barnum learned the art of making money. He believes that real happiness lies in pecuniary or financial independence, which can be achieved through ‘rational saving’ rather than ‘irrational spending’. He stresses on the importance of practising true economy, which consists in always making the income exceed the spending and saving something for a rainy day. Keeping a meticulous account of daily expenditure, would help in regulating expenses and curtailing money spent on luxuries. The real comforts of life cost only a small portion of what one can earn. Barnum points out that one would have no financial worries, if one’s expenditure is less than the income. People should therefore regulate their expenses in accordance with their means and needs. It is important to realise that though all are born free and equal, not all are born equally rich. The basic mistake that people make, is aping the rich. Imitating the rich, or trying to rise to their false standards will inevitably lead to monetary ruin. A false sense of propriety will cause a drain on the purse. Barnum exhorts women in particular, to stay away from vanity and envy which is the road to financial ruin and domestic drudgery. He drives home these truths with apt illustrations.

Barnum sums up his argument with the statement, that those who live extravagantly, without any thought of a reverse in this life, can never attain financial independence.

2.3 Glossary:

pecuniary	:	relating to money
dispense with	:	do without
mend	:	repair
unforeseen	:	unexpected
margin	:	amount which is more than needed
rational	:	reasonable, having reason or understanding
recipe	:	a set of instructions for making something i.e., cooking a food item.
extravagance	:	excess, lavish expenditure
post	:	to make an entry in a ledger
treble	:	triple, three fold

Mrs. Grundy	:	(Grundysm) conventional prudery; from the query “But what will Mrs. Grundy say?” from Thomas Morton’s play ‘Speed the Plough’ (1798)
horse and buggy	:	light one-horse carriage made with two wheels in England and with four wheels in the United States of America, now not in use
put on airs	:	to behave in a superior manner to impress others; conceited, vain.
To scrub one’s fingers off	:	to do menial work; drudgery
keep up appearances	:	(idiom) to keep up an outward show
pew	:	long bench used as seat in a church
get ahead	:	to go forward; to progress
take the lead	:	to act first; take the initiative
run up	:	to grow rapidly; shoot up; accumulate quickly
digging away	:	working hard
prophet	:	religious seer or saint who foretells events

2.4 Lines for Explanation

1. *True economy consists in always making the income exceed the out-go.*

This statement is taken from the essay “*Pecuniary Independence*” written by P.T.Barnum. Barnum defines true economy.

Proper economizing consists in always making the earnings exceed the spending. The author suggests different methods of saving. Old clothes can be worn a little longer, the old dress can be mended, the purchase of a new pair of gloves can be put off and one can live on plainer food. One needs to train oneself to economize, but can derive more satisfaction by the money saved.

2. *That we are born “free and equal” is a glorious truth in one sense, yet we are not all born equally rich and we never shall be.*

These words are taken from the lesson “*Pecuniary Independence*” written by P.T.Barnum. He points out the economic inequality which exists in society.

Barnum stresses on the need to realise, that though all are born free and equal, all are not born equally rich and shall never be. The primary mistake that people make, is trying to compete with the rich, inevitably ending up in financial ruin. A false sense of propriety, will cause a heavy drain on one’s finances.

3. *My good woman, you will not get ahead in the world, if your vanity and envy thus take the lead.*

This sentence is taken from the essay “*Pecuniary Independence*” written by P.T.Barnum. Barnum advises women to guard themselves against vanity and envy.

Barnum warns people who put on “airs”, waste their time and fritter away their money to imitate the rich, will end up poorer. He warns women in particular to stay away from vanity and envy which will induce them into spending lavishly to keep up ‘appearances’ resulting in financial ruin and domestic drudgery.

4. How much wiser to be a “law unto ourselves” and say, “we will regulate our outgo by our income, and lay up something for a rainy day.

These words are taken from the essay ‘Pecuniary Independence’ written by P.T.Barnum. Barnum admonishes people to be sensible in matters concerning money.

People should regulate their expenses in accordance with their means and needs. He stresses the importance of practising true economy, which consists in always making the income exceed the outgo and saving something for a rainy day.

2.5 Comprehension Passages

Passage I

True economy consists in always making the income exceed the out-go. Wear the old clothes a little longer if necessary; dispense with the new pair of gloves; mend the old dress; live on plainer food if need be; so that under all circumstances; unless some unforeseen accident occurs, there will be a margin in favour of the income. A penny here, and a dollar there, placed at interest, goes on accumulating, and in this way the desired result is attained. It requires some training, perhaps, to accomplish this economy, but when once used to it, you will find there is more satisfaction in rational saving, than in irrational spending.

1. Wherein lies true economy ?
A. True economy lies in making the income exceed the out-go.
2. Where is the passage taken from ?
A. The passage is taken from the lesson “Pecuniary Independence” written by P.T.Barnum.
3. What goes on accumulating ?
A. A penny here and a dollar there, goes on accumulating.
4. What does one need to accomplish true economy ?
A. One needs training to accomplish true economy.
5. Where will one find satisfaction ?
A. One will find satisfaction in rational saving rather than in irrational spending.

Passage II

The real comforts of life cost but a small portion of what most of us can earn. Dr. Franklin says, “It is the eyes of others and not our own eyes which ruin us. If all the world were blind except myself I should not care for fine clothes or furniture”. It is the fear of what Mrs. Grundy may say that keeps the noses of many worthy families to the grindstone. In America many persons like to repeat “We are all free and equal”, but it is a great mistake in more senses than one.

1. What do real comforts of life cost ?
A. The real comforts of life cost but a small portion of what most of us can earn.
2. What did Dr. Franklin say ?
A. Dr. Franklin said that it is the eyes of others and not our own eyes which ruin us.
3. Who did not care for fine clothes or furniture ?

- A. Dr. Franklin did not care for fine clothes and furniture.
4. What do many persons in America like to repeat ?
- A. Many persons in America like to repeat “We are all free and equal.”
5. What is a great mistake in more senses than one ?
- A. Thinking that all are free and equal is a great mistake in more senses than one.

2.6 Unworked Comprehension Passages

Passage I

My good woman, you will not get ahead in the world, if your vanity and envy thus take the lead. In this country, where we believe the majority ought to rule, we ignore that principle in regard to fashion, and let a handful of people, calling themselves the aristocracy, run up a false standard of perfection, and in endeavoring to rise to that standard, we constantly keep ourselves poor all the time digging away for the sake of outside appearance.

1. When will a woman not get ahead in the world ?
2. What do people in America believe ?
3. What do a handful of people call themselves ?
4. What do they run up ?
5. What do people endeavour to do ?

Passage II

How much wiser to be a “law unto ourselves” and say, “we will regulate our out-go by our income, and lay up something for a rainy day.

People ought to be as sensible on the subject of money-getting as on any other subject. Like causes produce like effects. You cannot accumulate a fortune by taking the road that leads to poverty. It needs no prophet to tell us that those who live fully up to their means, without any thought of a reverse in this life, can never attain a pecuniary independence.

1. What is wiser according to Barnum ?
2. What should we regulate ?
3. On which subject should people be sensible ?
4. What produces like effects ?
5. Who can never attain a pecuniary independence ?

Answers to Unworked Comprehension Passages

Passage I

1. A woman will not get ahead in the world if she gives in to vanity and envy.
2. People in America believe that the majority ought to rule.
3. A handful of people call themselves the aristocracy.
4. They run up a false standard of perfection.
5. People endeavour to rise to a false standard of perfection.

Passage II

1. It is wiser to be a law unto ourselves.
2. We should regulate our out-go by our income.
3. People ought to be sensible on the subject of money-getting.
4. Like causes produce like effects.
5. Those who live fully up to their means can never attain a pecuniary independence.

2.7 Short Answer Questions

1. How can one save money on household expenses ?
A. One can save money on household expenses by wearing the old clothes a little longer if necessary, dispensing with the new pair of gloves, mending the old dress and living on plainer food.
2. How is it possible to 'increase' pennies and dollars over a period of time ?
A. A penny here and a dollar there, placed at interest, will keep on increasing over a period of time.
3. Which is preferable, careful saving or reckless spending ?
A. Careful saving is preferable than reckless spending.
4. Are the real comforts of life very expensive ?
A. The real comforts of life cost only a small portion of one's earnings.
5. On what do people spend more money ?
A. People spend more money on luxuries.
6. What is an excellent cure for extravagance ?
A. Keeping an account of expenses and avoiding luxuries, is an excellent cure for extravagance.
7. Are all born equally rich ?
A. Not all are born equally rich and never shall be.
8. Why does Barnum advise women to stay away from vanity and envy ?
A. Barnum advises women to stay away from vanity and envy, as they will provoke them into spending lavishly to keep up 'appearances'.
9. Who set up a false standard of perfection ?
A. The aristocracy set up a false standard of perfection.
10. What is a glorious truth in one sense?
A. A glorious truth in one sense is that all are born free and equal.

2.8 Multiple Choice Questions

Complete the following statements by choosing the most suitable option from the list.

1. The word 'pecuniary' as it is used in the essay means _____.
a) relating to vanity b) relating to money c) relating to envy d) relating to appearances
2. True economy consists in _____.
a) rational saving than in irrational spending

LESSON - 3

THE DRUNKARD (An Excerpt)

- W.H.Smith

STRUCTURE

- 3.0 Introduction**
- 3.1 Objectives**
- 3.2 Summary**
- 3.3 Glossary and notes**
- 3.4 Lines for Explanation**
- 3.5 Comprehension Passages**
- 3.6 Unworked Comprehension Passages**
- 3.7 Short Answer Questions**
- 3.8 Multiple Choice Questions**
- 3.9 Possible Questions**

3.0 Introduction

Drama is defined as a piece of writing performed by actors, its purpose being to portray life or character or to tell a story through action and dialogue. Specifically designed for theatrical performance, later adapted by radio and television, it has been the most popular forms of entertainment till the development of cinema. It has been widely used to present spiritual and historical events and religious, moral, social and political issues that are predominant in human society.

Drama is the earliest of art forms. It originated in ancient Greece. It was Aristotle the Greek philosopher, who laid down the basic principles of drama. Greek dramatists like Aeschylus, Sophocles and Euripides and Roman dramatists like Seneca, Terence and Plautus wrote classical drama. English drama came into its own, with the emergence of dramatists like Christopher Marlowe, William Shakespeare, Ben Jonson etc., who successfully projected drama as the most popular form of entertainment. Over the years, playwrights like Henrik Ibsen, Bernard Shaw, T.S.Eliot, Eugene 'O' Neill et al., have effectively demonstrated the significance and relevance of drama as a powerful art form in the modern literary scene. Drama is of different types, i.e., Tragic, Comic and Chronicle plays, Folk drama, Melodrama, Moral play, Problem play, Pantomime, Sentimental comedy, Temperance play etc.

3.1 Objectives:

1. To present to the student an example of moral drama.
2. To impress upon the student the importance of temperance.
3. To acquaint the student with dialogue writing.
4. To introduce interesting words with their meanings.
5. To show to the student the use of similes to describe feelings and ideas.

3.2 Summary:

William H. Smith, stage manager and actor at the Boston Museum, acted in several Shakespearean plays, but became famous for his rendering of the role of Edward Middleton in the *The Drunkard* or *The Fallen Saved*.

William H. Smith, son of a British Army officer was born in North Wales, England. As a young man he left home and moved to U.S.A. in 1827 along with a troupe of iternary actors. He became stage manager and actor at the Boston Museum. He became popular for his role as Edward Middleton in the play *The Drunkard*.

The Drunkard or *The Fallen Saved* was a runaway hit in the American theatrical scene during Smith's time. Like *Ten Nights in a Bar room* (1858) it is a 'temperance' play, preaching habitual moderation in the indulgence of the apetites or passions. i.e., abstinence from the use of liquor.

The present excerpt taken from the play, is a short conversation between Edward Middleton, a wayward drunkard and his lawyer friend Cribbs. The conversation is about Edward's irresponsible attitude towards his family and an opportunity offered to him to reform himself. Typical of his likes, Edward rejects the offer made by Cribbs, by his vain reasoning that he would not sell his soul for the sake of respectability.

The excerpt begins with Edward enquiring about his family, his wife Mary and his little daughter. An irresponsible drunkard, he had left his family in the lurch. Consequently, he is disowned by his wife as well as society. Concerned about his pitiable state of affairs, his lawyer friend Cribbs makes an attempt to reform Edward. He informs Edward that his disorderly conduct had actually helped his wife Mary and his little daughter to garner the sympathy and good will of the community. They had provided her plenty of sewing work. They were getting on well and were very happy. Cribbs tells him that his wife only pitied him and hoped to see him a changed person. Edward appears contrite, but wonders how a poor wretch like him, could ever hope to attain respectability in society. Cribbs then plays his trump card. He makes a tempting offer of five thousand dollars, which could transform Edward into a rich and respectable member of society.

Instead of accepting the lucrative proposal, Edward, with the typical self-deciet of a drunkard, pretends to be shocked and passionately turns down Cribbs offer calling it a base bribe, tempting him to buy respectability by selling his soul. Taken aback by Edward's response to his offer, Cribbs leaves him to his fate.

Unruffled by the desertion of his friend Cribbs, Edward seems to give into self-pity but finally comes to the conclusion that liquor is the only way out of his misery. He decides to sell his handkerchief and buy himself a drink or two.

3.3 Glossary and notes:

- charming : delightful, pleasing
 as merry as a cricket : (simile) very lively, vigorous, happy
 (colloquial)
 as brisk as a bee : as busy as a bee, very busy, active

as happy as a lark	:	very happy
affliction	:	great suffering; the cause of persistent pain or distress
antidote	:	something that relieves, prevents or counteracts
cent	:	one hundredth part of a dollar, coin of that value
carcass	:	dead body of a human being or animal
casualties	:	losses that befall a person; disasters
penman	:	a person with a specified quality or kind of handwriting
forgery	:	the crime of falsely and fraudulently making or creating a document eg. a cheque.
philanthropist	:	benevolent, kind and charitable person
benefactor	:	one who helps others; person giving financial aid to a cause or to an institution.
shun	:	avoid; keep away from
succor	:	aid; help or relieve in difficulty or distress
dunghill	:	heap of manure or refuse
redolent	:	(fig) working or suggesting
hypocrisy	:	discrepancy between one's public and private morality
compassion	:	sympathy or pity

3.4 Lines for Explanation

1. *She is as merry as a cricket and your little girl blooming as a rose and brisk as a bee.*

This sentence is taken from "*The Drunkard*", a play written by W.H. Smith. Cribbs describes the happy and contented life of Edward's wife and little daughter.

Edward Middleton is an irresponsible drunkard, who leaves his family in the lurch. But his disorderly conduct, serves to help his wife Mary to gain the sympathy and goodwill of her neighbours. They provide her with plenty of sewing work which helps them to live a happy and contented life. Edward's wife is as merry as a cricket and his little daughter is blooming as a rose and busy as a bee.

2. *Heaven never sends affliction without the antidote.*

This statement is taken from the play "*The Drunkard*" written by W.H. Smith. Cribbs makes this statement to describe the good fortune of Edward's family.

A wayward drunkard, Edward Middleton leaves his wife and child to fend for themselves. But surprisingly his unruly conduct, helps them to gain the sympathy and goodwill of the community. They provide Edward's wife with plenty of sewing work which enables them to lead a happy and contented life. Cribbs makes this statement concerning their good fortune.

3. *If the world uses you ill, be revenged upon the world!*

This statement is taken from "*The Drunkard*", a play written by W.H. Smith. Cribbs advises Edward to stop pitying himself and think of reforming himself.

On coming to know that his wife and his little daughter were living well, without a care in the world,

Edward becomes thoughtful. Cribbs tells him that his wife only pitied him and hoped to see him become a respectable member of society. Edward seems to be penitent and wonders how a poor wretch like him, could ever hope to attain respectability in society. Cribbs cautions him not to allow the world to treat him as a misfit, by grabbing the first opportunity that comes his way to reform himself.

4. *Write but the name Arden Rencelaw and you may laugh at poverty.*

This sentence is taken from the play “*The Drunkard*” written by W.H. Smith. When Cribbs informs Edward that his wife only pitied him, he becomes thoughtful and wonders how a poor wretch like him, could ever become a respectable member of society. Cribbs then gives him a cheque of five thousand dollars gifted to him by a noble philanthropist Arden Rencelaw, to reform himself.

5. *Take back your base bribe, miscalled charity.*

These words are taken from the play “*The Drunkard*” written by W.H. Smith. Edward turns down Cribb’s offer of five thousand dollars to reform himself. When Edward wonders how a poor wretch like him, could ever become a respected person in society, Cribb’s makes him a tempting offer of five thousand dollars, gifted to him by a noble philanthropist Arden Rencelaw, to reform himself. Edward pretends to be insulted by Cribb’s offer and rejects the offer calling it a mean bribe and miscalled charity.

3.5 Comprehension Passages

Passage I

Edward : I hardly dare ask you if you have seen them?
 Cribbs : Your wife and child? Oh! They are doing charmingly. Since you left, your wife has found plenty of sewing, the gentle folks have become interested in her pretty face, and you know she has a good education. She is as merry as a cricket and your little girl blooming as a rose, and brisk as a bee.

1. Who is Edward conversing with?
 A. Edward is conversing with his lawyer friend Cribbs.
2. How is his wife and child doing ?
 A. His wife and child are doing charmingly well.
3. What did Edward’s wife find since he left ?
 A. Edward’s wife found plenty of sewing since he left.
4. Who is as merry as a cricket ?
 A. Edward wife is as merry as a cricket.
5. To what is Edward’s “little daughter” compared ?
 A. Edward’s little daughter is compared to a blooming rose and a busy bee.

Passage II

Edward(musing): It is very kind of her - very kind - very kind! pities me! respectable! But, Cribbs, how can one become respectable, without a cent in his pocket, or a

whole garment on his wretched carcass?

Cribbs (pause) : There are more ways than one to remedy these casualties. If the world uses you ill, be revenged upon the world !

Edward : Revenged! But how, Cribbs, how ?

Cribbs (cautiously) : Do you see this paper?' Tis a check for five thousand dollars. You are a splendid penman. Write but the name of Arden Rencelaw, and you may laugh at poverty.

1. Why does Edward think he cannot become respectable?
- A. Edward thinks he cannot become respectable because he does not have a cent in his pocket.
2. What should Edward do if the world has used him ill?
- A. Edward should take revenge upon the world if it has used him ill.
3. How much is the cheque for ?
- A. The cheque is for five thousand dollars.
4. Who is a splendid penman ?
- A. Edward is a splendid penman.
5. Who gifted the amount to Edward ?
- A. Arden Rencelaw, gifted the amount to Edward.

3.6 Unworked Comprehension Passages

Passage I

Edward : What! forgery? and on whom? The princely merchant! the noble philanthropist! The poor man's friend! The orphan's benefactor! Out and out on you for a villain, and coward! I must be sunk indeed, when you dare propose such a baseness to my father's son. Wretch as I am, by the world despised, shunned and neglected by those who should save and succor me. I would sooner perish on the first dung hill-than that my dear child should blush for her father's crimes. Take back your base bribe, miscalled charity, the maddening drink that I should purchase with it would be redolent of sin, and rendered still more poisonous by your foul hypocrisy.

1. Whom does Edward call a villain and a coward?
2. Who considers himself a wretch ?
3. By whom is Edward despised ?
4. What does Edward call Cribb's offer ?
5. What maddening drink does Edward refer to ?

Passage I

Edward : Has it then come to this ? - an object of pity to my once adored wife; no longer regarded with love-respect, but cold compassion, pity; other friends have fully

made up my loss. She is flourishing, too, while I am literally starving - starving - this cold blooded friend, too; what's to become of me ? Deserted, miserable, - but one resource. I must have liquor - ha! my handkerchief - 'twill gain me a drink or two, at all events. Brandy, aye, brandy, brandy!

1. Who no longer regards Edward with love respect ?
2. How does she regard him now ?
3. Whom does Edward call a cold blooded friend ?
4. What one resource does Edward have ?
5. What will his handkerchief fetch him ?

Answers to Unworked Comprehension Passages

Passage I

1. Edward calls Cribbs a villain and a coward.
2. Edward is despised by the world.
3. Edward considers himself a wretch.
4. Edward calls Cribbs offer a base bribe and mis-called charity.
5. The maddening drink that Edward refers to is liquor.

Passage II

1. Edward's wife no longer regards him with love - respect.
2. She now regards him with cold compassion.
3. Edward calls Cribbs a cold blooded friend.
4. Edward has one resource, liquor.
5. His handkerchief will fetch him a drink or two.

3.7 Short Answer Questions

1. What is the other title given to the play "The Drunkard" ?
- A. The other title given to the play "The Drunkard" is "The Fallen Saved".
2. How does Mary earn her livelihood after Edward left her ?
- A. Mary earns her livelihood by sewing, after Edward left her.
3. How does Cribbs describe Mary and her child's happy state of affairs ?
- A. Mary is as merry as a cricket, her child is blooming as a rose and is as brisk as a bee.
4. What is Mary's attitude towards her husband ?
- A. Mary pities her husband and hopes to see him become a respectable member of society.
5. What according to Edward does one need to become 'respectable' ?
- A. According to Edward one needs money to become respectable.

6. How can Edward overcome his poverty ?
A. Edward can overcome his poverty by accepting Cribbs offer.
7. What according to Cribbs, is Edward's special talent ?
A. According to Cribbs Edward's special talent is handwriting.
8. How does Edward react to Cribbs offer ?
A. Edward passionately turns down Cribbs offer.
9. How does Edward denounce Cribbs ?
A. Edward calls Cribbs a villain and a coward.
10. What is the moral of the play ?
A. The play advocates the importance of temperance in one's life.

3.8 Multiple Choice Questions

Complete the following statements by choosing the most suitable option from the list.

1. Edward enquires about the welfare of his
a) friend b) parents c) family d) neighbour
2. Edward's wife found plenty of
a) sewing b) cooking c) laundry d) house-keeping
3. Edward's wife was as merry as a
a) Cricket b) Bee c) Lark d) Rose
4. Cribbs offered Edward a cheque for
a) 500 dollars b) 1000 dollars c) 10,000 dollars d) 5,000 dollars
5. Arden Rencelaw is a
a) philanthropist b) money lender c) shopkeeper d) lawyer
6. Edward is a splendid
a) painter b) penman c) poet d) printer
7. Edward's wife regards him with
a) intense hatred b) extreme disgust c) love respect d) cold compassion
8. Edward decides to sell his
a) hat b) shoes c) tie d) handkerchief

Answers:

- 1) c 2) a 3) a 4) d 5) a 6) b 7) d 8) d

3.9 Possible Questions

1. Narrate in your own words lawyer Cribb's offer to Edward Middleton.
2. Sketch the personality of Edward Middleton as he emerges from the conversation in the play.

N.Suresh Chandra Kumar

LESSON - 4

THREE DAYS TO SEE

- HELEN KELLER

STRUCTURE

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Summary
- 4.3 Glossary and notes
- 4.4 Lines for Explanation
- 4.5 Comprehension Passages
- 4.6 Unworked Comprehension Passages
- 4.7 Short Answer Questions
- 4.8 Multiple Choice Questions
- 4.9 Possible Questions

4.0 Introduction

During her life Helen Keller was the most celebrated personalities of her time. She was a pioneering advocate for the rights of the handicapped. Born in 1880 in Alabama U.S.A., she contracted an illness as a child, that left her unable to hear or see. Undaunted, Miss Keller went on to become a leading figure in the campaign for civil rights, human dignity, women's suffrage and world peace. Her association with the American Foundation For The Blind began in 1924 and she served as its spokesperson and ambassador until her death in 1968. She authored several books like *The World I Live In*, *Out of The Dark*, *Mid Stream-My Later Life*, *Let Us Have Faith*, *Teacher : Anne Sullivan Macy*.

4.1 Objectives:

1. To inculcate in the students a sense of values.
2. To impress upon the student the importance of a right attitude towards life.
3. To inculcate a sense of appreciation in the students regarding human faculties and senses.
4. To introduce new words with their meanings.
5. To present to the student, an example of the informal on the personal essay.

4.2 Summary:

Helen Keller, was a pioneering advocate for the rights of the handicapped. Keller, in view of her work for the handicapped, was appointed to the New York Commission for the Blind and the American foundation for the Blind. Her books include *The World I Live In* (1908), *Out of the Dark* (1913), *Mid-stream - My Later Life* (1930), *Let us Have Faith* (1940), *Teacher : Anne Sullivan Macy* (1955).

The present essay “Three Days To See” is a thought provoking account of what we can really see, perceive and assimilate from the wonderful world around us. It reveals Helen Keller’s zest for living life to the fullest. She admonishes all those who can see, to make full use of the gift of sight because of all the senses, sight is the most delightful.

Miss Keller reminds us that most of us take life for granted. People seldom realise that human life is brief. They do not make full use of their faculties. That is why they do not appreciate the manifold blessings related to sight. To drive home her view, Keller imagines how she would use her eyesight, if given an opportunity to see for just three days.

She would spend the first day, gazing long at the face of her teacher. Anne Sullivan, had opened the world to her when she was a child. With tenderness and patience she had helped her in her education and taught her the importance of a strong character and compassion for all humanity. Keller would then look at the faces of friends, that of a baby, view the simple intimate things of her home, take in the beautiful sights of nature in the woods and life on a farm nearby, the sunset, life at night and the ensuing sunrise.

On the second day, she would see the exhibits at the New York Museum of Natural History and the Metropolitan Museum of Art and wonder at the pageant of man’s progress and the myriad facets of the human spirit. She would spend the evening at a theatre, watching the dramatic representations of the great figures of literature, like Hamlet and Falstaff.

On the third and final day she would drive through her peaceful neighbourhood taking in all the familiar sights, then drive across the bridge spanning the East river, marvelling at the ingenuity of man, and watch the delightful activities upon the river. She would then make a tour of the city of New York, taking in the sights of its glittering sky scrapers, people, Fifth Avenue and its crowds of shoppers, Park Avenue, slums, factories, parks and the foreign quarters. The third night would be spent at the theatre, watching a hilariously funny play, to appreciate the overtones of comedy in the human spirit, before her temporary respite from blindness came to an end.

4.3 Glossary and notes:

panorama	:	wide or complete view
buoyant	:	light, cheerful
vista	:	a mental view or vision extending far into the past or future
dormant	:	inactive, not in use
sluggish	:	lazy, not functioning actively
spectacular	:	visually impressive, showy
jaunt	:	pleasure trip; short and pleasant outing
awe	:	respect combined with fear
pageant	:	a play with a series of scenes representing historical episodes
kaleidoscope	:	(fig) showing constant change
mastodons	:	pre-historic elephants

myriad	:	countless; a large number
trappings	:	decorations or finery
gusty	:	subject to out-bursts of feeling
strut	:	walk in a stiff, self satisfied way
many-horned dilemma	:	being unable to decide which of two things one should do
ingenuity	:	skill and cleverness
scurry	:	to move at a brisk pace
spires	:	the upper tapering part of a structure
spectacle	:	a show; pageant
trifle	:	something of little value or importance
tactile	:	perceptible by touch
Apollo	:	The Greek sun god, patron of poetry and music, medicine, archery
Venus	:	The goddess of love, originally of spring, patron of flower gardens
winged victory of Samothrace	:	a mountainous Island in the Northern Aegean. In 700 BC. Greeks settled on the island. Control of the island passed among several Hellenistic dynasties and under the Romans it became a free city
Homer	:	Ancient epic poet of Greece. Author of the <i>Illiad</i> and the <i>Odyssey</i> .
Michelangelo	:	(1475-1564) Italian sculptor, painter, poet, one of the greatest artists of the Renaissance, famous especially for his frescoes in the Sistine Chapel at Rome.
Michelangelo's Moses	:	Marble sculpture of Moses, the Hebrew patriarch, the great law giver of the Jews (Old Testament)
Rodin	:	Auguste Rodin (1840 - 1917) French sculptor.
Gothic	:	Style of architecture prevalent in Western Europe from the 12 th to the 16 th century.
Raphael	:	Raffaello Sanzio or Santi (1483 - 1520) great painter of Italian Renaissance.
Leonardo da vinci	:	(1452 - 1519) Italian painter, sculptor, architect, engineer, man of science and writer of prose and verse.
Titian	:	Tiziano Vecellio (1477 - 1576) Venetian painter
Rembrandt	:	Harmensz van Rijn (pronounced rian) (1606 - 1669). Greatest painter of the Dutch school and also a great etcher. Has been called the "King of Shadows" from his practice of painting pictures illuminated by a clear but limited light, emerging in the midst of masses of shadow.
Veronese	:	Paolo Cagliari (1528 - 88) Italian painter.
El Greco	:	Domenikos Theotokopoulos (1541 - 1614); painter especially of religious pictures and potraits.

Corot	:	Jean - Baptiste Camille (1796 - 1875), a French landscape painter.
Hamlet	:	Legendary Prince of Denmark; hero of a tragedy by Shakespeare
Falstaff	:	Sir John, fat, convivial, good-humoured braggart in Shakespeare's <i>Henry IV</i> and <i>Merry Wives of Windsor</i> .
Rip Van Winkle	:	Hero of a story written in 1820 by Washington Irving; Rip Van Winkle fell asleep in the Catskill mountains and awoke after 20 years to find the world completely changed.

4.4 Lines for Explanation

1. *Sometimes I have thought it would be an excellent rule to live each day as if we would die tomorrow.*

These words are taken from the essay "*Three Days To See*" written by Helen Keller.

Keller reminds us, that a majority of us take life for granted. We seldom realise, that our lives are short. We go about our petty tasks, indifferent to the fact, that death is an ever present reality. Keller feels that it would be wise, to live each day, as if we should die tomorrow for such an attitude would sharply emphasize the values of life, enabling us to live each day with a gentleness, a vigour and a keenness of appreciation.

2. *I do not know what it is to see into the heart of a friend through that "window of the soul" the eye.*

These words are taken from the lesson "*Three Days To See*" written by Helen Keller.

Keller became blind as a child due to the ravages of an illness. Being blind, she considers sight as the most significant of all the senses. She considers the eye as the 'window of the soul' which reveals the inner nature of a person. Keller could only see through the sense of touch. She wistfully wonders at the satisfaction one gets by looking at the faces of people and grasping their essential qualities.

3. *Apollos and Venuses and the Winged Victory of Samothrace are friends of my finger tips.*

This sentence is taken from the lesson "*Three Days To See*" written by Helen Keller.

Exhorting all those who can see to make full use of their sight, Keller imagines all that she would see if endowed with eyesight for just three days. On the second day, she would visit the Metropolitan Museum of Art and see the familiar exhibits which she had previously only felt with her finger tips. The sculptures of Apollo and Venus and the winged victory of Samothrace were her friends as she knew them well through touch.

4. *How I should like to follow each movement of graceful Hamlet, each strut of the Hearty Falstaff.*

These words are taken from Helen Keller's essay "*Three Days To See*."

On the second day of sight, Keller wishes to spend the evening at a theatre. The theatre was familiar to her, as she often attended theatrical performances of all kinds, but the action of the play had to be spelled in her hand by a companion. But her desire was to see with her own eyes, graceful Hamlet in action, or the strut of good humoured Falstaff, both, popular Shakespearean characters.

5. *I see smiles and I am happy. I see serious determination and I am proud. I see suffering and I am compassionate.*

These words are taken from Helen Keller's work "*Three Days To See*."

The above words reveal Keller's compassion for all humanity around her. On the third and final day she would stand at a busy corner, just looking at people, trying to understand something of their lives and responding to their various situations. Her eyes would be receptive to all sights, both pleasant and pathetic as they are all part of life.

4.5 Comprehension Passages

Passage I

Sometimes I have thought it would be an excellent rule to live each day as if we should die tomorrow. Such an attitude would emphasize sharply the values of life. We should live each day with a gentleness, a vigor, and a keenness of appreciation which are often lost when time stretches before us in the constant panorama of more days and months and years to come.

Most of us, however, take life for granted. We know that one day we must die, but usually we picture that day as far in the future. When we are in buoyant health, death is all but unimaginable. We seldom think of it. The days stretch out in an endless vista. So, we go about our petty tasks, hardly aware of our listless attitude towards life.

1. What did Keller sometimes think ?
A. Keller sometimes thought it would be an excellent rule to live each day as if we should die tomorrow.
2. What would such an attitude emphasize ?
A. Such an attitude would emphasize sharply the values of life.
3. What do most of us take for granted ?
A. Most of us take life for granted.
4. What do we know ?
A. We know that one day we must die.
5. What do we seldom think of ?
A. We seldom think of death.

Passage II

On the first day, I should want to see the people whose kindness and gentleness and companionship have made my life worth living. First I should like to gaze long upon the face of my dear teacher, Mrs. Anne Sullivan Macy, who came to me when I was a child and opened the outer world to me. I should want not merely to see the outline of her face, so that I could cherish it in my memory, but to study that face and find in it the living evidence of the sympathetic tenderness and patience with which she accomplished the difficult task of my education. I should like to see in her eyes that strength of character which has enabled her to stand firm in the face of difficulties and that compassion for all humanity which she has revealed to me so often.

1. What would Keller like to gaze upon ?
A. Keller would like to gaze upon the face of her teacher Mrs. Anne Sullivan Macy.

2. What did her teacher do ?
 - A. Her teacher opened the outer world to her.
3. What did her teacher help her to accomplish ?
 - A. Her teacher helped her to accomplish the difficult task of her education.
4. What enabled her teacher to stand firm in the face of difficulties ?
 - A. Strength of character enabled her teacher to stand firm in the face of difficulties.
5. What did her teacher reveal to her ?
 - A. Her teacher revealed her compassion for all humanity.

4.6 Unworked Comprehension Passages

Passage I

This day I should devote to a hasty glimpse of the world, past and present. I should want to see the pageant of man's progress, The kaleidoscope of the ages. How can so much be compressed into one day? through the museums, of course. Often I have visited the New York Museum of Natural History to touch with my hands many of the objects there exhibited, but I have longed to see with my eyes the condensed history of the earth and its inhabitants displayed there - animals and the races of men pictured in their native environment, gigantic carcasses of dinosaurs and mastodons which roamed the earth long before man appeared, with his tiny stature and powerful brain, to conquer the animal kingdom, realistic presentations of the processes of evolution in animals in man and in the implements which man has used to fashion for himself a secure home on this planet; and a thousand and one other aspects of natural history.

1. What would Keller want to see on the second day ?
2. What did Keller often visit ?
3. What did she touch with her hands ?
4. What did Keller long to see ?
5. What did man use, to fashion for himself a secure home on this planet ?

Passage II

I look ahead, and before me rise the fantastic towers of New York, a city that seems to have stepped from the pages of a fairy story. What an awe - inspiring sight , these glittering spires, these vast banks of stone and steel - structures such as the gods might build for themselves! This animated picture is a part of the lives of millions of people every day. How many, I wonder, give it so much as a second glance ? Very few, I fear. Their eyes are blind to this magnificent sight because it is so familiar to them.

1. What does New York city look like to Keller ?
2. What is an awe - inspiring sight ?
3. What are the glittering spires made of ?
4. What is a magnificent sight ?
5. Why are people blind to it ?

Answers to Unworked Comprehension Passages**Passage I**

1. She would want to see the pageant of man's progress, the kaleidoscope of the ages.
2. Keller often visited the New York Museum of Natural History.
3. She touched the exhibits in the New York Museum of Natural History.
4. Keller longed to see the condensed history of the earth and its inhabitants displayed in the Museum.
5. Man used implements to fashion for himself a secure home on this planet.

Passage II

1. To Keller, New York city looked like a city from the pages of a fairy story.
2. The glittering spires of New York city is an awe inspiring sight.
3. The glittering spires are made of stone and steel.
4. The city of New York is a magnificent sight.
5. They are blind to it because it is so familiar.

4.7 Short Answer Questions

1. Why do most people take life for granted ?
A. Most people take life for granted to because they seldom think of death.
2. What is human tendency towards natural gifts of life ?
A. The human tendency towards natural gifts of life is to use them only as a mere convenience.
3. What compulsory course would Keller introduce in a university ?
A. Keller would introduce a compulsory course in "How to use your eyes" in a university.
4. What does Keller want to see in her home ?
A. Keller wants to see the small, simple and intimate things of her home.
5. What sight would she love to see early in the morning ?
A. She would love to see the sun rise early in the morning.
6. Why does she want to visit the Metropolitan Museum of Art ?
A. She wants to visit the Museum of art to see the myriad facets of the human spirit.
7. Why is Keller receptive to sights of misery ?
A. Keller is receptive to sights of misery because they too are a part of life.
8. What advice does Keller give to those who can see ?
A. Keller's advice to those who can see, is to make full use of the gift of sight.

4.8 Multiple Choice Questions

Complete the following statements by choosing the most suitable option from the list.

1. Keller would wish to 'see' for _____
a) 3 weeks b) 3 days c) 3 months d) 3 years

2. People seldom think of _____.
a) Health b) Money c) Death d) Life
3. Only the deaf appreciate the sense of _____.
a) sight b) touch c) smell d) hearing
4. The 'window of the soul' is the _____.
a) ear b) eye c) nose d) mouth
5. Keller would first gaze upon the face of her _____.
a) her friend b) a baby c) a neighbour d) her teacher
6. People do not appreciate their
a) faculties b) each other c) world d) city
7. Keller would start a compulsory course in
a) How to use your Time b) How to use your Eyes
c) How to use your Money d) How to use your Skills
8. Mrs. Anne Sullivan was Keller's
a) friend b) neighbour c) teacher d) relative
9. Those who have eyes apparently see
a) a lot b) little c) much d) more
10. Keller wants people to make the best use of their
a) energies b) skills c) abilities d) senses

Answers:

1) b 2) c 3) d 4) b 5) d 6) a 7) b 8) c 9) b 10) d

II.

1. Rembrandt was a
a) Dutch painter b) Greek philosopher c) French sculptor d) Italian poet
2. Auguste Rodin was a French
a) sculptor b) architect c) engineer d) painter
3. Michelangelo was an Italian
a) poet b) historian c) sculptor d) engraver
4. Leonardo da Vinci was an Italian
a) statesman b) painter c) musician d) actor
5. Apollo is the Greek
a) sun god b) moon god c) god of fire d) god of war
6. Venus is the Greek goddess of
a) beauty b) wisdom c) victory d) love

7. The "Illiad" was written by
a) Virgil b) Homer c) Titian d) Corot
8. Hamlet is the prince of
a) England b) France c) Norway d) Denmark
9. Falstaff is a comic character in the play
a) As You Like It b) Twelfth Night
c) Merry Wives of Windsor d) The Merchant of Venice
10. "Moses" is a marble sculptor carved by
a) Anguste Rodin b) Leonardo da Vinci c) Michelangelo d) Paolo Cagliari

Answers :

1) a 2) a 3) c 4) b 5) a 6) d 7) b 8) d 9) c 10) c

4.9 Possible Questions

1. Describe the personality of Helen Keller on the basis of her selection of "sights to see".
2. Summarise the message that Keller conveys to people about the use of their "senses" ?

N.Suresh Chandra Kumar

LESSION - 5

KNOWLEDGE SOCIETY

- A.P.J. Abdul Kalam.

STRUCTURE

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Summary
- 5.3 Glossary and notes
- 5.4 Lines for Explanation
- 5.5 Comprehension Passages
- 5.6 Unworked Comprehension Passages
- 5.7 Short Answer Questions
- 5.8 Multiple Choice Questions
- 5.9 Possible Questions

5.0 Introduction

A.P.J. Abdul Kalam an eminent scientist was elected as President of India in July 2002. A distinguished scientist, his name is associated with the development of India's first satellite launch vehicle SLV-3 and the "Agni" missile. A recipient of the Padma Bhushan, Padma Vibhushan and Bharata Ratna, Kalam envisions India as a developed nation, a poverty-free prosperous, healthy nation with a value system. A celebrated author, his works include *Wings of Fire*, *India 2020*, *A Vision for the New Millennium*.

5.1 Objectives:

1. To inculcate a scientific outlook in the students.
2. To acquaint the students with Kalam's vision for India.
3. To introduce new terminology with their meanings.
4. To apprise the student about Indian progress in the field of science and technology.
5. To present to the student, an example of the formal essay or article.

5.2 Summary:

APJ Abdul Kalam (b.1930), a distinguished scientist, took charge as President of India in July 2002. He has received many honorary doctorates and the Padma Bhushan (1981), Padma Vibhushan (1990) and Bharat Ratna (1997). *Wings of Fire*, *India 2020*; *A vision for the New Millennium* are some of his works. Abdul Kalam's outlook is typically scientific and his language reflects the clarity and objectivity of his thoughts.

The present excerpt "*Knowledge Society*" is from Kalam's work *Ignited Minds*. He stresses the need for developing societies to become knowledge societies, through the acquisition of knowledge and

utilization of technology. Kalam emphasises on poverty elimination in India, by striking a balance between its past heritage and present day knowledge. He is of the opinion that India can secure a bright and prosperous future by scrupulously following certain principles and applying modern technology.

Ancient India was an advanced knowledge society. It was essentially a land of knowledge. Over the ages, foreign invasions and colonial rule drastically altered the true image of India as a knowledge society of great prosperity and power, to a society degraded to lower levels of existence. Hence it is important for India to rediscover itself in this aspect. India can be transformed into a developed nation with high standards of living, power and sovereignty.

Knowledge brings prosperity and power. Thus, acquisition of knowledge has been the thrust area throughout the world. India has a vast treasure of knowledge, the product of its heritage and history, tradition and culture and of sharing of knowledge with neighbouring countries. Rediscovery of this knowledge base, enhancing it through research and putting it to efficient and effective use along with present day knowledge generated from modern technology, maintaining its infrastructure, enhancing skills and increasing productivity is of prime importance to the Indian nation in transforming its society and generating wealth for its prosperity and strength.

The knowledge society has a two dimensional objective, of societal transformation and wealth generation. The former is related to education, health care, agriculture and governance, which will lead to employment generation, high productivity and rural prosperity. The task of wealth generation for India is based on the development of national competencies identified by TIFAC, like information technology, biotechnology, space technology, weather forecasting, disaster management etc and the appropriate management structures for these technologies. India has already proved its mettle in the area of information technology.

But priority must be given to evolving suitable policy and administrative procedures, changes in regulatory methods, identification of partners, creation of young and dynamic leaders. In addition, to generating wealth, equal importance must be given to citizen centric approach of shaping business policy, user-driven technology generation and intensified industry-lab-academic linkage.

In order to emerge as a knowledge super power by 2010, India should pursue a tri-dimensional objective of societal transformation, wealth generation and knowledge protection. We have to protect the communication network and information generators. We should also protect our ancient knowledge and culture. Further, we have to deal with intellectual property rights and related issues.

5.3 Glossary and notes:

Thirukkural	:	a collection of aphorisms by the Tamil sage Thiruvalluvar
core	:	central or most important part of anything
competence	:	ability; capability
essentially	:	vitally, necessarily
sovereignty	:	right to govern independently
craftsman	:	skilled worker : artisan
heritage	:	legacy; anything that is or may be inherited
abundance	:	very great quantity; ample

unorthodox	:	unconventional
bioreserves	:	resources in the form of plants and animals
Nalanda	:	University established in North India during the reign of emperor Harsha (606 - 647 A.D). Students from China, Japan and Korea came to study here
endowed	:	invested; provided with
knowledge infrastructure	:	fundamental requirements for developing and sustaining knowledge
deployment	:	to use effectively
TIFAC	:	Technology Information, Forecasting and Assessment Council.
spearhead	:	lead, initiate, pioneer
biotechnology	:	The use of living organisms, especially cells and bacteria in industrial processes
convergence	:	meeting at a point; merging
capitalize	:	use to one's advantage
mission	:	particular task or goal assigned to or assumed by a person or group; duty
entails	:	involves, gives rise to
surveillance	:	close observation especially of a suspected person; vigilance

5.4 Lines for Explanation

- India is essentially a land of knowledge and it must rediscover itself in this aspect.*

This statement is taken from “*Knowledge Society*” written by Abdul Kalam, President of India. He stresses the need for India to rediscover itself, to regain its past glory, that of a knowledge society. Since ancient times, India has always been hailed as essentially a land of knowledge. India has a vast treasure of knowledge, the product of its heritage and history, tradition and culture, and of sharing knowledge with neighbouring kingdoms. Over the ages, invasions and colonial rule degraded Indian society to lower levels of existence. In order for India to become a knowledge society it must rediscover itself in this aspect.
- In the twenty first century a new society is emerging where knowledge is the primary production resource instead of capital and labour.*

This sentence is taken from “*Knowledge Society*” an excerpt from Abdul Kalam’s “*Ignited Minds*”. Kalam tells us about the emergence of a new society in the 21st century.

Before the previous century, the world was mainly an agricultural society, where manual labour was the critical factor. During the last century, the world has changed from an agricultural society to an industrial society where the management of technology, capital and labour provide the competitive advantage. Kalam informs us that, now a new society is emerging, where knowledge is the primary production resource instead of capital and labour.
- Whether a nation qualifies as a knowledge society is judged by how effectively it deals with knowledge creation and knowledge deployment.*

These words are taken from the essay “*The Knowledge Society*” an excerpt from Abdul Kalam’s

“*Ignited Minds*”. Kalam points out the requisites of a knowledge society.

Knowledge has always been the source of prosperity and power. Thus the acquisition of knowledge is of prime importance to a developing society.

Kalam points out that the enhancing of the existing knowledge base through research, along with present day knowledge generated from modern technology, maintaining its infrastructure and its efficient and effective utilization are the requisites for a nation to qualify as a knowledge society.

4. *Becoming a knowledge superpower by the year 2010 is a very important mission for the nation.*

This sentence is taken from “*The Knowledge Society*” an excerpt from Abdul Kalam’s “*Ignited Minds*.” Kalam puts forward the mission for the Indian nation.

In order to become a knowledge superpower by 2010, India should achieve the tri-dimensional objective of societal transformation, wealth generation and knowledge protection. The nation’s ancient knowledge and culture must also be protected as they are important part of the country’s resource base.

5.5 Comprehension Passages

Passage I

Ancient India was an advanced knowledge society. Invasions and colonial rule destroyed its institutions and robbed it of its core competence. Its people have been systematically degraded to lower levels of existence. By the time the British left, our youth had lowered their aims and were satisfied earning an ordinary livelihood. India is essentially a land of knowledge and it must rediscover itself in this aspect.

1. What was ancient India ?
A. Ancient India was an advanced knowledge society.
2. What destroyed its institutions ?
A. Invasions and colonial rule destroyed its institutions.
3. What did they rob from ancient India ?
A. They robbed India’s core competence.
4. Who had lowered their aims ?
A. The youth of India had lowered their aims.
5. What is India essentially ?
A. India is essentially a land of knowledge.

Passage II

Knowledge has always been the prime mover of prosperity and power. The acquisition of knowledge has therefore been the thrust area throughout the world. Additionally, in India, there has been a culture of sharing it, not only through the traditions of guru-shishya but also by its spread to neighbouring countries through travellers who came to Nalanda and other universities drawn by their reputation as centres of learning.

1. What has been the prime mover of prosperity and power ?
A. Knowledge has been the prime mover of prosperity and power.
2. What has been the thrust area throughout the world ?
A. The acquisition of knowledge has been the thrust area throughout the world.
3. What culture has been there in India ?
A. The culture of sharing knowledge has been there in India.
4. Who came to Nalanda ?
A. Travellers from neighbouring countries came to Nalanda.
5. Why did Nalanda attract foreign travellers ?
A. Nalanda attracted foreign travellers as it was reputed to be a centre of learning.

5.6 Unworked Comprehension Passages

Passage I

The task of wealth generation for the nation has to be woven around national competencies. The TIFAC task team has identified core areas that will spearhead our march towards becoming a knowledge society. The areas are : information technology, biotechnology, space technology, weather forecasting, disaster management, telemedicine and teleeducation, technologies utilizing traditional knowledge, service sector and infotainment which is the emerging area resulting from convergence of information and entertainment.

1. What is the task for the nation ?
2. What is wealth generation based on ?
3. Which task team has identified core areas ?
4. What is TIFAC ?
5. What is infotainment ?

Passage II

Becoming a knowledge superpower by the year 2010 is a very important mission for the nation. While a knowledge society has a two dimensional objective of societal transformation and wealth generation, a third dimension emerges if India is to transform itself into a knowledge superpower. This is knowledge protection and it entails a tremendous responsibility.

1. What is a very important mission for the nation ?
2. By which year India should become a knowledge superpower ?
3. What is the two dimensional objective of a knowledge society ?
4. What is the third dimension ?
5. What entails tremendous responsibility ?

Answers to Unworked Comprehension Passages

Passage I

1. The task for the nation is wealth generation.
2. Wealth generation is based on national competencies.
3. The TIFAC task team has identified core areas.
4. Technology Information, Forecasting and Assessment council.
5. Infotainment resulted from the convergence of information and entertainment.

Passage II

1. Becoming a knowledge superpower is a very important mission for the nation.
2. India should become a knowledge superpower by 2010.
3. The two dimensional objective of a knowledge society is societal transformation and wealth generation.
4. Knowledge protection is the third dimension.
5. Knowledge protection entails tremendous responsibility.

5.7 Short Answer Questions

1. How is wisdom defined in the epigraph ?
A. In the epigraph, wisdom is defined as a weapon to ward off destruction and as an inner fortress which enemies cannot destroy.
2. What is the basis of ancient Indian society ?
A. Knowledge is the basis of ancient Indian society.
3. What were the historical factors that effected the people of ancient India ?
A. Invasions and colonial rule were the historical factors that affected the people of ancient India.
4. Why does India have to rediscover itself ?
A. India has to rediscover itself to become a knowledge society.
5. How can people acquire knowledge ?
A. People can acquire knowledge through education, information, intelligence and experience.
6. What are the sources of “earthy wisdom” ?
A. Indian villages are the source of ‘earthy wisdom’.
7. Why were capital and labour important during the last century ?
A. Capital and labour were important during the last century as they provided the competitive advantage.
8. How can a nation qualify as a knowledge society ?
A. A nation can qualify as a knowledge society by how effectively it deals with knowledge creation and knowledge deployment.
9. How will a knowledge society transform the life of the people ?
A. A knowledge society transforms the life of the people by generating employment, high productivity and rural prosperity.
10. What is Abdul Kalam’s dream for India ?
A. Abdul Kalam’s dream for India is that it should become a knowledge superpower by 2010.

LESSON – 6

PRINCIPLES OF GOOD WRITING

- L.A. HILL

STRUCTURE

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Summary
- 6.3 Glossary
- 6.4 Lines for Explanation
- 6.5 Comprehension Passages
- 6.6 Unworked Comprehension Passages
- 6.7 Short answer questions
- 6.8 Multiple choice questions
- 6.9 Possible questions

6.0 Introduction:

Leslie Alexander Hill was born in 1918 in Greece. He was educated at Cambridge University. He worked for the British Council in Greece, Iran, Indonesia and India. Later he worked as advisor for the Oxford University Press, Orford, England, on the teaching of English as a Second (Foreign) language.

L.A. Hill read and wrote extensively. His works include *Comprehension and Precise Pieces for Overseas Students* (1950), *Recent Trends in Educational Practice* (1961), *Literary Comprehension and Appreciation Pieces* (1963), *A Guide to Correct English* (1965) and *Teaching English as a Second Language* (1965). Hill's interest in linguistics extends to human behaviour and similarities/variations among different cultures.

6.1 Objectives:

- a) to dispel the belief that writing is difficult
- b) to inspire the students to cultivate the habit of writing as a routine.
- c) to realize the need to develop Vocabulary, reading books well written and develop lucid style of writing.

6.2 Summary

In his essay "Principles of Good Writing" L.A. Hill suggests a few tips to become a successful writer. Clear and logical thinking is a must to a writer to write well. One may not have this quality,

but one should train himself. At first, acquiring clear and step-by-step thought is very difficult. The mind continually wanders. But practice will help improve one's ability to think clearly and logically.

A writer should improve his vocabulary and powers of expression. He should read widely and carefully and note down those words and expressions which he likes most. He should always consult a good dictionary to know the exact meanings and uses of words. Regular and frequent practice is essential to write well. He can learn writing by writing. Inspiration is not a must to write well. Even with the most famous writers, inspiration is rare. Writing is ninety nine per cent hard work and one per cent inspiration.

A writer should read newspapers. He should always keep a notebook with him to note down every brilliant idea. He should develop a warm, human understanding of people. He must write interestingly on subjects of topical interest on which he has personal experience. Systematic presentation of ideas is important. Every sentence he writes should attract readers' attention, and should be related to the main idea. Clarity of thought, expression, logical development of theme, illustrative examples and appropriate use of vocabulary, according to Hill, make any work a model one.

A writer must write interestingly. He can do this when he is interested in what he is writing. He must convey this feeling of eagerness to his readers. He must also believe intensely in what he is writing. Reader's interest and sympathy can be won by writing sincerely and honestly. A writer should not force his personal problems upon his readers. The readers are not interested in them. People are interested in their own problems or in the problems, which they may have to face in the near future. They do not want to read personal complaints or protests of somebody. They may consider a writer a crack if he just goes on writing about his personal problems.

A writer should not try to create an impression. A writer should forget about himself and think only of the reader. He should write naturally avoiding self-consciousness. He must have something interesting to write about. He must express it clearly, simply and with a human touch. Then it will appeal to some classes of readers.

A writer should not copy anybody's style. If the reader finds it, he will lose interest in the work and will not read it. A writer may read many works written in a particular style. Then his style may gradually change. It becomes his own because it comes up from him naturally and without his knowledge. A writer should train himself to see and hear things clearly and responsively as an artist or musician does. Then he will be able to describe them clearly without any artificiality.

It is best to write in simple and conversational style. Clean and plain language is the fashion these days. He should prefer a concrete word to an abstract one. He should use the right word at the right place. He should read his work critically after he has finished it and make necessary changes to improve its quality.

6.3 Glossary

avoid	:	prevent, stop something from happening
Mars	:	the planet, fourth in order from the sun. It is red in colour
harm	:	cause pain or injury
arbitrary	:	not bound by rules
interfere	:	to be involved in or meddle with
indolence	:	inclination to laziness
inspiration	:	stimulation of the mind
topical	:	relating to matters of interest of the day
approach	:	come near
convince	:	cause somebody to realize
arrest	:	attract
apparently	:	clearly
paradoxical	:	self contradictory
irrelevant	:	not related
eagerness	:	interest
intensely	:	very deeply or strongly
protests	:	statements or actions of disapproval or disagreement
crank	:	eccentric person
deliberately	:	intentionally
obvious	:	clear
elaborate	:	very detailed, carefully prepared and finished
jargon	:	terminology of profession or art
officialese	:	wordy and stereotyped English alleged to be characteristic of official letters and documents
hackneyed	:	dulled by overmuch use
rhetorical	:	inflated, or decorated or insincere in style
flourishes	:	excessive use of flowery language
verbiage	:	unnecessary words for the expression of an idea.
circumlocutions	:	use of many words to say something that could be said in a few words
ascertain	:	get to know
euphemism	:	substitution of mild or pleasant terms for those that are offensive or blunt
pretence	:	deception, makebelieve
cult	:	popular fashion
savage	:	wild and fierce
cosiness	:	comfort
slang	:	colloquial language
absurd	:	unreasonable
thumbs down	:	a sign indicating disapproval or failure
kick the bucket	:	(slang) to die
interrupt	:	break the continuity

6.4. Lines for Explanation

- 6.4.1 *Writing is ninety-nine per cent hard work and one percent inspiration, so the sooner you get into the habit of disciplining yourself to write, the better.*

This sentence is taken from the essay "Principles of Good Writing" written by L.A. Hill.

The writer tries to dispel the myth in the people that a writer should have inspiration to write. Like any other profession writing is also a profession, a work. A writer should go on writing and disciplining himself. By constant practice, he learns the techniques. He need not wait for inspiration to possess him. So the writer asks the readers to come out of the false opinion that one cannot become a writer unless one gets inspiration.

- 6.4.2 *Most people are interested in the present. Even when they read about the past or the future, it is the latter's connections with, or relevanc to, the present that particularly interests them.*

This passage is taken from the essay "Principles of Good Writing" written by L.A Hill.

Past is past. The future is uncertain. The present is reality. People may read about the past and the future. But they are basically interested in the present. They always try to connect between the past and the present; the future and the present. So, Hill says that a writer should write about the present. Then readers will have an interest in that work.

- 6.4.3. *To write interestingly, you must yourself be intensely interested in what you are writing and you must convey this feeling of eagerness to your readers.*

This sentence is taken from the essay "Principles of Good Writing" written by L.A. Hill. Hill offers a few tips for his readers to become successful writers. One of the expected qualities of a writer is that he should write interestingly. He can write interestingly only when he is intensely interested in what he is writing. A writer should convey his feeling of eagerness to his readers. If not, the reader may not find interest in the work he is reading. Then the very purpose and effort of the writer is defeated.

- 6.4.4. *It is best to write simply and in a conversational tone.*

This sentence is taken from the essay "Principles of Good Writing" written by L.A. Hill.

Gone are the days for high flown language. Modern writers prefer simple language. Readers do not like to be baffled by unfamiliar words and expressions. So Hill suggests to a writer that it is always best for him to write in a conversational tone.

- 6.4.5 *In any case, read your work over critically after you have finished it, replacing weak, vague, inexact words by others which say just what you mean.*

This sentence is taken from the essay "Principles of Good Writing" written by L.A. Hill.

This is Hill's last advice to his reader, who may wish to become a writer. Hill says that a writer should read his work very critically before he sends it for publication. In the haste of writing his desired and expected meaning may not be clear. So a writer should read, reread and revise his work with lucid and exact words to have a great effect on the readers. The meaning and message of the writer should be clear.

6.5. Comprehension Passages

6.5.1 To write well, you have to be able to write clearly and logically and you cannot do this unless you think clearly and logically too. If you cannot do this yet, you should train yourself to do it by taking particular problems and following, them through, point by point, to a solution, without leaving anything out and without avoiding any difficulties that you meet.

1. When can a writer write well?

Ans: A writer can write well when he can think clearly and logically.

2. When can one become a good writer?

Ans: By training himself.

3. What should a writer do to write well?

Ans: He should take particular problems and follow them through to a solution without leaving anything.

4. What should do a writer do if he comes across difficulties while writing?

Ans: He should not avoid difficulties but think clearly and logically for a possible solution.

5. Give the antonym of the word 'clearly'.

Ans: Vaguely, unclearly

6.5.2 In order to increase your vocabulary and to improve your powers of expression, you should read widely and carefully, and keep a notebook in which to write down words and expressions that particularly strike you; for example, sparkle, glitter, twinkle, blaze, gleam, butcher blue eyes, relax into delicious indolence. Use a good dictionary to help you with the exact meaning and uses of words.

1. What should a writer increase?

Ans: His vocabulary and powers of expression.

2. What should a writer do?

Ans: He should read widely and carefully and note down good expressions to be used in his writing.

3. How can a good dictionary help him?

Ans: It can give him the exact meaning and the usages of a word.

4. Why should a writer keep a notebook?

Ans: To write down words and expressions that particularly strike him.

5. Give the antonym of the word "carefully".

Ans: Carelessly.

6.5.3. To be a successful writer, you must write interestingly; but different kinds of people have different interests and it is most unlikely that you will be able to appeal to all of them. You therefore have to know exactly what type of reader you are writing for and exactly what kinds of things interest such a reader.

1. What must a reader do to be a successful writer?

Ans: He must write interestingly.

2. How are different kinds of people?

Ans: They have different interests.

3. Can a writer appeal to all people?

Ans: No, He cannot.

4. What should a writer know?

Ans: He should know the type of the reader he is writing for and the things that interest him.

5. Give the antonym of the word "interestingly".

Ans: Uninterestingly

6.5.4 To write interestingly, you must yourself be intensely interested in what you are writing, and you must convey this feeling of eagerness to your readers. You must also believe intensely in what you are writing, and convince your readers of your honesty. You cannot arouse their interest and sympathy unless they feel that you yourself are interested, and that you feel strongly about what you are saying.

1. What must a writer do to write interestingly?

Ans: He must be intensely interested in what he is writing.

2. How can readers know that the writer is interested in what he is writing?

Ans: The writer must convey his feeling of eagerness to the readers.

3. What must the writer believe in?

Ans: He must believe intensely in what he is writing.

4. What should the writer convince his readers about?

Ans: He should convince his readers about his honesty.

5. How can a writer arouse the interest and sympathy of his readers?

Ans: By creating a feeling that he is interested in and that he strongly feels about what he is writing.

6.6. Unworked Comprehension Passages

6.6.1 Do not strive to create an impression. Forget about yourself, think only of the reader, and write naturally, avoiding self-consciousness. If you have something interesting to write about and can express it clearly, simply and with the human touch, it is sure to appeal to some classes of readers.

1. What should a writer not strive to do?

2. What should a writer forget?

3. What should a writer think?
4. How should a writer write?
5. What appeals to some classes of readers?

6.6.2 Prefer the concrete to the abstract word whenever possible, be definite, call a spade a spade, and avoid euphemisms. The latter have been called the cult of cosines, which means the pretence that everything is all right when it is not. In Hitler's Germany, for example, the expression special treatment was used as a euphemism for torture and murder of the most savage kinds.

1. What should a writer prefer?
2. What should a writer avoid?
3. What have been called cult of cosiness?
4. What is meant by cult of cosiness?
5. What did the expression "special treatment" mean in Hitler's Germany?

Answers to the Unworked Comprehension Passages:

Passage: 6.6.1.

1. He should not try to create an impression.
2. About himself
3. About the reader
4. He should write naturally, avoiding self-consciousness
5. Something which can express itself clearly, simply and with the human touch.

Passage: 6.6.2.

1. A concrete word to an abstract word.
2. Euphemisms
3. Euphemisms
4. The pretence that everything is all right when it is not.
5. For torture and murder of the most savage kinds.

6.7. Short answer questions

1. What are the qualities required for writing "well" according to L.A. Hill?

Ans: To write well a writer should be able to think and write clearly and logically

2. Why is it difficult to think "clearly"?

Ans: The mind continually wanders. So it is difficult to think clearly. But practice will improve the ability of a writer to think clearly.

3. What are L.A.Hill's observations about freedom? Do you agree with him?

Ans: We are not free to do whatever we like. Our freedom is limited to what is possible and legal. I agree with him.

4. What should writers do if they want to increase their vocabulary and powers of expression?

Ans: Writers should read widely and carefully. They should keep a notebook to write down words and expressions that strike them. They should also use a good dictionary for exact meaning and uses of words.

5. What is Hill's comment on the role of "inspiration" in the life of writers?
 Ans: Even with the most famous writers inspiration is rare. Writing is ninety-nine per cent hard work and one per cent inspiration.
6. How are newspapers useful to writers?
 Ans: Newspapers are records of human joy and human tragedy. They give writers ideas for articles, essays or short stories.
7. Why does Hill suggest that writers should keep a note book?
 Ans: Writers get ideas at different times and in different places. Unless they write these ideas down at once, they often forget them. So Hill suggests that writers should keep a note book with them.
8. Why does the essayist insist that writers should choose subjects of topical interest?
 Ans: Most people are interested in the present. A writer should write about the things in which they are interested. So a writer should choose subjects of topical interest.
9. How can writers find information that interest "particular" types of readers?
 Ans: By carefully reading magazines which are written for particular kinds of readers.
10. What kind of "style" should be adopted in order to become a popular writer?
 Ans: A writer should develop his own natural style and write simply and in a conversational tone.
11. How does Hill define the term "euphemism"?
 Ans: Euphemisms have been called the Cult of Cosiness, which means the pretence that everything is alright when it is not.
12. Hill cautions writers to "avoid stating the obvious". Point out the significance of this statement.
 Ans: Readers will not be interested in reading about the things which they already know. So a writer should always try to write about new things. Then only readers will read with interest.
13. How does the essayist convince the reader that "uniformity in style" is important for successful writing?
 Ans: A writer should use the same style, whether formal or informal, throughout. A mixture of styles is absurd.
14. Why does Hill advise writers to read their work "carefully" after they have finished it?
 Ans: A writer knows what is to be conveyed in the work. If he reads it carefully after he has finished it, he can know his weaknesses and defects and he can rectify them.

6.8. Multiple choice Questions

- 6.8.1 Keep a notebook in which to put down things that you notice, or ideas that come to you when you are out walking, when you are reading a book or a magazine or at any other time. Some people get ideas in the bath, or when they wake up during the night. Unless they write these ideas down at once, they often forget them.

1. To put down things that one notices, one must keep a [c]
 - a) journal
 - b) dairy
 - c) notebook
 - d) pamphlet

2. Some people may get ideas [c]
 - a) in sleep
 - b) while eating
 - c) while walking
 - d) while smiling

3. We do not forget our ideas
 - a) Yes
 - b) No
 - c) cannot say
 - d) occasionally

4. Whenever we get an idea, the writer says that we must [a]
 - a) write down the ideas at once
 - b) write after we have completed our work
 - c) remember the idea and write it down later
 - d) never write it down

5. The author gives advice to [c]
 - a) students
 - b) teachers
 - c) budding writers
 - d) actors

6.8.2 Do not, however, force upon the reader those of your own private problems which few, if any, other people share. People are very much interested in problems which they too face, or which they may easily have to face in the near future, but they do not want to read the personal complaints and protests of some one whom they consider a crank, or whom they suspect of being mentally unbalanced.

1. A writer
 - a) should write about his personal problems
 - b) should not write about his personal problems
 - c) should worry his readers
 - d) should entertain his readers

2. The problems of the writer [b]
 - a) will be shared by the readers
 - b) will not be shared by the readers
 - c) will be laughed at by the readers
 - d) will be ignored by the readers

3. People are very much interested [c]
 - a) in the problems of the author
 - b) in the problem of the
 - c) in their own problems
 - d) in the problems of their

[a]

4. Readers do not want to read
 a) the personal complainings and protests of someone
 b) about everybody
 c) about crimes in society
 d) about burning problems of the poor
5. If a writer goes on writing about his personal problems, readers may think that the writer is a
 a) genius
 b) intelligent
 c) normal
 d) crank

[d]

6.8.3 Use the same style throughout whatever you are writing, if you are writing formally, do not introduce slang expression and if you are writing in a conversational style, do not introduce literary or learned expressions.

1. Whatever a writer is writing he should use
 a) different styles
 b) some style
 c) mixed styles
 d) new style

[b]

2. The antonym of the word 'formally' is
 a) informally
 b) differently
 c) classically
 d) variedly

[a]

3. If a writer is writing formally, he should be
 a) different in every paragraph
 b) able to create interest
 c) formal in his style throughout
 d) careful in presenting his ideas

[c]

4. In a conversational style
 a) slang expressions should not be used
 b) scholarly expressions should not be used
 c) proverbs should not be used
 d) idiomatic expressions should not be used

[b]

5. Slang expressions are
 a) quite common in every language
 b) possible only in English
 c) not there in Telugu language
 d) found sometimes in English

[a]

6.9 Possible Questions

- Summarise L.A. Hill's advice to a person who wants to be a "successful" writer.
- Analyse Hill's observation regarding a "simple and clear style" of writing.
- Write an essay on the importance of a writer being a good reader and a keen observer on the basis of Hill's guidelines.

Dr. Y.S.R. Anjaneyulu

LESSON - 7

MAN'S PERIL

-Bertrand Russell

STRUCTURE

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Summary
- 7.3 Glossary
- 7.4 Lines for Explanation
- 7.5 Comprehension Passages
- 7.6 Unworked Comprehension Passages
- 7.7 Short answer questions
- 7.8 Multiple choice questions
- 7.9 Possible questions

7.0 Introduction :

Bertrand Russell (1872-1970) was an English philosopher, mathematician and sociologist. He was born at Trellock, Wales (UK). Russell was a prolific writer on a variety of subjects like philosophy, logic, education, economics, politics and morals. In 1950 he received the Nobel Prize for literature. In 1961 he was imprisoned for Civil disobedience during the Campaign for Nuclear Disarmament. He claimed that, "Longing for love, the search for knowledge and unbearable pity for mankind" were the governing passions of his life. His essays are marked by a witty, lucid and urbane style.

7.1 Objectives:

1. to teach the art of speech-making
2. to make the students aware of the threat of nuclear weapons.
3. to motivate the students to work for a peaceful world
4. to inspire the students to take up the cause of disarmament
5. to make the students understand that noble courses will always have support of the masses and hard tasks can be achieved collectively.

7.2 Summary

Bertrand Russell in his speech/essay "Man's Peril" is intensely concerned with the preservation of world peace and continuation of human race on the earth. The very opening sentence of Russell's speech draws our attention to the dangerous situation prevailing in the world.

The world is full of conflicts. There are ideological differences among the nations in the world. These conflicts and differences may lead to a war. Wars in modern times are highly catastrophic. Modern

Weapons have such devastating power. The whole earth may be burnt a number of times to ashes with the available weapons. Still the arms race is going on unabated. But we are not prepared for the obliteration of mankind from the earth.

Russell says that the general public and nations should set aside their ideological differences and think about how to prevent war. It may be argued that war, altogether, may be renounced. But, it is difficult to abolish war. The abolition of war demands distasteful limitations of national sovereignty. Some people think that war may be allowed to continue provided modern weapons are prohibited. But agreements reached in time of peace will no longer be respected in time of war. The side which uses a more powerful weapon is always victorious.

All the belligerents are equally powerful. Nobody comes forward to have a compromise with the other for fear of being called a coward. The only hope in such cases is the intervention of friends of both parties suggesting a formula to which both should agree at the same moment. The neutrals have every right, even from the consideration of self-interest, to do whatever lies in their power to prevent the outbreak of a world war.

Russell would like to see one or more neutral powers appoint a commission of experts to draw up a report on the destructive effects to be expected in a war with hydrogen bombs. If the warring nations see this report, they will realize that such a war will exterminate all alike. Russell says that we should be inspired by our great literature and culture and give up the very idea of war.

7.3 Glossary

Species	:	group of animals or plants within a genus differing only in minor details from others
existence	:	state or fact of existing or living
conflict	:	struggle, fight
conscious	:	knowing what is going on around one
aside	:	on or to one side of the main position or direction
avert	:	turning something away, prevent, avoid
prevent	:	stop or hinder
contest	:	fight, war
disastrous	:	causing great damage or loss of life
realize	:	fully aware of a fact, understand
involve	:	make necessary as a condition, include
obliterate	:	destroy completely
exterminate	:	obliterate, destroy completely
infect	:	cause disease
lethal	:	able to cause death
radio-active	:	having atoms that breakup and send out radiation which can penetrate opaque bodies and sometimes produce harmful electrical effects
physiology	:	scientific study of the normal functions of living things
advent	:	arrival
abandon	:	leave forever
gloomy	:	sad and depressed

prejudice	:	a judgement or opinion formed beforehand without due examination
renounce	:	give up voluntarily, abandon
impede	:	obstruct the movement or progress
vague	:	unclear
illusory	:	false idea, delusion
Iron curtain	:	the frontier separating the USSR and other communist countries of Eastern Europe from the West, seen by the West as a barrier to information and trade
provocation	:	making somebody angry by deliberately doing something offensive
endure	:	suffer or undergo
analogues	:	partially similar
duelists	:	persons fighting duels
protagonists	:	chief persons, leaders
accuse	:	say that somebody has done wrong
outbreak	:	sudden appearance or start
paramount	:	greatest importance, supreme
abject	:	lacking pride, contemptible
emphatically	:	definitely, clearly
dilemma	:	situation in which one has to choose between two undesirable things
belligerents	:	countries at war
reckon	:	be of the opinion or consider
cosmos	:	the universe
wax and wane	:	increase and then decrease in strength or importance
unveil	:	show or announce something publicly for the first time
sublimity	:	great
trivial	:	that has little importance
destitute	:	lacking something
reflect	:	think over
triumph	:	victory
cold war	:	a conflict over ideological differences; the ideological conflict between the US and the USSR

7.4. Lines for Explanation

7.4.1. *All, equally, are in peril and, if the peril is understood, there is hope that they may collectively avert it.*

This sentence is taken from Bertrand Russell's speech, "Man's Peril".

Russell is intensely concerned with the preservation of world peace. The world is in great peril because of ideological differences between countries. There are most powerful weapons which may destroy the world. But people do not have a proper knowledge of all these things. If people know the danger, then they would not want to die. They will definitely want to live and try all their best to avert the danger.

Russell is hopeful that great things can be done successfully with collective effort.

7.4.2. *I have found that the men who know most are most gloomy.*

This sentence is taken from the lesson "Man's Peril" written by Bertrand Russell.

The world is full of conflicts. There are ideological and political differences among the nations. There are most powerful weapons ready to be used. Many experts in science and war have warned of the dangerous consequences about the use of nuclear weapons.

People who have known about the devastating powers of the modern weapons are very much worried about their lives. They are under constant stress and worry. Russell has studied people. He sympathises with them for their lot.

- 7.4.3. *On both sides of the Iron Curtain there are political obstacles to emphasize on the destructive character of the future war.*

This sentence finds its place in Bertrand Russell's speech "Man's Peril".

Bertrand Russell is referring to the Cold War between America and Russia. They have piled up nuclear weapons. They know about their devastating power. They equally know that they will not survive yet another war with nuclear weapons. But they do not publicly acknowledge their fears to each other because of political obstacles between them. Each sided tries to be superior to the other side. So competition in arms race seems to continue.

- 7.4.4. *In the great world of astronomy and in the little world of the atom, man has unveiled secrets which might have been thought undiscoverable.*

This sentence is taken from Bertrand Russell's speech "Man's Peril".

Russell has appreciation for the constructive nature of man. With his instinctive nature man has discovered several secrets of nature. For some time astronomy was a part of religion. It was not considered science. Several enthusiasts and astronomers with their inquisitive nature unveiled several secrets of nature. The discovery and study of atom has opened new vistas in science.

Russell is confident that human beings will continue to think positively and behave in a responsible way.

7.5. Comprehension Passages

- 7.5.1. The general public and even many men in positions of authority, have not realized what would be involved in a war with hydrogen bombs. The general public still thinks in terms of the obliteration of cities. It is understood that the new bombs are more powerful than the old and that, while one atomic bomb could obliterate Hiroshima, one hydrogen bomb could obliterate the largest cities such as London, New York, and Moscow.

1. Who have not realized the problem?

Ans: The general public, and even many men in positions of authority.

2. What have not they realized?

Ans: They have not realized what would be involved in a war with hydrogen bomb.

3. What does the general public understand about the new bombs?

Ans: It knows that the new bombs are more powerful than the old bombs.

4. How many bombs did obliterate Hiroshima?

Ans: One atomic bomb.

5. What can a hydrogen bomb do?

Ans: It can obliterate a large city such as London, New York and Moscow.

7.5.2. It is stated on very good authority that a bomb can now be manufactured which will be 25,000 times as powerful as that which destroyed Hiroshima. Such a bomb, if exploded near the ground or under water, sends radio-active particles into the upper air. They sink gradually and reach the surface of the earth in the form of a deadly dust or rain. It was this dust which infected the Japanese fishermen and their catch of fish although they were outside what American experts believed to be the danger zone.

1. What will be the capacity of the new bomb that can be manufactured now?

Ans: 25,000 times more powerful than the bomb that destroyed Hiroshima.

2. What will happen if such a powerful bomb is exploded near the ground or under water?

Ans: It will send radioactive particles into the upper air.

3. How do the radioactive particles reach the surface of the earth?

Ans: The radioactive particles sink gradually and reach the surface of the earth in the form of a deadly dust or rain.

4. What was the effect of the 'deadly dust' on the Japanese fishermen and their catch of fish?

Ans: It infected them

5. Did the expectations of experts come true?

Ans: No

7.5.3. Here, then, is the problem, which I present to you, stark and dreadful and inescapable: shall we put an end to the human race; or shall mankind renounce war? People will not face this alternative because it is so difficult to abolish war. The abolition of war will demand distasteful limitations of national sovereignty.

1. How is the problem that the writer presents?

Ans: It is stark, dreadful and inescapable

2. Shall we put an end to the human race?

Ans: No

3. What is difficult?

Ans: To abolish war

4. What does the abolition of war demand?

Ans: It demands distasteful limitations of national sovereignty.

5. Give the antonym of the word 'difficult'.

Ans: Easy

7.6 Unworked Comprehension passages

- 7.6.1 I, personally, am of course not neutral in my feeling, and I should not wish to see the danger of war averted by an abject submission of the west. But, as a human being, I have to remember that if the issues between East and West are to be decided in any manner that can give any possible satisfaction to anybody, whether Communist or Anti-Communist, whether Asian, European or American, whether white or black, then these issues must not be decided by war. I should wish this to be understood on both sides of the Iron Curtain. It is emphatically not enough to have it understood on one side only. I think the neutrals, since they are not caught in a tragic dilemma, can, if they will, bring about this realization on both sides.

Questions

1. How is the writer in his feelings?
 2. Does the writer wish an abject surrender of the West?
 3. How must not the issues be decided between the countries?
 4. Who should understand that issues between the countries must not be decided by war?
 5. What is the tragic dilemma?
- 7.6.2 On both sides of the Iron Curtain there are political obstacles to emphasize on the destructive character of the future war. If either side were to announce that it would on no account resort to war, it would be diplomatically at the mercy of the other side. Each side, for the sake of self-preservation, must continue to say that there are provocations that it will not endure.

1. What is the Iron Curtain?
2. Why do not both sides of the Iron Curtain emphasize the destructive character of the future war?
3. What will happen if one side of the Iron Curtain announces that it will on no account resort to war?
4. What should each side say for the sake of self-preservation?
5. How would it be if both sides announce that they would not resort to war?

Answers

Passage: 7.6.1.

1. He is not neutral in his feelings
2. No
3. Not by war
4. Both sides of the Iron Curtain
5. It is the threat of war with powerful weapons

Passage: 7.6.2.

1. An imaginary barrier between America and Russia on economic, political, military and ideological issues.
2. Because there are political obstacles
3. It will be diplomatically at the mercy of the other side.
4. Each side should say that there are provocations that it will not endure.

It would be very nice. There would be no war and the world would have peace.

7.7. Short Answer Questions

1. Justify Russell's statement that the world is "full of conflicts."
 Ans: There are conflicts between Jews and Arabs; Indians and Pakistanis; white men and Negroes in Africa. There is the titanic struggle between Communism and Anti-Communism.
2. How is it possible, according to Russell, to avert the "peril" that is threatening the world?
 Ans: If the "Peril" is understood, there is hope that all people may collectively avert it.
3. What is the question that Russell wants people to ask themselves?
 Ans: What steps can be taken to prevent a military contest the result of which must be disastrous to all sides?
4. What is Russell's view about public opinion regarding the use of hydrogen bombs?
 Ans: The general public has not realized what would be involved in a war with hydrogen bombs.
5. What is likely to happen if several hydrogen bombs are used?
 Ans: There will be universal death – sudden only for a fortunate minority, but for the majority a slow torture of disease and disintegration.
6. Quote Sir John Slessor's statement about the effects of future wars?
 Ans: "World war in this day and age would be general suicide . . . what we have got to abolish is war".
7. Why are the scientific experts not definite about the "results" of atomic warfare?
 Ans: Because no such powerful atomic and hydrogen bombs have been used so far for the scientists and experts to study the definite results of atomic warfare.
8. What is the "stark, inescapable problem" that Russell poses to the public?
 Ans: Shall we put an end to the human race; or shall mankind renounce war?
9. What would be Russell's most important duty if he were "in control of a neutral government"?
 Ans: He would certainly consider it his paramount duty to see that his country would continue to have inhabitants.
10. What is the truth that Russell wants people on both sides of the "Iron Curtain" to realize once for all?
 Ans: They should realize that issues must not be decided by war.
11. How long has man existed on earth according to geological time?
 Ans: 1,000,000 years at the most.
12. Mention the achievements of man in the field of astronomy?

Ans: Man has unveiled secrets which might have been thought undiscoverable.

13. What is likely to happen to the earth if man does not use his wisdom?
Ans: Not only human beings but also animals which do not have any isms will perish.

14. If humanity chooses the path of peace, what kind of "triumphs" are likely to occur?
Ans: There will be continual progress in happiness, knowledge and wisdom.

7.8. Multiple Choice Questions

7.8.1. All, equally, are in peril and, if the peril is understood, there is hope that they may collectively avert it. We have to learn to think in a new way.

1. Who are in peril? [c]

- a. all Communists
c. all human beings

- b. all animals
d. all workers

2. Peril means [b]

- a. comfort
c. safety

- b. danger
d. popularity

3. What is the peril? [a]

- a. the threat of Communism
c. the threat of Capitalism

- b. the threat of Naxalism
d. the threat of new weapons

4. We can avert the peril, [a]

- a. when we collectively work for it
b. when Scientists stop their research
c. when Russia and America become friends
d. when America leaves Iraq

5. We will have to think in [d]

- a. old ways
c. ancient way

- b. modern way
d. new way

7.8.2. I will give a few instances out of many. Sir John Slessor, who can speak with unrivalled authority from his experiences of air warfare, has said. 'A world war in this day and age would be general suicide', and has gone on to state. 'It never has and never will make any sense trying to abolish any particular weapon of war'.

1. Who is 'I' in this passage? [c]

- a. Sir John Slessor
c. Sir Edmund Hillary

- b. Sir Francis Bacon
d. Sir Arthur Cotton

2. Sir John Slessor was an expert in [b]
a. psychology
b. air warfare
c. chemical weapons
d. biological weapons
3. What would be general suicide? [a]
a. a world war
b. a war between India and Pakistan
c. a war between America and Russia
d. a war between North Korea and South Korea
4. Can we abolish a particular weapon of war [b]
a. yes
b. No
c. cannot say
d. all these include
5. The speaker says that [d]
a. a war can be fought with limited weapons
b. a war must be limited to two countries only
c. another world war should not be allowed to arise
d. a world war with modern weapons will be a general suicide.
- 7 8.3. Many warnings have been uttered by eminent men of science and by authorities in military strategy. None of them will say that the worst results are certain. What they do say is that these results are possible and no one can be sure that they will not be realized.
1. Who gave warnings? [c]
a. men of science
b. men of science and authorities in naval warfare
c. men of science and authorities in military strategy
d. atomic scientists
2. How many warnings are there? [b]
a. a few
b. many
c. one hundred
d. countless
3. What is the word in the passage which means 'Famous' [a]
a. eminent
b. resultant
c. strategy
d. prominent
4. What do these warnings mean? [d]
a. there may be some danger
b. there will be great progress
c. we need not care for these warnings
d. worst results are certain
5. Why do not the experts have unanimity about the worst results? [c]
a. because they do not know

- b. because they just want to frighten us
- c. because modern weapons have never been used so far
- d. because they want to keep everything a secret

7.9 Possible Questions

1. What is the message in Bertrand Russell's speech "Man's Peril"?
2. Bertrand Russell says, "we have to learn to think in a new way." Explain in your own words, what you understand from this statements?
3. Explain why the opinions of scientific experts are varied regarding the 'actual' impact of the weapons of mass destruction?
4. Describe in your own words the reasons for Russell's statement that "it is difficult to abolish war".

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LESSON – 8

SHOOTING AN ELEPHANT

George Orwell

STRUCTURE

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Summary
- 8.3 Glossary
- 8.4 Lines for Memorisation
- 8.5 Comprehension Passages
- 8.6 Unworked Comprehension Passages
- 8.7 Short answer questions
- 8.8 Multiple choice questions
- 8.9 Possible questions

8.0 Introduction :

Eric Arthur Blair (1903-1950), who is popularly known as George Orwell was a great English essayist and novelist. He was born in Bengal and educated in England. From 1920-27 he served in Burma as a Police Officer. He resigned his job on account of his anticolonial views and returned to England. Later he volunteered to serve in the Spanish Civil War, where he was severely wounded. He came back to England and pursued his literary vocation. His great novel is *Animal Farm* (1945), a masterly political satire on the Russian Revolution. Another well-known work of his *Nineteen Eighty-Four* is a gruesome forecast of totalitarianism written in the form of a novel. He is also the author of a large number of essays.

8.1 Objectives :

1. to make the readers understand how a narrative is to be written interestingly and to inculcate in them the habit of writing their adventures and experiences interestingly.
2. to drive home the fact that one cannot always do what one wants to do and to highlight the fact that circumstances force an individual to do certain things much against his will.
3. to show how relations were between the subjects and the rulers in a colonial state and how the white man was shrewd and a puppet before a huge crowd of natives.

8.2 Summary

In the 1920s George Orwell was a young police officer in Burma. One morning a sub-inspector phoned him that an elephant was creating havoc in the bazaar. Orwell rushed to the place where a man had been killed by the 'must' elephant. Orwell started on his pony. On the way many Burmans reported against

the elephant. He sent an orderly to a friend and borrowed a rifle. The Burmans found the elephant in the paddy fields. As Orwell was proceeding towards the elephant, hundreds of Burmans followed him. They were sure that Orwell would shoot the elephant. It was a bit of fun for them. Moreover, they wanted the meat.

Orwell found the elephant in the paddy fields near the road. It was busily eating grass. It was not mindful of the crowd. Orwell did not find much difference between a cow and the elephant as it did not appear dangerous. He did not want to shoot it. But all the Burmans expected him to shoot it. It was as if he was on one side and all the Burmans on the other side. Circumstances forced him to respond to the will of the crowd, in spite of his wish. No doubt, there was risk involved in shooting the elephant. He was too close to the elephant. If he missed his aim, the elephant might attack him. He knew it was wrong to shoot a working elephant. He looked behind and found hundreds of Burmans expecting him to shoot the elephant. His respect and honour depended on his shooting the elephant. He had to honour the will of the people. So, he decided much against his will to shoot the elephant.

Orwell loaded his German rifle with five bullets. He lay down on the road and aimed at the elephant. The crowd held its breath. They were going to have their bit of fun. He did not know that he had to shoot at the elephant's ear hole. He aimed at a few inches in front of this. He pulled the trigger. He did not feel the kick. But the crowd was in a roar of glee. In about five seconds the elephant looked stricken and shrunken. He sagged flabbily to his knees. It grew very weak. Orwell fired again into the same spot. The elephant did not collapse and die at once. It tried to stand up but its legs were sagging and head dropping. Orwell fired a third time and that finished it. Its hind legs collapsed beneath him. He seemed to tower upwards like a huge rock toppling. His trunk rose upwards. It trumpeted, for the first and only time. It crashed to the ground and the ground shook.

8.3. Glossary:

Round-about way	:	not in a simple, direct or quick way
Tiny	:	small
Glimpse	:	get a quick look at
Imperialism	:	a system in which a country rules other countries, sometimes using force to obtain power over them
Despotic	:	dictatorial; oppressive
Ravaging	:	damaging; destroying
Pony	:	Small horse
Mahout	:	elephant driver
Pursuit	:	Chase
Devoured	:	ate hungrily in a greedy way
Inflicted	:	impose suffering
Squalid	:	mean or poor, extremely dirty and unpleasant, often because of lack of money
Thatched	:	a roof covering of straw
Invariably	:	not prone to change or alteration
Professed	:	declared, asserted
Yells	:	a loud shout or cry
Scandalized	:	offence
Switch	:	thin twig or easily bent shoot cut from a tree

Shoo	:	exclamation used to frighten away birds, children
Clicking	:	sound produced by a sucking action with the tongue which is characteristic of some African languages
Sprawling	:	to spread or extend in an irregular, straggling or untidy way
Trench	:	a long narrow ditch in the ground
Crucify	:	to torment, torture or persecute someone
Grin	:	to smile broadly, showing the teeth
Agony	:	Unbearable pain
Corpse	:	dead body
Orderly	:	a soldier who acts as an officer's servant
Fright	:	fear
Cartridge	:	a metal case containing the propellant charge for a gun
Quarter	:	one of four equal parts that an object or quantity is or can be divided into
Flocked	:	gathered in large numbers
Unnerve	:	to weaken
Miry	:	muddy; dirty
Soggy	:	extremely wet and soft
Wander	:	to walk, move
Glanced	:	to look quickly
Immense	:	very or unusually large or great
Garish	:	showy; gaudy
Conjurer	:	magician
Grasped	:	understand
Hollowness	:	empty
Futility	:	uselessness
Perceived	:	understood
Tyrant	:	dictator; cruel ruler
Dummy	:	model; copy
Crisis	:	decisive moment
Trail	:	walk wearily behind
Feebly	:	weakly
Preoccupied	:	thoughtful obsessed
Squeamish	:	fastidious; sensitive
Tusk	:	one of the pair of long, curved, pointed teeth which project from the mouth area of an elephant
Charge	:	to rush at someone or something
Toad	:	Frog like animal that lives on land except when breeding
Pursue	:	to follow someone or something to overtake; capture
Trampled	:	trod heavily on
Shove	:	to push or thrust with force
Bang	:	sudden loud explosive noise
Glee	:	happiness; delight
Stirred	:	moved
Stricken	:	crushed
Shrunken	:	to become smaller because of age, illness
paralyse	:	stop movement

sagged	:	dropped
Flabbily	:	Feebly weakly
Enormous	:	Great; huge
Senility	:	lack of mental ability because of old age
Desperate	:	helpless
Remnant	:	small remaining quantity
Jolt	:	shock
Hind	:	at the back
Trumpeted	:	made a trumpet like a cry

8.4 Lines for explanation

1. *The Burmese population had no weapons and were quite helpless against it.*

This sentence is taken from the lesson "Shooting an Elephant" written by George Orwell.

Burma was in the colonial rule of the British. As slaves the Burmese population did not have the right to carry arms. Naturally it was not possible for them to defend themselves against the attacks of wild animals. Even though they made representations to the governments, there was no use. They were in a helpless situation.

Orwell sympathises with the lot of the Burmese population. He does not defend the British colonial rule in Burma.

2. *As soon as I saw the dead man I sent an orderly to a friend's house nearby to borrow an elephant rifle.*

This sentence is taken from "Shooting an Elephant" written by George Orwell.

The police officer George Orwell received a message that an elephant was ravaging the bazaar. He came into the street. He met the other police personnel waiting for him. They asked the people where the elephant had gone. The locals had varied versions about the elephant. Orwell saw an old woman shooing away a crowd of children. He went there and found an Indian coolie lying dead and being trampled by the elephant. He was filled with pity for the dead man. He understood that the elephant was dangerous. He did not have an elephant rifle to shoot it. So he sent his orderly to a friend to borrow an elephant rifle from him.

3. *They were watching me as they would watch a conjurer about to perform a trick. They did not like me, but with the magical rifle in my hands I was momentarily worth watching.*

These lines are taken from the narrative "Shooting an Elephant" written by George Orwell.

George Orwell knew about the ravaging and killer elephant. He got a rifle from a friend. As he was going towards the elephant which was in a paddy field, a big crowd followed him. The Burmese crowd was expecting Orwell to kill the elephant. They were excitedly waiting for the moment. Orwell knew pretty well that the crowd did not like him but that they were watching him because he was carrying a rifle.

Orwell has realistically stated the cold relations between the colonial British rulers and the innocent slave Burmans in this passage.

4. *His mouth slobbered. An enormous senility seemed to have settled upon him. One could have imagined him thousands of years old.*

These lines are taken from the lesson "Shooting an Elephant" Written by George Orwell.

In order not to be laughed at and in order to satisfy the Burmese crowd, George Orwell had to shoot the elephant. The bullet pierced the elephant's head. It brought a tremendous change in the wild animal. The elephant opened its mouth wide out of pain. It looked very weak, old and thoughtless. In its condition the elephant looked as if it was thousands of years old.

Orwell has given a graphic description of the elephant in these lines after he fired his first shot at the elephant.

8.5. Comprehension Passages

8.5.1 Early one morning the sub-inspector at a police station the other end of the town rang me up on the phone and said that an elephant was ravaging the bazaar. Would I please come and do something about it? I did not know what I could do, but I wanted to see what was happening and I got on to a pony and started out.

1. Who gave a ring to the author?

Ans: The sub-inspector at a police station.

2. What was the message of the police officer?

Ans: That an elephant was ravaging the bazaar.

3. What did the sub-inspector request the writer?

Ans: Whether the writer would go there and do something.

4. Did the writer have any idea what to do?

Ans: No.

5. How did the author go there?

Ans: On his pony.

8.5.2 As soon as I saw the dead man I sent an orderly to a friend's house nearby to borrow an elephant rifle. I had already sent back the pony, not wanting it to go mad with fright and throw me if it smelt the elephant.

1. How did the man die?

Ans: An elephant caught him with its trunk, put its foot on his back and ground him into the earth.

2. Who is an 'orderly'?

Ans: An officer's servant

3. Why did the author want to have an elephant rifle?

Ans: To shoot the elephant

4. Why did the author send back his pony?

Ans: Because it might go mad with fright and throw him down if it smelt the elephant.

5. Why did the author suddenly think of killing the elephant?

Ans: Because it had already killed a man and created havoc.

8.5.3 The elephant was standing eight yards from the road, his left side towards us. He took not the slightest notice of the crowd's approach. He was tearing up bunches of grass, beating them against his knees to clean them and stuffing them into his mouth.

1. Where was the elephant?

Ans: It was standing in a paddy field, eight yards from the road.

2. What was the elephant doing without noticing anybody?

Ans: It was simply eating the grass.

3. Why did the crowd approach the elephant?

Ans: To watch the elephant being shot at.

4. What impression do you get about the elephant?

Ans: It is like any other ordinary elephant.

5. Who are 'us' in the passage?

Ans: The narrator and the two thousand odd Burmans.

8.5.4 Here was I, the white man with his gun, standing in front of the unarmed native crowd—seemingly the leading actor of the piece; but in reality I was only an absurd puppet pushed to and fro by the will of those yellow faces behind.

1. Who is 'I' in this passage?

Ans: George Orwell, a police officer in Burma.

2. Why was he 'here'?

Ans: He was there to shoot the elephant.

3. Why were the natives unarmed?

Ans: The native Burmans were in slavery and they did not have a right to carry arms.

4. What does the narrator feel about himself?

Ans: He felt himself an actor and a puppet.

5. Who are the "Yellow Faces"?

Ans: The native Burmans.

8.6 Unworked Comprehension passages

8.6.1 But I did not want to shoot an elephant. I watched him beating his bunch of grass against his knees, with that preoccupied grandmotherly air that elephants have. It seemed to me that it would be murder to shoot him. At that age I was not squeamish about killing animals, but I had never shot an elephant and never wanted to.

Questions:

1. What did the narrator do after locating the elephant?
2. What was the elephant doing?
3. What is the nature of elephants?
4. How would it seem if he shoots the elephant?
5. Did the writer have experience in shooting elephants?

8.6.2 The sole thought in my mind was that if anything went wrong those two thousand Burmans would see me pursued, caught, trampled on and reduced to a grinning corpse like that Indian up the hill. And if that happened it was quite probable that some of them would laugh. That would never do. There was only one alternative. I shoved the cartridges into the magazine and lay down on the road to get a better aim.

Questions:

1. What was the narrator's worry?
2. What might happen if the narrator misses aim?
3. Who might laugh at him?
4. Was the narrator prepared to be laughed at?
5. What did the narrator ultimately decide?

Answers:

8.6.1.

1. He watched the elephant.
2. It was tearing bunches of grass, beating them against his knees and eating it.
3. They are leisurely and have a preoccupied grandmotherly attitude.
4. It would be murder to shoot the elephant.
5. No

8.6.2.

1. He got worried about his shot missing the elephant.
2. The elephant might pursue, trample and kill him.
3. Some of the Burmans in the large crowd.
4. No.
5. He decided to shoot the elephant and preserve his self-respect and the respect of his race.

8.7. Short answer Questions

1. What was the news conveyed to Orwell early one morning by a police sub-inspector?
Ans: That an elephant was ravaging the bazaar.
 2. Why did Orwell go to the spot immediately?
Ans: Because he wanted to see what was happening.
 3. Why did he carry a rifle with him?
Ans: Because he thought the noise might be useful in terrifying the elephant.
 4. Who were the persons waiting for Orwell in the area where the elephant was last seen?
Ans: The Burmese sub-inspector and some Indian constables.
 5. Why were the children 'shooed away' by the old woman?
Ans: Because there was something that the children ought not to be seeing.
 6. Why did Orwell send back his pony?
Ans: Because he did not want the pony to go mad with fright and throw him if it smelt the elephant.
 7. Why was the local population excited about the prospect of Orwell shooting the elephant?
Ans: It was a bit of fun to them. Besides, they wanted the meat.
 8. Where was the elephant and what was it doing?
Ans: The elephant was standing eight yards from the road. He was tearing up bunches of grass and stuffing them into his mouth.
 9. How did the crowd react when Orwell got ready to shoot the elephant?
Ans: The crowd grew very still. They were excited over the prospect of Orwell killing the elephant. They were going to have their bit of fun.
 10. When Orwell finally pulled the trigger of the rifle, what did he hear?
Ans: He did not hear the bang or feel the kick of the rifle. But he heard the devilish roar of glee that went up from the crowd.
 11. How many shots did he fire to kill the elephant?
Ans: Three shots
 12. What did the elephant do before it collapsed?
Ans: He trumpeted just once.
 13. What happened when the elephant fell on the ground?
Ans: The elephant fell on the ground with a crash that seemed to shake the ground.
-

8.8. Multiple Choice Questions

8.8.1 It had been chained up, as tame elephants always are when their attack of 'must' is due, but on the previous night it had broken its chain and escaped. Its mahout, the only person who could manage it when it was in that state, had set out in pursuit, but had taken the wrong direction and was now twelve hours' journey away, and in the morning the elephant had suddenly reappeared in the town.

1. What is common with tame elephants when their attack of 'must' is due? [c]
 - a. They are set free
 - b. They are given good feed
 - c. They are chained
 - d. They are sent into forests
2. A Mahout is [d]
 - a. a mosquito
 - b. a big forest
 - c. a car driver
 - d. an elephant driver
3. Who can manage a 'must' elephant? [b]
 - a. a wizard
 - b. a mahout
 - c. a magician
 - d. a hypnotist
4. What did the 'must' elephant do? [a]
 - a. it broke its chain and escaped
 - b. it slept the whole night
 - c. it ate many fruits
 - d. it did not drink any water
5. What direction did the mahout take to search for his elephant? [c]
 - a. correct direction
 - b. same direction
 - c. wrong direction
 - d. many directions

8.8.2. The people said that the elephant had come suddenly upon him round the corner of the hut, caught him with its trunk, put its foot on his back and ground him into the earth. This was the rainy season and the ground was soft, and his face has scored a trench a foot deep and a couple of yards long.

1. Who are 'the people'? [c]
 - a. the Indians
 - b. the Americans
 - c. the native Burmans
 - d. the Andhras
2. How did the elephant catch the Indian coolie? [b]
 - a. with its leg
 - b. with its trunk
 - c. with its tail
 - d. with its mouth
3. What is the season mentioned in the passage? [a]
 - a. rainy season
 - b. winter season
 - c. autumn season
 - d. summer season
4. What did the elephant do to the man? [c]
 - a. it saved him from death
 - b. it gave him what he wanted
 - c. it killed him
 - d. it lifted him with its trunk

5. The ground at that time was
 a. muddy
 b. hard

- c. dusty
 d. soft

[d]

8.8.3. To come all that way rifle in hand, with two thousand people marching at my heels, and then to trail feebly away, having done nothing—no, that was impossible. The crowd would laugh at me. And my whole life, every white man's lie in the East, was one long struggle not to be laughed at.

1. What weapon did the narrator carry with him?

- a. a pistol
 b. a rifle

- c. a knife
 d. an axe

[b]

2. How many people were following the narrator?

- a. two thousand
 b. a very large number

- c. two hundred
 d. two thousand two hundred and twenty

[a]

3. What would be impossible?

- a. to tame the elephant
 b. to shoot the elephant
 c. to go back without shooting the elephant
 d. to feed the elephant

[c]

4. What might the crowd do if he did not shoot the elephant?

- a. they would garland him
 b. they would appreciate him
 c. they would punish him
 d. they would laugh at him

[d]

5. What is the word in the passage which means 'fight'?

- a. war
 b. battle

- c. struggle
 d. marching

[c]

8.8.4. It was perfectly clear to me what I ought to do. I ought to walk up to within, say, twenty-five yards of the elephant and test his behaviour. If he changed I could shoot, if he took no notice of me it would be safe to leave him until the mahout came back.

1. What was clear to the narrator?

- a. What the Burmans told him
 b. What he ought to do
 c. What the elephant was doing
 d. What his higher-ups would say

[b]

2. How much distance had he to walk to be within the reach of the elephant. [b]

- a. twenty yards
 b. thirty-five yards
 c. twenty-five yards
 d. forty-five yards

3. What did the narrator want to do after going near to the elephant? [c]
a. he wanted to touch it
b. he wanted to shoot it
c. he wanted to test his behaviour
d. he wanted to frighten it
4. When would the narrator shoot the elephant? [a]
a. if it charged him
b. if it ran into the fields
c. if it did not respect him
d. if it continued to eat the grass
5. If the elephant took no notice of him, what would the narrator do? [b]
a. he would shoot it
b. he would leave the elephant until the mahout is back
c. he would take a stick and beat it
d. he would not leave the place

8.9. Possible Questions

1. Comment on Orwell's decision to shoot the elephant?
2. Describe the behaviour of the local population as narrated by the writer?
3. Describe in your own words the actual shooting of the elephant.

Dr. Y.S.R. Anjaneyulu

LESSON – 9

THE DAY DAG HAMMARSKJOLD RODE IN MY JEEP

Jhan Robbins

STRUCTURE

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Summary
- 9.3 Glossary
- 9.4 Lines for Explanation
- 9.5 Comprehension Passages
- 9.6 Unworked Comprehension Passages
- 9.7 Short answer questions
- 9.8 Multiple choice questions
- 9.9 Possible questions

9.0. Introduction:

Jhan Robbins was a former President of the American Society of Journalists and Authors. He covered the American National scene for many years and wrote several articles on topics of international interest. He was the author of a dozen books, including biographies. One of his books about Senator Robert Taft was nominated for a Pulitzer Prize. He wrote on topics ranging from civil rights to language sounds.

9.1 Objectives:

1. to make the students realize the art of arbitration
2. to make the students understand how concern for others, cool temperament, gentleness in behaviour, good and kind words help them in a long way
3. to introduce the concept of III Act modern drama.

9.2 Summary

Jhan Robbins, a famous journalist and writer was preparing an article about international negotiations. He had an appointment with Dag Hammarskjold, the U.N. Secretary General in his New York Office. Robbins' colleagues told him that the U.N. Chief was shy, reticent and formal. He might not extract good information from Dag Hammarskjold.

Jhan Robbins was surprised to find Dag Hammarskjold in a friendly mood. He was taller, thinner and blonder than he appeared on television. He was in his shirt sleeves and was smoking a pipe instead of his usual small cigar. He rose and shook hands with Robbins. He spoke with force and conviction about the importance

of the United Nations. He emphasized the important role of the U.N. in bringing the nations together through mediation and conciliation.

As the discussion was drawing to a close, the U.N. Chief received a phone call. He looked disappointed because the man with whom he had planned to take a dinner had been taken ill. Robbins grabbed the opportunity and wondering at his own temerity invited Dag Hammarskjold to dinner. Surprisingly the U.N. Chief obliged Robbins' request. The two were going to a restaurant in a red jeep amid heavy traffic. A taxi shot past him, blew its horn loudly and overtook the jeep. Jhan Robbins turned his jeep to the pavement where it hit a metal waste container and stopped.

The two drivers got off their vehicles. They lost their tempers, found fault with each other and were looking at each other menacingly. Jhan Robbins angrily asked the taxi driver why he did not give a signal and called him a fool driver. The taxi driver also did not lag behind. He asked if Robbins was blind and where his brain was. Both of them came to extreme positions. This verbal duel would have ended in physical duel but for the benign intervention of Dag Hammarskjold.

Dag Hammarskjold was an expert arbitrator. He believed in friendship between human beings and could cool tempers with his affectionate and calm temperament. He pacified the irate taxi driver by sympathizing with him. He said that it was tough driving a taxi everyday in New York. He also sympathized with the journalist for his job also had its own hazards.

Very soon the taxi driver and the journalist realized their own mistakes and tried to understand and accommodate each other. The two who came towards each other threateningly, withdrew themselves without any ugly scene. The taxi driver even helped Jhan Robbins by taking him to a nearby petrol station and back to the jeep when he ran out of petrol without taking fare.

Dag Hammarskjold applied his principles of arbitration to the angry drivers. He sympathized with both of them and said that driving a vehicle in New York was tough. The pacification brought an electric change in the taxi driver. The two who were on the verge of a fighting grew sane, became almost friends and the taxi driver even gave a free lift to Jhan Robbins. While bidding goodbye to the journalist, the taxi driver was all praise for Dag Hammarskjold for his quiet and nice manners.

9.3 Glossary:

ancient	:	very old
article	:	a short written composition in a newspaper, magazine
quarry	:	someone or something that is the object of pursuit
reticent	:	not willing to communicate, reserved
blonde	:	having golden or pale coloured hair
conviction	:	complete certainty; deep-rooted opinion
seasoned	:	experienced
mediation	:	intervention between conflicting parties to promote reconciliation, settlement or compromise
accomplish	:	complete successfully, achieve
vented	:	to give often vigorous or emotional expression to, discharge or expel
amaze	:	great surprise or wonder

temerity	:	rashness; audacity
blurted	:	said something suddenly and tactlessly
compromise	:	mutual promise to agree by an arbiter's decision
rack one's brain:		(idiom) make a painful effort to think
creole food	:	relating to West Indies food, being highly seasoned, typically prepared with rice, Okra, tomatoes and peppers
chauffeur	:	person employed to drive a car
spluttered	:	spoke quickly and confusedly
buck	:	jump
chug	:	make the short dull repeated sound of an engine running slowly
swipe	:	to strike or wipe with a weeping motion
clang	:	make loud ringing sound of metal being struck
stride	:	walk with long steps
snapped	:	said something in a sharp angry voice
bellowed	:	shouted in a deep voice
honking	:	crying
snorted	:	expressed contempt or anger violently
guys	:	a group of people
embarrassment	:	self conscious awkwardness
rage	:	wild anger
maniac	:	a person who behaves wildly
indignant	:	feeling or showing anger
hazard	:	risk
rattle	:	to make someone anxious or nervous; to upset
precise	:	exact
dismay	:	feeling of sadness; alarm
threat	:	a warning that one is going to punish someone
persuade	:	to urge successfully; to prevail on someone
retreat	:	withdraw; go back
verge	:	boundary or border
belligerents	:	aggressors
irreconcilable	:	incapable of being brought to a state of friendship or agreement
scowl	:	to look angrily
bluster	:	to talk loudly and angrily often to hide fear
ebb	:	recede, flow back
profusely	:	excessively; greatly
sputter	:	disjointed, incomprehensible sound
messed	:	confused or damaged
yell	:	a loud shout or cry
glum	:	in low spirits; sullen
kerb	:	hard stone edging of pavement
guage	:	an instrument with a graduated scale or dial for measuring or indicating quantity
coasted	:	to move without acceleration

yanked	:	jerked; a sudden vigorous pull
stalled	:	to come to a standstill suddenly; engine failure
wallet	:	a flat folding case, often made of leather, for holding banknotes and carried in the pocket or handbag; money purse
cheerful	:	happy

9.4 Lines for Explanation

9.4.1 *Seasoned diplomatic reporters warned me that my quarry was shy, reticent and rather formal – a difficult subject.*

This sentence is taken from the essay “The Day Dag Hammarskjold Rode in My Jeep” written by Jhan Robbins.

Jhan Robbins was a well known journalist. He was preparing an article about international negotiations. He sought an interview with Dag Hammarskjold, the UN Chief. Robbins had not met the UN Chief earlier. It was to be his first meeting with him. Robbins’ diplomatic colleagues told him that Dag Hammarskjold was shy, reticent and rather formal and he might not be able to get much information from the UN Chief.

This sentence throws light on the nature and personality of Dag Hammarskjold.

9.4.2 *Ah, Creole!” he exclaimed. “Shrimp and rice. Let’s go there. I have dismissed my chauffeur, but we can ride in your red jeep.”*

This passage is taken from the essay “The Day Dag Hammarskjold Rode in My Jeep” written by Jhan Robbins.

Jhan Robbins was having an interview with the UN Chief. Dag Hammarskjold had been invited to dinner. But that host rang up the UN Chief to tell him that he had been taken suddenly ill. Jhan Robbins took the initiative and invited the UN Chief to dinner. When he accepted the invitation a hotel came to Jhan Robbins’ mind where excellent Creole food was served and suggested it to the UN Chief. Then Dag Hammarskjold says these words.

Dag Hammarskjold was thrilled over Creole food. His driver was not readily available. He liked to go to the hotel in Jhan Robbins’ red jeep.

Creole food = relating to West Indies food, being highly seasoned, typically prepared with rice, Okra, Tomatoes and peppers.

9.4.3 *I could see that the cab driver was taken aback. Here was someone talking to him sympathetically.*

These two sentences are taken from the lesson “The Day Dag Hammarskjold Rode in My Jeep” written by Jhan Robbins.

Jhan Robbins and Dag Hammarskjold were going to a hotel for dinner in Robbins’ red jeep. A taxi overtook the jeep and suddenly stopped. Somehow a tragic accident was averted. Jhan Robbins and

the taxi driver accused each other. A crowd was gathering. The crowd also found fault with the taxi driver. Dag Hammarskjold was calm and cool and sympathetically spoke to the taxi driver. The driver was quite moved by the friendly approach of Dag Hammarskjold. He did not expect kind and sympathetic understanding for the lot of a taxi driver. Robbins comments on how a visible change had come in the driver.

This passage throws light on how hot tempers can be cooled down with kind and sympathetic words. If Dag Hammarskjold had not intervened, an ugly scene could have taken place between Jhan Robbins and the taxi driver.

- 9.4.4. *Hammarskjold elected to stay with the jeep. As we drove along, the driver said, "That's a nice guy you got riding with you. A quiet fellow, but real nice."*

This passage is taken from the lesson "The Day Dag Hammarskjold Rode in My Jeep" written by Jhan Robbins.

Jhan Robbins was taking Dag Hammarskjold in his red jeep to a hotel for dinner. His jeep suddenly stopped on the road as it ran out of petrol. Dag Hammarskjold preferred to stay with the jeep. Robbins was waiting for a taxi to fetch petrol. Then there came a taxi. The driver was no other than the driver with whom Robbins had a quarrel over his rash driving. The taxi driver offered his service to Robbins.

The taxi driver was quite pleased with the temperament and trouble-shooting tactics of Robbins' companion in the jeep. He did not know who actually Dag Hammarskjold was. But the driver was impressed with the UN Chief and appreciated him for his quiet and nice nature. This passage throws light on the personality of Dag Hammarskjold, the UN Chief.

9.5 Comprehension Passages

- 9.5.1 As our discussion drew to a close, the telephone rang. From the conversation I gathered that a man with whom Hammarskjold had planned to have dinner had been taken ill. He looked disappointed. Amazed at my temerity, I blurted, "I'd be honoured if you'd have dinner with me".

1. What was the discussion about?

Ans: It was about international negotiations.

2. Where did the telephone ring?

Ans: In the office of the U.N. Chief

3. What did the narrator overhear?

Ans: That Dag Hammarskjold had planned to dine with somebody but that gentleman had been taken ill.

4. How did Dag Hammarskjold look?

Ans: He looked disappointed.

5. What did the narrator amazingly do?

Ans: The narrator invited Dag Hammarskjold to dinner.

- 9.5.2 As we chugged along in rush-hour traffic, a horn blasted sharply at me from behind. Then a taxi shot past me on the left and, suddenly, cut to the right across my bow. I leaned on my horn, jammed on the

brakes, twisted my wheel to the right and ran up on the pavement. Side-swiping a metal waste container, which clanged like Big Ben, the jeep carrying the Secretary General of the United Nations – and me – came to rest against a lamp-post.

1. Who are 'we' in this passage?

Ans: The narrator Jhan Robbins and the U.N. Chief Dag Hammarskjold.

2. How was the traffic then?

Ans: It was rush hour traffic.

3. What did a taxi do?

Ans: A taxi shot past the narrator's jeep on the left and, suddenly, cut to the right across his jeep.

4. What did the narrator do then?

Ans: He jammed on the brakes, twisted his steering to the right and ran up on the pavement.

5. Where did the jeep stop?

Ans: It stopped against a lamp-post.

9.5.3 Now both of us had retreated to extreme positions. I could see his muscles tensing. I planted my feet firmly on the pavement. A crowd had begun to gather. The taxi driver turned his back on me and began to talk to Hammarskjold. "If I was you, I wouldn't ride with this guy," he said contemptuously. "He's just a country driver – him and that jeep should have stayed in the sticks where they belong."

1. What were the extreme positions?

Ans: The taxi driver and Jhan Robbins were very angry with each other. They might even attack each other.

2. What development did the narrator notice in the taxi driver?

Ans: The taxi driver's muscles were tensing. He was very angry.

3. What did the taxi driver tell Hammarskjold?

Ans: That he would not ride with a person like the narrator, Jhan Robbins.

4. What did the taxi driver say about the narrator?

Ans: That the narrator was just a country driver and he and his jeep should have stayed in the countryside, not in New York.

5. Why was a crowd gathering there?

Ans: To watch the fun between the taxi driver and the narrator Jhan Robbins.

9.6. Unworked Comprehension passages

9.6.1 I was about to tell him I had been born and brought up in New York and had held a driver's licence there for 15 years. But it suddenly dawned on me that Dag Hammarskjold, in order to calm down two near-belligerents in a minor traffic incident, was using the arbitration formula for international negotiations he had described to me earlier!

Questions:

1. What did the narrator want to tell the taxi driver?
2. What dawned on the narrator?
3. When did Dag Hammarskjold describe the arbitration formula to the narrator?
4. What is the minor traffic incident?
5. What is the opinion of the narrator on Dag Hammarskjold?

9.6.2 At the petrol station, he waited while I bought a canful of fuel, then drove me back to my stalled car. I reached for my wallet, but I saw that the metal lever on his meter was still up and the fare had not been registered.

Questions:

1. Why did the narrator go to the petrol station?
2. Who waited for the narrator?
3. Why did the narrator's car stop?
4. What did the narrator do after reaching his stalled car?
5. Why did not the taxi driver register the fare?

Answers:

9.6.1.

1. That he was born in New York and that he had a driver's licence there for 15 years.
2. That Dag Hammarskjold was applying the arbitration formula on them.
3. In an earlier meeting in the U.N. Office.
4. An incident in which a taxi driver drove his taxi rashly and caused a minor accident to Jhan Robbin's car.
5. He has a great appreciation for Dag Hammarskjold for his capabilities as an international arbitrator.

9.6.3

1. To fetch petrol because the fuel in his jeep had run out.
2. The taxi driver with whom he had a quarrel earlier.
3. Somewhere on the road on the way to a restaurant.
4. He took out his money purse to pay the fare to the taxi driver.
5. Because he considered Jhan Robbins a friend.

9.7. Short Answer Questions

1. What is the writer's profession? What was he working on?
 Ans: He is a journalist. He was preparing an article about international negotiations.
2. What was the "warning" given by fellow journalists to the writer?
 Ans: They warned him that his quarry (Dag Hammarskjold) was shy, reticent and rather formal.
3. Describe the vehicle in which Jhan Robbins offered a ride to Dag Hammarskjold.
 Ans: It is a red jeep. The side curtains are off. It bucks in low gear.

4. What kind of food is served in the restaurant suggested by Jhan Robbins?
Ans: Excellent Creole food is served. It consists of shrimp and rice.
5. How did Dag Hammarskjold pacify the taxi driver? Quote his statement.
Ans: In a quiet way he pacified the taxi driver. He said, "It must be tough driving a taxi all day every day in this town. I'm glad I don't have to do it."
6. Why was the taxi driver "taken aback" by Hammarskjold's approach to the problem?
Ans: Because he found in Dag Hammarskjold someone talking to him sympathetically.
7. What "method of reconciliation" did Dag Hammarskjold use in this minor traffic accident?
Ans: He used the arbitration formula for international negotiations.
8. How did the writer cool down?
Ans: The writer stopped scowling. He apologized profusely to Hammarskjold.
9. How many points should an arbitrator keep in mind while settling issues?
Ans: Three
10. According to Dag Hammarskjold, how can two nations on the verge of war be friends, even help one another.
Ans: Two countries which have been persuaded to retreat from the verge of war can be friends, even help one another.
11. "I guess we both got to watch a little sharper." Who said this to whom?
Ans: The taxi driver said this to Jhan Robbins.
12. Why did the jeep stop for the second time?
Ans: Because it ran out of petrol.
13. Who helped Jhan Robbins to get petrol for the jeep?
Ans: The taxi driver.

9.8. Multiple Choice Questions

9.8.1 I was preparing an article about international negotiations, and I had an appointment with Dag Hammarskjold late one afternoon in his office on the 38th floor of the UN Secretariat building. Seasoned diplomatic reporters warned me that my quarry was shy, reticent and rather formal, a difficult subject.

1. What article was the narrator preparing? [b]
- about international relations
 - about international negotiations
 - about international calamities
 - about industrial relations
2. With whom did the narrator have an appointment? [c]
- with President Bush
 - with Prime Minister Vajpayee

- c. with Dag Hammarskjold
d. with President Putin
3. On which floor was Dag Hummarskjold's office? [a]
a. 38th floor c. 8th floor
b. 83rd floor d. ground floor
4. When did the narrator seek appointment? [d]
a. on an early morning c. on an afternoon
b. on an evening d. late one afternoon
5. What was the difficult subject? [b]
a. International relations c. The UN Charter
b. Dag Hammarskjold d. English

9.8.2. Racking my brain for a restaurant to suggest for a dinner, I started to describe a small place I had recently discovered where excellent Creole food was served.

"Ah, Creole!" he exclaimed. "Shrimp and rice. Let's go there. I have dismissed my chauffeur, but we can ride in your red jeep."

1. Why did the narrator rack his brain for a restaurant? [d]
a. to eat something there.
b. to meet his old friend there.
c. to stay there for sometime
d. to host a good dinner to his guest Dag Hammaraskjold
2. What did the narrator discover? [b]
a. A new island c. A new plant
b. A good restaurant d. A new dish
3. What is the specialty of his new discovery? [c]
a. It is a very pleasant place
b. People are nice there.
c. Excellent Creole food is served there.
d. One may eat as much ice-cream as one liked.
4. What is Creole food? [a]
a. It is West Indies food. c. It is African food.
b. It is Chinese food. d. It is Continental food.
5. How did they want to go to the restaurant? [c]
a. By train c. By the narrator's red jeep.
b. By bus. d. By a taxi.

9.8.3. "You guys in trouble again?" he asked. "Out of petrol," I said glumly. "Hop in," he said. "There's a petrol station up ahead."

Hammarshkjold elected to stay with the jeep. As we drove along, the driver said, "That's a nice guy you got riding with you. A quiet fellow, but real nice."

1. Who are the 'guys' referred to in this passage? [a]
 - a. The narrator Jhan Robbins and Dag Hammarshkjold
 - b. Two popular writers
 - c. Wordsworth and Robert Frost
 - d. Jhan Robbins and George Bush

2. What is the trouble? [c]

a. Stomach ache	c. The car has run out of petrol
b. Body pains	d. The road was not good

3. Where is the petrol station? [d]

a. 10 kms away	c. very near
b. Far away	d. up ahead

4. When did Dag Hammarshkjold want to stay? [b]

a. in his office	c. at the restaurant
b. with the jeep on the road	d. in his house

5. What did the taxi driver say about Dag Hammarshkjold? [c]

a. he was kind and helpful	c. he was nice and quiet.
b. he was sympathetic	d. he was highly reserved

9.9. Possible Questions

1. Sum up the experiences of Jhan Robbins on the day he went to interview the UN Secretary General.
2. Describe in your own words how Dag Hammarshkjold managed to avert an unpleasant encounter between the journalist and the taxi driver.

Dr. Y.S.R. Anjaneyulu

Non-Detailed Texts

LESSON - 19

THE LOTTERY TICKET

- Anton Chekhov

STRUCTURE

- 19.0. Introduction
- 19.1 Objectives
- 19.2 Summary
- 19.3 Glossary
- 19.4 Comprehension Passages
- 19.5 Objective type questions
- 19.6 Possible questions

19.0 Introduction

Anton Pavlovich Chekhov, the famous Russian dramatist and short-story writer, won world recognition by bringing into vogue, literature free from "The big scene and the heroic hero". According to G. Toustonogov, the stage director of the Art Theatre, Chekhov "is a great explorer, the prophet and Columbus of the twentieth-century theatre". His best known plays like *The Sea Gull*, *Three Sisters* and *Uncle Vanya* as well as some of his short-stories reveal a strain of cynicism.

In "The Lottery Ticket", Chekhov dramatizes the unleashing of selfish and cruel impulses in the human mind when it is lured by the prospects of sudden riches. This story is an excellent study of human psychology. It reveals how the lure of easy money breeds selfish thoughts in human beings, even between husband and wife. The writer gives us an insight into the innermost thoughts and feelings of the two characters in the story.

19.1 Objectives:

After studying the unit you will be able to:

1. Know that some people who belong to the middle class families, though they seem to be leading a contented life, long to have prosperity by lotteries.
 2. Know that the probability of winning the lottery takes people into an imaginary world of luxuries.
 3. Understand the uncharitable thoughts that the rich people have about relatives and friends.
 4. Understand how man's greed can sour relationships even between husband and wife.
-

19.2 Summary:

Ivan Dmitritch belonged to a middle class family. He was contented with the life he was leading. One day, after finishing his supper, he began to read the newspaper. His wife, Masha, asked him to look for the lottery result of the number 26 of the 9,499 series. When he saw 9,499 he could not believe his eyes. He did not try to find out the number of the winning ticket. He told her that there was probability of winning the prize. It made the wife and the husband imagine a great many things.

The prize money was seventy-five thousand roubles. If the ticket was his own he would spend twenty-five thousand on real property, ten thousand on immediate expenses and the remaining forty thousand he would put in the bank and get interest.

He began thinking how nice it would be to go abroad in late autumn to southern France, Italy and India. His wife also told him that she would go abroad but he did not like his wife's going abroad because it would be useless for she would shut herself in the hotel room. Moreover, she would not allow him to go out from her sight. He again thought of his wife as having grown old, whereas he was still young and healthy.

Ivan thought about the relatives of his wife. They would come to his house as soon as they came to know of his wife's winning of the lottery. If they were given some money they would ask for more. He also thought about his own relatives. They were reptiles.

Ivan again thought about his wife. She knew nothing about money and she was stingy. If she won the lottery she would give him only a hundred roubles and put the remaining under lock up. He looked at her, not with a smile, but with hatred. She understood her husband perfectly well and his dreams. She hated him. Ivan, in order to annoy his wife looked into the newspaper and read out: "Series 9,499, number 46! Not 26!"

Hatred and hope disappeared at once. The rooms seemed to be dark and small. The evenings were long and wearisome. This middle class couple who were otherwise satisfied with their lot indulge in daydreaming at the of sudden riches and end up discontented with their life.

19.3 Glossary:

drawings	=	result of a draw
lapsed	=	come to an end
consented	=	agree to do
mockery	=	make fun of
skepticism	=	disbelief, doubting attitude
douche	=	stream of water
panic-stricken	=	overcome by fear
torment	=	to upset greatly
tantalize	=	to tease with the prospect of desire that cannot be attained.
bewildered	=	become confused
villa	=	a luxurious country house
ladybirds	=	a variety of bugs
dozes	=	sleep lightly

saunters	—	walks slowly
opaque	=	not allowing light to pass through
flit	=	to move
vodka	=	alcoholic spirit made in Russia by distillation of rye etc.
soused	=	putting pickle
vint	=	immersed in a liquid or mixture
slumber	=	deep sleep
dreary	=	dull
despondently	=	in a mood of depression
dismay	=	worry, upset
farthing	=	former British bronze coin
begrudge	=	resent or envy
saturated	=	soaked
wretched	=	miserable
whining	=	complaining
fawning	=	attempting to please by flattery
hypocritical	=	insincere
detestable	=	loathsome
slander	=	to utter statements that are injurious to one's reputation
reptiles	=	creatures of the class of snakes
malignantly	=	in an evil mood, wickedly
stingy	=	miserly
grab	=	to take hold
annoy	=	to make angry

19.4 Comprehension passages:

I Looking at his wife, Ivan Dmitrich gave a broad, senseless smile, like a baby when a bright object is shown it. His wife smiled too; it was as pleasant to her as to him that he only mentioned the series, and did not try to find out the number of the winning ticket. To torment and tantalize oneself with hopes of possible fortune is so sweet, so thrilling!

1. How did Ivan Dmitritch look at his wife?
2. What is Ivan's smile compared to?
3. What is pleasant to the wife and the husband?
4. How is the hope of possible fortune?
5. What is the antonym of 'thrilling'?

Answers:

1. He looked at his wife with a broad and senseless smile.
2. His smile is compared to the smile of a baby.
3. Mentioning the number of the series but not the number.
4. It is sweet and thrilling.
5. Unhappy.

II Ivan Dmitritch thought of her relations. All those wretched brothers and sisters and aunts and uncles would come crawling about as soon as they heard of the winning ticket, would begin whining like beggars, and fawning upon them with oily, hypocritical smiles. Wretched, detestable people.

1. What relatives did Ivan mention?
2. What did Ivan think about them?
3. Why do his relatives come to his house?
4. What is his description of his wife's relatives?
5. What is his opinion of them?

Answers:

1. The brothers, sisters, aunts and uncles of his wife.
2. They were beggars and fawning upon them with oily and hypocritical smiles.
3. To ask money on knowing his wife's winning of the lottery ticket.
4. Beggars and hypocrites
5. They are detestable people.

III. And he looked at his wife, not with a smile now, but with hatred. She glanced at him too, and also with hatred and anger. She had her own daydreams, her own plans, her own reflections; she understood perfectly well what her husband's dreams were. She knew who would be the first to try to grab her winnings.

1. How did Ivan look at his wife?
2. How did his wife look at him?
3. What did she have?
4. What did she understand about her husband?
5. What did she know?

Answers:

1. Ivan looked at his wife with hatred.
2. She looked at him with hatred and anger.
3. Her own daydreams, plans and reflections.
4. Her husband's dreams.
5. She knew who would be the first to try to grab her winnings

IV Hatred and hope both disappeared at once, and it began immediately to seem to Ivan Dmitritch and his wife that their rooms were dark and small and low-pitched, that the supper that they had been eating was not doing them good, but lying heavy on their stomachs, that the evenings were long and wearisome.

1. What did disappear at once?
2. How did the rooms appear?
3. What is said about supper?
4. How did the evenings seem to be?
5. Why did such a change take place suddenly?

3. What made Ivan and Masha bewildered?
(a) for collecting money
(b) the possibility of winning
(c) for winning the lottery
(d) the possibility of receiving money

[b]

4. What did they picture in their imagination?
(a) the figures 9,499 and 75,000
(b) their future
(c) their imaginary children
(d) their plan to build a house.

[a]

5. What do the figures 9,499 and 75,000 indicate?
(a) the lucky number
(b) the prize money
(c) the series number and the prize money
(d) the series number and the ticket number

[c]

IV The children would come running from the kitchen garden, bringing a carrot and a radish smelling of fresh earth ... And then, he would lie stretched full length on the sofa, and in leisurely fashion turn over the pages of some illustrated magazine, or, covering his face with it and unbuttoning his waistcoat, give himself up to slumber.

1. Where would the children run from?
(a) from the play ground
(b) from school
(c) from the kitchen garden
(d) from the river

[c]

2. What would the children bring?
(a) carrot and radish
(b) vegetables
(c) mushrooms
(d) Soused cucumber

[a]

3. Where would he lie stretched?
(a) in the bed room
(b) on the bed
(c) on the floor
(d) on the sofa

[d]

4. What would he turn over?
(a) the pages of some illustrated magazine
(b) the pages of the newspaper
(c) the pages of a novel
(d) the pages of his diary

[a]

5. What do you mean by slumber?

- (a) heavy
- (b) shine
- (c) dull
- (d) deep sleep

[d]

V He walked about the room and went on thinking. It occurred to him: What if his wife really did go abroad? It is pleasant to travel alone, or in the society of light, careless women who live in the present, and not such as think and talk all the journey about nothing but their children, sigh, and tremble with dismay over every farthing.

1. When did he go on thinking?

- (a) when he looked at his wife
- (b) when he walked about the room
- (c) when he dreamt of his future
- (d) when he got the lottery prize

[b]

2. Where did his wife like to go?

- (a) Abroad
- (b) Italy
- (c) India
- (d) Europe

[a]

3. What is pleasant for him?

- (a) to travel with his wife
- (b) to travel with his children
- (c) to travel alone
- (d) to travel with his friends

[c]

4. Where do careless women live?

- (a) in the past
- (b) in the future
- (c) in the dreams
- (d) in the present

[d]

5. What do women talk about?

- (a) their children
- (b) their husbands
- (c) their parents
- (d) their journey

[a]

19.6. Possible questions

1. Attempt a critical appreciation of "The Lottery Ticket" as a study of human psychology.
2. Show how the prospect of sudden riches brings out the baser side in the characters of Dmitritch and his wife.

D. Soma Sundara Rao

LESSON – 20

HA' PENNY

- Alan Paton

STRUCTURE

- 20.0 Introduction
- 20.1 Objectives
- 20.2 Summary
- 20.3 Glossary
- 20.4 Comprehension Passages
- 20.5 Objective type questions
- 20.6 Possible questions

20.0 Introduction

Alan Paton is a popular South African short-story writer and playwright. He worked as teacher for ten years in a native Zulu school. He was greatly interested in Penal Reforms and was appointed as Principal of Die Pkloof Reformatory. His best known novel *Cry, the Beloved Country* (1948) has been translated into many languages. Later it has been made into a successful stage play and motion picture. His other books *Debbie Go Home* (1961) and *The Long View* (1968) won him good name as writer. He was the national president of the Liberal Party until 1968. The short-story "Ha' Penny" is taken from the collection of his short-stories, *Tales from the Troubled Land*. It reflects Paton's deep humanism and commitment to sociological idealism.

This story narrates the tragic circumstances leading to the death of an orphan boy. It illustrates the unhappy life of boys staying in a reformatory. It shows how a destitute boy weaves around himself a fictitious family in order to overcome the status of being an orphan. The story underlines the writer's awareness that the reformatory is not the place to send boys whose offences are trivial and putting them in an industrial school would make them better.

20.1 Objectives:

After studying the unit you will be able to:

1. to understand the pathos of a lonely boy's life.
2. understand how a delinquent boy's life could be corrected by showing kindness.
3. have an insight into child psychology.
4. to understand the longing for love and affection in a child.

20.2 Summary:

There were about six hundred boys at the reformatory. One of the small boys was Ha' Penny. He was twelve years old. He was a waif, with no relatives at all. He has been taken from one home to another for he was naughty and uncontrollable.

Ha' Penny used to say that his mother worked in a white man's house. He had two brothers, Richard and Dicki and two sisters, Anna and Mina. The narrator found that Ha' Penny was writing letters to Mrs. Betty Maarman but she never replied to him. Ha' Penny came close to the narrator. He used to take him out in his car with other boys on Sundays. He understood that Ha' Penny was ashamed of being without a family.

The narrator requested the social welfare officer to make some enquiry about Ha' Penny's family. He reported that Mrs. Betty Maarman was a real person. She had four children, Richard, Dickie, Anna and Mina. Ha' Penny was not her son and she never accepted him as her son.

The narrator understood that this homeless and lonely boy longed for mother's love. When the narrator asked Ha' Penny about his mother he said that she was sick. When he asked Ha' Penny about Mrs. Betty Maarman, he became silent. He felt that his deception was revealed. It shattered the very foundation of his pride and his sense of human significance. He suddenly took ill. The doctor said that he had tuberculosis and there was little hope for his survival.

The narrator wrote a letter to Mrs. Betty Maarman informing her all about Ha' Penny – how this little boy had observed her, and had decided that she was the person he desired for his mother. She replied him that she could not take any responsibility for the boy.

Ha' Penny's condition became serious. The doctor said that there was little hope. The narrator sent Mrs. Maarman some money in great desperation. She was a decent homely woman. She came and understood the seriousness of the situation. She adopted Ha' Penny as her son. The whole reformatory accepted her as Ha' Penny's mother. She sat the whole day with him telling him all about Richard, Dickie, Anna and Mina. Ha' Penny listened to her silently and died in peace for he had a mother, brothers and sisters. He was buried on the farm of the reformatory. Mrs. Betty Maarman asked the narrator to put Ha' Penny as her son when he put up the cross on his grave.

Thus the story reveals the narrator's awareness that small boys can be easily controlled because they instinctively respond to affection. It emphasizes the role of love in checking delinquency.

20.3. Glossary:

reformatory	=	an institution for correcting young offenders
offences	=	crimes
trivial	=	of very little importance
instinctively	=	by natural tendency
obliquely	=	indirectly, at an angle
cease	=	stop
frown	=	wrinkle the forehead
awareness	=	of knowing
tweak	=	pull with a jerk
acknowledgement	=	to admit
confine	=	to make valid, establish with certainty
symbolic	=	of using as a symbol
turbulence	=	violent disorder
estrangement	=	separations

signed out	=	to record departure by signing
gestures	=	to make movements with one's hands
apprehension	=	fear or suspicion of future evil
waif	=	a child with no home or friends
naughty	=	mischievous
pilfering	=	stealing small amounts
manifest	=	to show
corruption	=	dishonest behaviour, the act of corrupting
derelict	=	abandoned by guardians
delinquent	=	a person guilty of a misdeed
anxiety	=	fear about something
deception	=	trick
significance	=	importance
shattered	=	to destroy something completely
tuberculosis	=	a serious infectious disease of the lungs
desperation	=	to lose hope
fuss	=	commotion
embarrassment	=	to be ill at ease
grateful	=	thankful
prodigal	=	lavish
resolve	=	to decide firmly
enjoined	=	directed or ordered
Guy Fawkes	=	Celebration in Britain, on the night of November, 5, to commemorate the discovery of the Gun Powder Plot in 1605. It is celebrated with fireworks on which an image of a man, supposed to be Guy Fawkes, is burnt.

20.4 Comprehension passages:

I When we returned to the reformatory, I sent for Ha' Penny's papers; there it was plainly set down Ha Penny was a waif, with no relatives at all. He had been taken in from one home to another, but he was naughty and uncontrollable, and eventually had taken to pilfering at the market.

1. What did the narrator do after returning to the reformatory?
2. Who is Ha' Penny?
3. What do you mean by 'waif'?
4. What did the authorities do with Ha' Penny?
5. What type of boy was Ha' Penny?

Answers:

1. He sent for Ha' Penny's papers
2. He is a waif.
3. A person without relatives
4. He had been taken from one home to another
5. He was naughty and uncontrollable

II He watched me with concealed apprehension, and I came to the conclusion that this waif of Bloemfontein was a clever boy, who had told me a story that was all imagination, and had changed one single letter of it to make it safe from any question. And I thought I understood it all too, that he was ashamed of being without a family, and that no one in the world cared whether he was alive or dead.

1. How did Ha' Penny watch the narrator?
2. What conclusion did the narrator come to?
3. What was 'all imagination'?
4. How did the boy make himself safe?
5. What did the narrator understand?

Answers:

1. Ha' Penny watched the narrator with concealed apprehension
2. Ha' Penny was clever boy
3. The story he told was all imagination
4. By changing the letter in Dickie to Tickie
5. Ha' Penny was ashamed of being without a family

III He fell sick at once, and the doctor said it was tuberculosis. I wrote at once to Mrs. Maarman, telling her the whole story, of how this small boy had observed her, and had decided that she was the person he desired for his mother, but she wrote back saying that she could take no responsibility for him.

1. What did the doctor say?
2. Whom did he write to?
3. What did he write in the letter?
4. What did the boy desire?
5. What reply did Mrs. Maarman give?

Answers:

1. Ha' Penny had tuberculosis
2. To Mrs. Maarman
3. The whole story of the boy, how and why he treated Mrs. Maarman as his mother.
4. Ha' penny desired Mrs. Maarman as his mother.
5. She could take no responsibility.

IV She was a decent homely woman, and seeing that the situation was serious, she, without fuss or embarrassment, adopted Ha' Penny for her own. The whole reformatory accepted her as his mother.

1. What is said about the woman?
2. Who is the woman?
3. What is the 'serious situation'?
4. How did Mrs. Maarman adopt Ha' Penny?
5. What did the reformatory accept?

Answers:

1. Mrs. Maarman is a decent homely woman
2. She is Mrs. Maarman
3. Ha' Penny's health condition is serious
4. She adopted him without fuss or embarrassment
5. The whole reformatory accepted Mrs. Maarman as Ha' Penny's mother.

20.5 Objective type questions:

I. Of the six hundred boys at the reformatory, about one hundred are from ten to fourteen years of age. My department had from time to time expressed the intention of taking them away and of establishing a special institution for them, more like an industrial school than a reformatory. This would have been a good thing for their offences were very trivial, and they would have been better by themselves.

1. How many boys are there at the reformatory? [c]
 - (a) five hundred boys
 - (b) seven hundred
 - (c) six hundred
 - (d) two hundred
2. What intention did the narrator's department express? [a]
 - (a) the need for a special institution
 - (b) The need for a separate prison
 - (c) the need for outing
 - (d) the need for punishment
3. How would the institution be? [d]
 - (a) like a model school
 - (b) like an ideal home
 - (c) like a college
 - (d) like an industrial school than a reformatory
4. What do you mean by a 'reformatory'? [d]
 - (a) a prison
 - (b) a home
 - (c) an industry
 - (d) an institution for correcting young offenders
5. What is the idea of establishing an industrial school? [b]
 - (a) to provide food
 - (b) to make them better by themselves
 - (c) to make them morally good
 - (d) to correct the criminal attitude

II On Sunday afternoons when I was on duty, I would take my car to the reformatory and watch the free boys being signed out at the gate. This simple operation was also watched by many boys not free, who would tell each other "In so many weeks I'll be signed out myself." Amongst the watchers were always some of the small boys and these I would take by turns in the car.

1. What would be taken to the reformatory? [b]
 - (a) fruits
 - (b) car
 - (c) sweets
 - (d) prisoners

2. When would he take 'it' to the reformatory? [c]
 - (a) in the evening
 - (b) in the morning
 - (c) on Sunday afternoons
 - (d) on Saturdays

3. What did he watch? [a]
 - (a) the free boys being signed out at the gate
 - (b) the prisoners
 - (c) the games of boys
 - (d) the boys going in

4. Which simple operation did he mean? [d]
 - (a) putting signature
 - (b) opening the gate
 - (c) calling in the boys
 - (d) taking the car to the reformatory

5. Who would be taken out in his car? [a]
 - (a) Some of the small boys
 - (b) all the six hundred boys
 - (c) boys who were loyal
 - (d) boys who had good conduct

III I then sent for the Letter Book, and found that Ha' Penny wrote regularly, or rather that others wrote for him till he could write himself, to Mrs. Betty Maarman, of 48 Vlak Street, Bloemfontein. But Mrs. Maarman had never once replied to him. When questioned, he had said perhaps she is sick. I sat down and wrote at once to the Social Welfare Officer at Bloemfontein, asking him to investigate.

1. What did he send for? [d]
 - (a) for Ha' Penny
 - (b) for the prisoners
 - (c) for fruits
 - (d) for the Letter Book

What did he find?

- (a) the letters [d]
- (b) his parents
- (c) his brothers and sisters
- (d) Ha' Penny wrote letters regularly to Mrs. Bettly Maarman.

3. What was Mrs. Maarman's reaction to Ha' Penny's letters? [b]
- (a) She was angry
 - (b) she never replied to him
 - (c) she was full of compassion
 - (d) she replied him promptly

4. What did Ha' Penny say about Mrs. Maarman? [a]
- (a) She was sick
 - (b) she was out of station
 - (c) she was busy
 - (d) she went abroad

5. What did he write to the Social Welfare Officer? [c]
- (a) to bring Mrs. Maarman to the reformatory
 - (b) to send her some money
 - (c) to investigate
 - (d) to write her a letter

IV But Ha' Penny seemed to me anything but the usual delinquent, his desire to have a family was so strong, and his reformatory record was so blameless, and his anxiety to please and obey so great, that I began to feel a great duty towards him.

1. What did Ha' Penny not seem to him? [b]
- (a) a fraud
 - (b) a delinquent
 - (c) a criminal
 - (d) a fool

2. What do you mean by 'delinquent'? [b]
- (a) a crank
 - (b) an offender
 - (c) a warder
 - (d) a path maker

3. What was so strong in Ha' Penny? [c]
- (a) desire to escape
 - (b) desire to live a changed life
 - (c) desire to have a family
 - (d) desire to earn money

4. What did Ha' Penny's reformatory record reveal? [a]
- (a) he was blameless
 - (b) he was blameworthy
 - (c) he was working for the good of others
 - (d) he was causing offence to other prisoners

5. What did the narrator feel for him? [d]
- (a) he wanted to save him

- (b) he felt that he had to bring him out
- (c) he felt that he had to keep him there for a long time
- (d) he felt a great duty towards him

We buried him on the reformatory farm, and Mrs. Maarman said to me, "When you put up the cross, put he was my son."

"I'm ashamed," she said, "that I wouldn't take him."

"The sickness," I said, "the sickness would have come."

"No," she said, shaking her head with certainty. "It wouldn't have come. And if it had come at home, it would have been different."

1. Who was buried? [c]
 - (a) one of the prisoners
 - (b) one of the small boys
 - (c) Ha' Penny
 - (d) one of Ha' Penny's relatives

2. Where was he buried? [d]
 - (a) in the burial ground
 - (b) in a cave
 - (c) outside the prison
 - (d) on the reformatory farm

3. What did Mrs. Maarman tell the narrator? [b]
 - (a) to send the body home
 - (b) to put that Ha' Penny was her son
 - (c) to put that he was her adopted son
 - (d) to put that Ha' Penny was her neighbour

4. What was she ashamed of? [a]
 - (a) for not taking Ha' Penny home
 - (b) for not coming to see him
 - (c) for not adopting him
 - (d) for not caring for Ha' Penny's letters

5. What sickness did Ha' Penny get? [a]
 - (a) tuberculosis
 - (b) Malaria
 - (c) typhoid
 - (d) a tropical disease.

20.6. Possible questions

1. Summarise in your own words the tragic circumstances that led to the death of Ha' Penny.
2. Bring out the pathos in the life of the lonely young boy Ha' Penny.

D. Soma Sundara Rao

LESSON – 21

SUBHA

- Rabindranath Tagore

STRUCTURE

- 21.0 Introduction
- 21.1 Objectives
- 21.2 Summary
- 21.3 Glossary
- 21.4 Comprehension Passages
- 21.5 Objective type questions
- 21.6 Possible questions

21.0 Introduction

Rabindranath Tagore (1861-1941) was born in Calcutta and went to England for higher education. He devoted his life to the cause of education and peace. He developed the famous retreat Santhinikethan, the abode of peace, founded by his father into an international University, Viswa Bharathi. He achieved world renown when he was awarded the Nobel Prize for literature in 1913 for his English rendering of Gitanjali. His achievements as a poet, novelist, short-story writer and playwright; thinker reformer, philosopher and educationist; actor, producer, musician and painter, have earned for him the title of 'Gurudev.' In short he is a versatile genius. Tagore had an active literary career of 65 years and wrote the largest number of lyrics ever. Some of his plays are Chitra, The King of the Dark Chamber, Red Oleanders, The Post Office and Chandalika, while his important fiction includes Gora, Binodini, Two Sisters and The Wreck. There were several anthologies of poetry and numerous short stories.

Tagore's stories have for their background rural Bengal. His characters are mostly drawn from the middle class and the dreams, desires, concerns and tensions of ordinary people are portrayed with touching simplicity. In this short story "Subha", Tagore delineates one such ordinary family, and gives expression to the feelings, and emotions of a dumb girl. He describes her plight in an uncomprehending society, for which a dumb girl does not seem to have feelings and sensitivity. In a realistic manner, Tagore portrays the social scene of his times.

21.1 Objectives:

- After studying the lesson you will be able to:
1. realize the social scene of an earlier period and the position of young girls and women in such a society.
 2. show how insensitive people can be towards fellow human beings with some physical handicap.
 3. understand that lack of speech need not mean lack of the natural human need for love and friendship.

21.2 Summary:

Banikantha of Chandipur was well off. He had three daughters, Sukheshini, Suhasini and Subhashini. Subhashini, the youngest was shortly called Subha. Subha's elder sisters were married. She lay a silent weight upon the heart of the parents for she was dumb. People used to think that Subha did not feel as she could not speak. Therefore, they used to talk about her future in her presence. Subha could understand everything and would suffer silently. Her mother looked upon her as a deformity and almost hated her. But her father, Banikantha loved her more than her two sisters.

Subha was not altogether without friends. Sarbbashi and Panguli, the two cows in the stall were her dear friends. Though Subha gave them these names they could never hear the names from her lips. Subha used to murmur her feelings to the two cows and they understood her. They would respond to her in their mute language. Subha used to visit them regularly three times a day. Whenever she was hurt she would come to them and disclose her heart to the two childhood companions. They would console her by rubbing their horns gently against her arms. It would give her great comfort. Subha had goats and a kitten also for friends. She had more attachment with the kitten than the goats. The kitten used to sleep in her lap whenever she found an opportunity.

Pratap was another friend of Subha. He was an idle fellow. He took interest in fishing than earning. He could be found almost every afternoon on the bank of the river with his fishing rod. As Subha was dumb she could not disturb him. So he found her an ideal his companion. He affectionately called her 'Su'. Subha grew up People blamed Subha's parents for not finding a husband for her. One day Banikantha went to Calcutta and found a bridegroom. As the family had to leave for Calcutta, Subha's heart was heavy with tears.

One day when Subha and her parents lived in a house in Calcutta, the bridegroom came to see Subha with his friend. He saw tears in Subha's eyes and thought that she had a tender heart. They got married on an auspicious day. Subha's parents left her with her husband and returned to Chandipur. A few days later everyone knew that Subha was dumb. Though she deceived none, nobody understood her feelings. She suffered silently in her new surroundings amid strangers. In her silent heart there sounded an endless, voiceless, weeping which only the Searcher of Hearts could hear.

21.3 Glossary:

uniformity	=	being the same as another
anxiety	=	fear, worry
curse	=	scold
deformity	=	imperfection
strain	=	blot
trembled	=	shivered
swift	=	moving with great speed
illumine	=	light up
steadfast	=	fixed in direction
grandeur	=	dignity of living
dreaded	=	feared
noontide	=	noon, 12'o clock in the day time
overflowed	=	flow over, brim, flood
deity	=	god, divine quality
inexact	=	not accurate

benediction	=	blessing
cheerful	=	pleasant
murmur	=	subdued continuous sound as of waves, brooks etc.
rustle	=	movement with fluttering sound
mingled	=	mixed
Cicada	=	transparent winged shrill sounding insect
gestures	=	significant movement of limb or body
sighing	=	draw long deep audible breath expressive of sadness, weariness
toil	=	suffer
awful	=	terrible
fondled	=	stroked lightly
coaxed	=	cajoled
dumb	=	unable to speak
anguish	=	intense pain
puzzled	=	confused
kitten	=	the young of cat
comrade	=	companion, friend
abandoned	=	give up to another's control
advantage	=	better position
gazing	=	look fixedly
ardently	=	intensely with strong feeling
astonishing	=	surprising
miracle	=	magic
water nymph	=	female spirit living in water
Patalpur	=	the city of Patala, the lower world
paltry	=	of little value, worthless
outcaste	=	people who are thrown out of their caste
dawn	=	the daybreak
vague	=	unclear
dogged	=	followed
vouchsafe	=	to offer
stricken	=	smitten, seriously affected by an unpleasant feeling or illness
agony	=	severe pain
clasped	=	held tightly
dizzy	=	giddy, unsteady
doe	=	a female deer
scanned	=	to look through carefully

21.4 Comprehension passages:

Her two elder sisters had been married with the usual difficulties in finding husbands and providing dowries, and now the youngest daughter lay like a silent weight upon the heart of the parents. People seemed to think that, because she did not speak, she did not feel: they discussed her future and their anxiety concerning it even in her presence.

1. How did her two elder sisters marry?
2. What is the name of the youngest daughter?
3. How was 'She' for her parents?
4. What did people speak about her?
5. What did people discuss?

Answers:

1. With the usual difficulties in finding husbands and providing dowries.
2. Subhashini, shortly called Subha.
3. She was like a silent weight upon the hearts of the parents.
4. People spoke that she would not feel for she could not speak.
5. Subha's future.

II But Subha was not altogether without friends. In the stall were two cows, Sarbbashi and Panguli. They had never heard their names from her lips, but they knew her footfall. Though she could form no words, she murmured lovingly and they understood her gentle murmuring better than all speech. When she fondled them or scolded or coaxed them, they understood her better than men could do. Subha would come to the shed and throw her arms round Sarbbashi's neck; she would rub her cheek against her friend's and Panguli would turn her great kind eyes and lick her face.

1. Who were Subha's friends?
2. Who were Sarbbashi and Panguli?
3. What do the two cows understand?
4. What would Subha do after coming to the shed?
5. What would Panguli do with Subha?

Answers:

1. The two cows
2. The names of the two cows.
3. Subha's gentle murmuring.
4. She would throw her arms round Sarbbashi's neck.
5. She would turn her great kind eyes and lick her face.

III Pratap's chief ambition was to catch fish. He managed to waste a lot of time this way, and might be seen almost any afternoon so employed. It was thus most often that he met Subha. Whatever he was about, he liked a companion and, when one is trying to catch fish, a silent companion is best of all. Pratap respected Subha for her silence, and as everyone called her Subha, he showed his affection by calling her Su.

1. What was Pratap's chief ambition?
2. How did he waste a lot of time?
3. Where would he meet Subha?
4. What type of companion did a person like to have when one was trying to catch fish?
5. How did Pratap show his affection for Subha?

Answer:

1. Pratap's chief ambition was to catch fish.
2. By catching fish.
3. On the bank of the river when he employed himself in fishing
4. A silent companion.
5. By calling her Su.

IV It was settled that on the morrow they should go to Calcutta. Subha went to the cow-shed to bid farewell to the comrades of her childhood. She fed them from her hand, she clasped their necks: she looked into their faces, and tears fell fast from the eyes which spoke for her. That night was the tenth of the new moon. Subha left her room, and flung herself down on her grassy mound beside the river she loved so much.

1. What was settled?
2. Why did Subha go to the cow-shed?
3. Who were the comrades of her childhood?
4. What happened when Subha looked into the faces of the two cows?
5. What did Subha love so much?

Answer:

1. On the next morning they had to leave for Calcutta.
2. To bid farewell to the comrades of her childhood.
3. The two cows.
4. Tears fell fast from the eyes.
5. To sit on the grassy mound beside the river.

21.5 Objective type questions:

I She lived in a small village called Chandipur. The river on whose bank it stood was small for a river of Bengal, and kept to its narrow bounds like a daughter of the middle class. This busy streak of water never overflowed its banks, but went about its duties as though it were a member of every family in the villages beside it. On either side were houses and banks shaded with trees.

1. What is Chandipur? [b]
(a) a town (b) a small village (c) a city (d) part of the city
2. What is compared to a daughter of the middle class? [a]
(a) the narrow bounds of the river (b) the small village
(c) the lake (d) the canal
3. What is said about water? [c]
(a) it overflows its bank (b) it dries often
(c) it never overflowed its banks (d) it was flooded every year
4. Who looked to be the member of every family? [c]
(a) the dumb girl (b) the lake
(c) the busy streak of water (d) the stream

5. What is said about the banks of the river? [d]
 (a) used for agriculture (b) used for roads
 (c) used for constructing the bridge (d) shaded with trees

II Banikantha's house looked out upon the stream. Every hut and stack in the place could be seen by the passing boatmen. I know not if amid these signs of worldly wealth anyone noticed the little girl who, when her work was done, stole away to the waterside and sat there.

1. What did Banikantha's house look out upon? [a]
 [a] the stream (b) the grass
 [c] the banks of the river [d] the plain lands
2. Who is Banikantha? [d]
 [a] a poet (b) The narrator of the story
 [c] Subha's uncle [d] Subha's father
3. What did the passing boatmen see? [b]
 [a] the village (b) every hut and stack in the place
 [c] every hamlet [d] every one in the village
4. Who is the little girl? [d]
 [a] one of the village girls (b) Subha's sister
 [c] Subha's cousin [d] Subha
5. When did the little girl steal away to the waterside? [c]
 [a] at night (b) in the morning
 [c] after completion of her work [d] during her work

III Subha had a comrade also among the higher animals, and it is hard to say what the girl's relations were with him; for he could speak, and his gift of speech left them without any common language. He was the youngest boy of the Gosains, Pratap by name, an idle fellow. After repeated efforts, his parents had abandoned the hope of his ever making a living.

1. The higher animals here are [b]
 [a] Cattle (b) Human beings
 [c] wolves [d] goats
2. What do you mean by comrade? [a]
 [a] Companion (b) enemy
 [c] friend [d] relative
3. What is hard to say? [d]
 [a] her mind (b) Her attitude to life
 [c] her interest [d] her relation with him
4. Who is the youngest boy of Gosains? [a]
 [a] Pratap (b) one of Subha's relatives
 [c] one of Subha's cousins [d] the narrator

5. What did his parents leave out [c]

[a] his existence

(b) his schooling

[c] the hope of his ever making a living

[d] his future settlement

IV The thought of her marriage filled her parents with anxious care. People blamed them, and even talked of making them outcastes. Banikanta was well off : his family even had fish curry twice daily, and consequently he did not lack enemies. Then the women interfered, and Bani went away for a few days. Presently he returned and said; "We must go to Calcutta."

1. Why were Subha's parents filled with anxiety? [c]

[a] about her career

(b) about her future

[c] the thought of her marriage

[d] the family life of Subha's sisters

2. What was the threat of the people to Subha's parents? [a]

[a] talk of making them outcastes

(b) talk of killing them

[c] talk of driving away from village

[d] talk of destroying their house

3. What was the financial status of Banikantha? [c]

[a] a middle class man

(b) a poor man

[c] well-off

[d] a man of higher middle class

4. What does 'had fish-curry twice daily' indicate? [a]

[a] being well-off

(b) suffering from poverty

[c] miserliness

[d] leading a miserable life

5. What did Banikatha say to the members of his family after his return? [d]

[a] they should stay in the village

(b) he found a bridegroom

[c] they should not seek a husband for Subha

[d] they must go to Calcutta

V. The almanac was consulted, and the marriage took place on an auspicious day. Having delivered their dumb girl into another's hands, Subha's parents returned home. Thank God! Their caste in this world and their safety in the next were assured! The bridegroom's work lay in the west, and shortly after their marriage, he took his wife thither.

1. What do you mean by almanac? [a]

[a] a calendar of astronomical data

(b) an event in the solar system

[c] a science of astronomy

[d] the sun god

2. When did the marriage take place? [c]

[a] on a Sunday

(b) on a festival day

[c] on an auspicious day

[d] on an appointed day

3. Who is 'delivered into another's hands'? [a]

[a] the dumb girl

(b) a friend of Subha

[c] one of the daughters of Banikantha

[d] one of the village girls

4. What was assured to Subha's parents?
[a] property (b) security
[c] happy life [d] their caste in this world and safety in the other world
5. When did the bridegroom take his wife to the place where he was working? [b]
[a] on an auspicious day (b) shortly after the marriage
[c] immediately after the marriage [d] the next day after the marriage

21.6 Possible questions

1. Consider 'Subha' as the dramatization of the basic human need for love and friendship.
2. "In her silent heart there sounded an endless, voiceless weeping which only the Searcher of Hearts could hear". Trace the sequence of events that led to this comment.

Mr. D. Somasundara Rao

LESSON - 22

DIAMOND RICE

- Ranga Rao

STRUCTURE

- 22.0 Introduction
- 22.1 Objectives
- 22.2 Summary
- 22.3 Glossary
- 22.4 Comprehension Passages
- 22.5 Objective type questions
- 22.6 Possible questions

22.0 Introduction

Ranga Rao, a popular story-writer, scholar and critic, is currently teaching at Venkateswara College, New Delhi. He is proficient in Telugu and has a good reputation as a translator. His fiction is permeated by middle-class ethos, sympathetic grasp of the element of incongruity in the human character. As a writer, his chief appeal to his readers seems to lie in his delicate handling of the most intense of all human needs – the need for abiding emotional bonds.

The story “Diamond Rice” describes the downfall (nemesis) of a rich over confident and worldly-wise grain merchant who is notorious for the deliberate adulteration he practices of the rice sold in his shop. This story, besides revealing the redemptive side in the merchant's nature, like his generous donation to the temple and genuine love for little children, is a comment on the general corruption that seems to have taken hold of all traders. The readers are left to ponder on the injustice of a system that punishes one firmly for corruption while allowing others to go unpunished for the same crime.

22.1 Objectives:

After studying the unit you will be able to:

1. realize how third person point of view is used in a short story.
2. understand the story as a mild satire on society and human foibles.
3. have a glimpse into the two sides of the merchant's personality – generosity and dishonesty.
4. Know that some people rarely give donations, without laying down conditions.

22.2 Summary:

The New Temple Construction Committee of six men was formed to raise funds for the construction of the temple. The committee contained a lawyer, a doctor, three petty businessmen and a Sanskrit pandit. The committee was about to meet the big merchant for a donation. Sumitra, the six year old granddaughter of

the pandit, appealed to him to take her with them. The pandit could not deny her request. The lawyer, who had no children, felt that it was like going to attend a sacred ceremony with a cat in your arms.

Merchant Kondaiah was the most prosperous man of the town. He was the owner of Lakshmi Rice supplies. He was a pious man too. When the committee entered his office, his eyes fell on the two pig-tails of Sumitra. Sumitra reminded him of his own grandchildren who had gone on a brief visit to their mother's people. He greeted Sumitra with a warm and cheerful smile. He joked about her missing teeth. He asked his servant to fetch her some sweets and buttermilk.

The members of the committee, after finishing their eating and drinking coffee, explained the matter to Kondaiah. On his enquiry of the collected money, the pandit told him that it was thirty thousand, twenty thousand in cash and the remaining on paper. Kondaiah felt happy when he heard that the collected money was deposited in the Mercantile Bank in which the merchant was a partner.

Kondaiah asked them how much amount they needed. The lawyer said that the present estimation was one lakh. Kondaiah promised that he would contribute the rest of the amount. While they were talking, Kondaiah received a phone call. He said that he had all varieties of rice and he would send the samples through his clerk. After the phone call he collected rice in small packets and mixed the rice with little transparent stones. Sumitra was surprised for the rice no longer looked pretty. He gave instructions to the clerk and sent him to his brother-in-law with the samples.

After finishing this business he said that he would contribute the rest of the amount with a condition. The wedding hall in the temple should be named after his mother. The committee accepted it. He patted Sumitra. He told them that his clerk would prepare the cheque and asked them to come on the following Sunday for further discussion.

Sumitra was taking her evening meal. Her grandfather joined her later. He found small and transparent stones in his food. He asked his daughter-in-law whether she had bought rice from Kondaiah's shop. She misunderstood him and thought that the rice was still bad. The Pandit told her that Kondaiah was trapped and arrested for adulterating rice with fine semi-transparent stones. She pitied Kondaiah. She said that she had bought the rice from his rival, the Diamond Mills. Thus, corruption is common to all the traders.

22.3 Glossary:

denied	=	refused
prosperous	=	successful and well-to-do
irresistible	=	impossible to resist
camaraderie	=	light-hearted rapport among friends.
acute	=	severe, serious enough to cause concern
predict	=	foretell
piously	=	god-fearing
inclined	=	wanting to behave in a particular way
caustically	=	bitingly
ushered	=	led into the room and introduced
decisively	=	showing the ability to decide quickly
swarming	=	crowding around
solemn	=	serious and grave

din	=	a continuous loud unpleasant noise
conceded	=	to admit that something is true
giggled	=	to laugh lightly in a nervous or silly way
torrid	=	very hot and dry
consistency	=	the quality of always being the same
patronized	=	encouraged or supported
vermilion	=	bright red powder.
sneaky	=	mean-spirited person
exuberance	=	overflowing with joy
toppling	=	to become unsteady and then fall over, overthrow
scowled	=	to look at someone in an angry way
effusive	=	unrestrained
delegates	=	person(s) authorized to act as representatives for others
significantly	=	meaningful and important
novice	=	a person new at the job and untrained
deluded	=	led to hold a false belief
tacit	=	not spoken; implied
tuft	=	cluster of strands of hair
meditated	=	to empty your mind of thoughts and feelings in order to relax completely
morsel	=	a small piece of food
perspiration	=	liquid that appears on your skin when you are hot
reined	=	put a hold on
vindication	=	reestablishing the true worth of a thing after clearing suspicions and doubts
flints	=	a type of smooth hard stones
adulterating	=	to make impure or lower the quality by adding improper ingredients
rivals	=	person that competes with another

22.4 Comprehension passages:

I

She wouldn't be denied the excitement of joining the town's elders about to call on the most prosperous elder of them all. Sumitra, looked up at her grandfather and gave him an irresistible smile. The little girl was gap-toothed, and that made it all the more difficult for the old man to resist her appeal: And there was the camaraderie, besides; though one was six and the other nearly fifty-six, they both belonged to the same age group.

1. What was Sumitra's excitement?
2. What did Sumitra do, looking up at her grandfather?
3. What was the difficult task for the old man?
4. Who were 'six and nearly fifty six'?
5. Where were the town's elders going?

Answers:

1. Joining the town's elders
2. An irresistible smile

3. To resist her appeal to join the town's elders.
4. Sumitra was six years old and her grandfather was fifty-six.
5. They were going to meet the most prosperous elder man of the town.

II The merchant Kondaiah was a pious man; the mark of Vishnu was freshly and neatly painted on his forehead; and he had a heavy gold ring on with some God's image on it; the heavy gold bracelet on his right wrist recalled to Sumitra the dreadful story of the Brahmin and the Trapping Tiger (the terrible tiger had swallowed up the greedy Brahmin, mud and all).

1. What type of man was Kondaiah?
2. What could be seen on Kondaiah's forehead?
3. What did his gold ring bear?
4. What did Sumitra recall when she saw Kondaiah's bracelet?
5. What is the synonym of dreadful?

Answers:

1. Kondaiah was a pious man
2. The mark of Vishnu was freshly and neatly painted on the forehead.
3. Some god's image.
4. The dreadful story of the Brahmin and the trapping tiger.
5. fearful.

III "How much have you collected?" the merchant asked. The committee members turned to the teacher the pandit accountant knew his figures by now; but when you deal with a big man, it would not do to appear off-hand. He opened the notebook (which Sumitra recognized as the unclaimed half-used exercise book of a former pupil of her grandfather's) and thumbed briskly through the pages.

1. What did the merchant ask?
2. What did the committee members do?
3. Why did they turn to the teacher?
4. Who was the big man?
5. What did Sumitra recognize?

Answers:

1. Kondaiah asked the elders how much they had collected so far.
2. The members turned towards the teacher.
3. To answer the question of the merchant.
4. The big man was Kondaiah, the merchant.
5. Sumitra recognized that the unclaimed half-used exercise book belonged to her grandfather's former student.

IV An assistant had come from the interior of the house, at the first ring of the phone, he carried a tray spread with small squares of plain paper to receive rice samples. The merchant picked up a little rice from each of several open tin drums, each a foot high and within easy reach of his chair; the girl could see they were all filled to the brim with nice-looking rice, each with rice of a different variety, short and white, long and white grains and so on.

1. When did the assistant come from the interior house?
2. Why did he bring small squares of plain paper?
3. What did the open tin drums contain?
4. Where were the tin drums?
5. What did the girl see?

Answers:

1. At the first ring of the phone.
2. To receive rice samples
3. The drums contained rice.
4. The tin drums were within the reach of Kondaiah's chair.
5. Sumitra saw the tin drums, which were filled with nice-looking rice to the brim.

- V "You see, merchant Kondaiah was arrested in the afternoon for adulterating rice with fine semi-transparent stones. They say it was a trap."
 "Oh, poor Kondaiah!" said the young woman.
 "Of course, he said his promise to the temple stands. And then commonsense is connections."
 "Oh, poor Kondaiah!" repeated Sumitra's mother. "But I didn't get this rice from their place. I got this stuff from their rivals, the Diamond Mills."

1. Who was arrested in the afternoon?
2. Why was he arrested?
3. What was the trap?
4. Who was the young woman?
5. What promise did Kondaiah make?

Answers:

1. The merchant Kondaiah
2. He was arrested for adulterating rice.
3. Getting samples of adulterated rice with semi-transparent stones.
4. The pandit's daughter-in-law.
5. He promised to give donation for the new temple construction.

22.5 Objective type questions:

- I But the moment the visitors entered, the merchant noticed Sumitra's two pig-tails done neatly in cotton rag ribbons and he remembered his own grand-children; they had gone on a brief visit to their mother's people, they had been gone two whole days and he now felt so lonely without them swarming about the house and raising a din that he had sent a man that morning expressly to fetch them back.

1. Who were the visitors?

(a) the elders of town
 (c) some customers

(b) the pandit and his grand daughter
 (d) the merchant's relatives

[a]

2. What did the merchant notice?

[c]

- (a) the rice
(c) Sumitra's pig tails
- (b) the members of the committee
(d) Sumitra's dress

3. What did the merchant remember? [d]
 (a) his promise
 (b) the temple construction
 (c) Sumitra's words
 (d) his own grandchildren
4. Where did the merchant's grandchildren go? [b]
 (a) to the temple
 (b) to their mother's people
 (c) to the school
 (d) to the market
5. What did the merchant feel? [a]
 (a) loneliness
 (b) comforted
 (c) irritated
 (d) angered

II "Don't press anybody for cash contributions now. You have twenty thousand; you need thirty thousand more. Or more, it could be more. I shall give all the money you need for the construction of the temple, a permanent hall for temple weddings, but..."

1. What was the advice of the speaker? [d]
 (a) to get contributions from others
 (b) to contribute themselves
 (c) to collect donations from all people
 (d) not to press anybody for cash contributions
2. How much did they have at hand? [c]
 (a) one lakh rupees
 (b) five lakhs
 (c) twenty thousand
 (d) not even a single rupee
3. How much more did they need? [a]
 (a) thirty thousand
 (b) five thousand
 (c) fifty thousand
 (d) twenty thousand
4. What promise did the speaker give? [d]
 (a) He would supply cement
 (b) He would give partial amount
 (c) He would give iron and cement
 (d) He would give all the money necessary
5. Who is the speaker of this passage? [a]
 (a) the merchant
 (b) the pandit
 (c) the lawyer
 (d) the doctor

III Sumitra knew what the assistant would do now; he would fold the paper bits into little packets of rice, like the little packets of vermilion all women, excepting widows, received on auspicious functions. But to her surprise, the merchant bent a little backwards and stopped and picked up a fistful of something from another drum behind his chair and showered whatever it was on each little mound of rice and the clerk ran his fingers through the rice, toppling the tiny mounds and ploughing them with his finger tips.

1. What did Sumitra know? [b]
 (a) What the merchant would do (b) What the assistant would do
 (c) What her grandfather would do (d) What the committee would do
2. What would the packets contain? [c]
 (a) Vermilion (b) turmeric
 (c) rice (d) money
3. What would all women receive on auspicious functions? [d]
 (a) Money (b) blessings of the goddesses
 (c) scolding of husbands (d) packets of vermilion
4. What did the merchant pick up? [a]
 (a) tiny-transparent stones (b) ash
 (c) gems (d) gold
5. Where did he shower them? [b]
 (a) on food (b) on the little mounds of rice
 (c) on Sumitra (d) on Sumitra's head
- IV Sumitra had been picking at her evening meal for sometime before her grandfather returned home. He washed and meditated and meditated, for too long today, and then joined Sumitra sitting cross-legged on the mud floor for the meal.
1. What had Sumitra been doing for sometime? [d]
 (a) spent time with her mother
 (b) played games
 (c) picked up quarrel with her friend
 (d) picking at her evening meal
2. When did she do it? [a]
 (a) before her grandfather returned home
 (b) before going to bed
 (c) before doing her homework
 (d) before playing games
3. Who was her grandfather? [c]
 (a) the merchant (b) the oil dealer
 (c) the pandit (d) the doctor
4. What did her grandfather do 'for too long today'? [b]
 (a) spent in washing (b) meditated
 (c) talked to Sumitra (d) talked to his daughter-in-law
5. Why did Sumitra's grandfather sit on the mud floor? [a]
 (a) for the meal (b) for writing accounts
 © for preparing notes for the class (d) for meditation

V "Poor grandfather," said Sumitra, her mirth fading, as the old man gestured her to be quiet and rose and left stealthily to rinse his mouth before making another attempt at the meal "plant them in the backyard soil," she whispered helpfully."

1. What is Sumitra's comment on her grandfather? [b]
 (a) poor fellow (b) poor grandfather
 (c) philosopher (d) pious grandfather
2. What did the old man gesture? [c]
 (a) not to be naughty (b) not to be idiotic
 (c) to be quiet (d) to be inactive
3. Why did Sumitra's grandfather rise and leave the room? [d]
 (a) to wash his hands (b) to spit out
 (c) to bring something for her (d) to rinse his mouth
4. What did she whisper helpfully? [a]
 (a) "plant them in the back-yard soil"
 (b) "plant them in the back-yard"
 (c) "plant them in the shade of the tree"
 (d) "plant them in the field"
5. What do you mean by 'them' in the phrase "plant them"? [d]
 (a) stones (b) seeds
 (c) plants (d) teeth

22.6 Possible questions

1. Attempt an evaluation of the grain merchant's character.
2. Consider "Diamond Rice" as a mild satire on society and on human foibles.

Mr. D. Somasundara Rao

LESSON – 23

THE ONLY AMERICAN FROM OUR VILLAGE

- Arun Joshi

STRUCTURE

- 23.0 Introduction
- 23.1 Objectives
- 23.2 Summary
- 23.3 Glossary
- 23.4 Comprehension Passages
- 23.5 Objective type questions
- 23.6 Possible questions

23.0 Introduction:

Arun Joshi is a popular Indo-Anglian novelist and short-story writer. He is rightly considered a pioneer in psychological realism. But he never gave predominant importance to the mapping of the inscape of the mind. His primary interest was a study of existential problems. Winner of the Sahitya Akademi Award, Arun Joshi had published five novels and a collection of short stories (*The Survivor*) before his literary career came to an abrupt end by his untimely death. His remarkable experiments in narrative technique reveal the impact of the writers like Camus, the French writer. His novels are *The Foreigner*, *The Strange Case of Billy Biswas*, *The Apprentices*, *The Last Labyrinth* and *The City and the River*. A certain awareness of man's rootlessness and the consequential loneliness and anxiety is the keynote of Arun Joshi's unique vision of the predicament of the modern man. He is hailed for holding a mirror to the subtleties and complexities of contemporary Indian life.

In this story "The Only American From Our Village", Arun Joshi offers us a glimpse of the obverse side of the American Dream. He narrates the typical success story of Indian intellectuals earning name and fame in the United States of America. However, the grim reality is that many such Indians, busy in making a name for themselves, often have no time for their poor parents back home. Even a father's death is not significant enough to bring them to India.

23.1 Objectives :

After studying the lesson you will be able to:

1. understand the negative influence of America, the fabled land of success, on immigrants.
2. see that parents feel proud of their children's achievement but are forced to justify to themselves their neglect of the parents.
3. Know that self - judgment makes people realize their mistakes; if the feelings are suppressed they become psychic.

4. realize the callous disregard shown by children doing well abroad towards their parents in their old age and infirmity.

23.2 Summary:

Dr. Khanna was the most outstanding immigrant physicist at the University of Wisconsin, America. Once he made a four-week visit to India with his wife, Joanne and their two sons. They were well received in India. Dr. Khanna addressed a conference and inaugurated three well-attended seminars. He even met the President and the Prime Minister of India.

Dr. Khanna went to his native town. His wife and sons were worshipped by the relatives. On the last week Mrs. Khanna and the children went off on a sight-seeing tour. Dr. Khanna delivered his final talk at a college in his former home town. The talk went well. He was introduced to the audience in glorious terms. The audience bid him a humble farewell. When all the people went away, an old man came and insisted on shaking Dr. Khanna's hands. He introduced himself as 'ashtamp farosh', the stamp vendor. The Principal told Dr. Khanna that he was Radhey Mohan, who sold court papers in front of the District Court.

Radhey Mohan told Dr. Khanna that he came to see him from the village and that he was his father's close friend. He also said that Kundan Lal, Dr. Khanna's father and Radhey Mohan used to sit on the same bench. He carved their names on the desk and they could be found even that day. He said that Kundan Lal was the best student and therefore his name was on the Honours Board. But Radhey Mohan failed matriculation. Kundan Lal stood third among forty thousand students. Though Dr. Khanna's father wanted to do some job due to poverty, his mother forced him to go to college. He went to Lahore and studied on scholarship. Kundan Lal joined in some job after his studies and Radhey Mohan did not see him for twenty years.

Radhey Mohan told Dr. Khanna that his father came to live in the village after retirement. He said that he was happy and proud of his son's achievement. He used to say that his son would be a big government man. He also told Radhey Mohan that his son would come soon. But he did not. When he came to know that his son got married he was quiet for many months. Later he told Radhey Mohan that his son was the only American from their village and it was an honour for it.

Kundan Lal and Radhey Mohan used to go for walks. During their walking he talked only of his son. On one of their walks Radhey Mohan told Kundan Lal that his son's achievements had nothing to do with others. He was very angry and avoided the company of walkers. One day Kundan Lal told Radhey Mohan that he was expecting a ticket from his son to visit America. Very soon the whole village came to know about it. Radhey Mohan suddenly asked Dr. Khanna whether he had sent a ticket to his father. Dr. Khanna said that he had no money.

On hearing it, Radhey Mohan told Dr. Khanna how his father studied with limited clothes and on scholarships. He went to school without shoes, particularly in the month of May, he suffered a lot from walking on the boiling sand of the 'Cho'. He did it for ten years. Radhey Mohan took a short break and continued the story.

Radhey Mohan further said that Kundan Lal became ill. His daughter came to see him. He requested Radhey Mohan to write to his son. Radhey Mohan sent a telegram by spending a hundred rupees. But Dr. Khanna wrote only a letter stating that he had to attend a conference. Kundan Lal told Radhey Mohan that his son might have been busy. He asked Radhey Mohan to take him to the school. They went to school in a

rickshaw. He went to the desk where their names were carved. He also went to the Honours Board and had a look at his name. On their return journey when they came to the 'Cho,' there was sudden change in Kundan Lal. He looked mad. He walked on the boiling sand for half a mile in spite of Radhey Mohan's warning. He got fever by the evening and died the next morning. Dr. Khanna heard the tragic death of his father and shrank in pain. He apologized to Radhey Mohan for what had happened.

Dr. Khanna's family boarded the plane to Chicago at the weekend. His wife noticed that Dr. Khanna was staring at his feet all the time. When they met the psychiatrist, Dr. Khanna confided that he had spells of great burning in his feet. There was no output of research work from Dr. Khanna since he returned to America. He used to say that he was cursed. Thus, Dr. Khanna would be known as the man who did nothing but staring at his feet.

23.3. Glossary:

immigrant	=	one leaving the native land to settle down elsewhere
physicist	=	a specialist in physics
ashtamp farosh	=	a stamp vendor
cataract	=	disease of the eyes causing partial or total blindness
encounter	=	meeting, clash
profusely	=	lavish, extravagant
shuffling	=	move with scraping
embarrassed	=	make or feel awkward or shamed
glint	=	flash
smouldering	=	burning slowly emitting smoke
arthritis	=	inflammation of joints
fidgedet	=	moved about in a nervous manner
wincd	=	shrank in pain
confided	=	tell same secret or private problem to someone

23.4 Comprehension passages:

I The four week trip was a success by all accounts. He was received by an official of the Council of Scientific Research. He addressed a conference on Inter-Planetary radiation and inaugurated three well-attended seminars. He met the President and the Prime Minister. He was offered many jobs, each of which he politely declined.

1. What is said about Dr. Khanna's four-week trip?
2. Who received Dr. Khanna?
3. What did Dr. Khanna do after coming to India?
4. Whom did Dr. Khanna meet?
5. What did Dr. Khanna politely decline?

Answers:

1. It has become a success.
2. An officer of the Council of Scientific Research.
3. He addressed a conference and inaugurated three seminars.
4. The President and the Prime Minister of India.

5. Jobs in India

II. "He was a good student, the best. I sat at the same desk, so I knew. I carved my name on my side of the desk. Your father did not want to spoil the wood so I carved his name on his side. Before he died we went and looked for the desk and, believe me, it was still there. So were the names. It was very strange. I had not expected the names to be there. Your father's name is on the Honours Board, too. Mine is not there, because I failed in matriculation.

1. Who was a good student
2. What did Radhey Mohan carve on the desk?
3. When did the two friends go to see their names?
4. What was strange?
5. Whose name could be found on the Honours Board?

Answers:

1. Dr. Khanna's father, Kundan Lal.
2. Radhey Mohan carved his name and Kundan Lal's name.
3. Before Kundan Lal's death.
4. To find the two carved names after many years.
5. The name of Kundan Lal.

III. The ashtamp farosh paused. He seemed to have lost the thread of his thoughts. Then he started again. "After his retirement he had a shave every other day. We used to go together, to the same barber. He would have his shave first because he did not like to wait. But he had to wait anyway while I had my shave.

1. Who was the 'ashtamp farosh'?
2. What did he seem to have lost?
3. Whose retirement was referred to in this passage?
4. Where did they used to go together?
5. Why did Kundan Lal insist his shave to be taken first.

Answers:

1. Radhey Mohan
2. The thread of his thoughts
3. The retirement of kundan Lal
4. They used to go together to the same barber.
5. Because Kundan Lal did not like to wait.

IV. We went to school together and came back together. Between the school and our village is the 'Cho'. Do you remember the 'Cho'? It runs in the rains. Nine months it is dry. In summer the sand gets very hot. Have you seen how they roast corn in hot sand. You could roast corn in the 'Cho'.

1. Who went to school together?
2. Where is 'Cho' located?

3. What do you mean by 'Cho'?
4. What is said about 'Cho' in summer?
5. What can be roasted in 'Cho' in summer?

Answers:

1. Kundan Lal and Radhey Mohan.
2. Between school and the village.
3. A stretch of hot fiery sand or a dried river bed.
4. It gets very hot
5. Corn can be roasted in the 'Cho' in summer.

V. The week-end Dr. Khanna and family boarded a plane for Chicago. At Chicago they changed planes. As the plane for Madison got aloft Mrs. Joanne Khanna was heard to say to her husband, "What's the matter, darling you keep staring at your feet. I have been watching you for the last two days and you've done nothing but stare at your feet".

1. Who boarded the plane to Chicago?
2. Who are the members of Dr. Khanna's family?
3. Where did they change planes?
4. What did Mrs. Joanne Khanna notice in her husband?
5. For how many days did she notice the change in Dr. Khanna?

Answers:

1. Dr. Khanna and his family
2. Dr. Khanna, his wife and their two sons
3. At Chicago
4. He was staring at his feet.
5. For two days.

23.5 Objective type questions:

I His wife and children were worshipped by his relatives whom they had never met before and for whom they had brought Gillette razors, pop records and a mass of one-dollar neck-ties. The records and the neck-ties were unusable because the relatives had neither record players nor suits, but the razors were greatly prized, especially by the women who saved them for their teenaged sons.

1. Who were worshipped? [b]

a) Dr. Khanna's wife and children	b) Dr. Khanna's family
c) Mrs. Joanne	d) Khanna's sons.
2. Who worshipped them? [c]

a) Indians	b) Americans
b) Mr. Khanna's relatives	d) Radhey Mohan's Family
3. Why were the members of Dr. Khanna's family worshipped? [b]

a) Because they were foreigners.	
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- b) Because they came from America.
- c) Because they brought gifts.
- d) Because they were strangers.

4. What were unusable? [c]

- a) Gillette Razors
- b) American blades
- c) records and the neck-ties
- d) all the gifts

5. What were saved for the teenaged sons? [a]

- a) razors
- b) neck-ties
- c) blades
- d) perfumes

II "Yes", the old man replied, "I am the ashtamp farosh of the town. I knew your father. I am very happy to see you. I came here only to see you because I am only an ashtamp farosh and do not understand such matters. Nor do my sons because they are not even matriculates.

1. Who was the old man? [a]

- a) Radhey Mohan
- b) the Principal
- c) Dr. Khanna
- d) Kundan Lal

2. What do you mean by 'ashtamp farosh'? [d]

- a) stamp maker
- b) stamp printer
- c) stamp collector
- d) stamp vendor

3. "I knew your father" – Whose father was he? [b]

- a) Radhey Mohan's father
- b) Dr. Khanna's father
- c) the Principal's father
- d) Mrs. Jonne's father

4. What do you mean by 'such matters'? [a]

- a) Dr. Khanna's lectures on Physics
- b) His talk with the principal
- c) His talk with students
- d) His talk with Indian scientists

5. What are the qualifications of Radhey Mohan's sons? [b]

- a) no qualifications
- b) not even matriculate
- c) degree holders
- d) postgraduates

III I saw him when his mother died. He cried a lot. Then he locked up the old house and went away. I did not see much of him for twenty years. Only once or twice when he brought you and your sisters to see the village.

1. When did Radhey Mohan see Kundan Lal? [d]

- a) When Kundan Lal in college
- b) When Kundan Lal at school
- c) When Kundan Lal's father died
- d) When Kundan Lal's mother died

2. What did Kundan Lal do at his mother's death? [a]

- a) he cried a lot
- b) he attended a seminar
- c) he went on a tour
- d) he sent a telegram to his father

2. What was sent to Dr. Khanna? [c]
a) a letter
b) a message
c) a telegram
d) a ticket
3. How did Dr. Khanna reply? [d]
a) by phone
b) by telegram
c) through a messenger
d) by a letter
4. What is the message of Dr. Khanna's reply? [a]
a) he had a conference
b) he was busy with his research
c) his wife was ill
d) he had to meet the President of America
5. What answer did Kundan Lal give to Radhey Mohan? [b]
a) He must be away from the city
b) he must be busy
c) he must be doing research
d) he might have boarded the plane to visit his father

23.6. Possible questions

1. Describe the events that led to Khanna's becoming known as "the man who does nothing but stare at his feet".
2. Comment on Arun Joshi's handling of the American Dream of success.

Mr. D. Somasundara Rao

LESSON - 24

LUCK

- Mark Twain

STRUCTURE

- 24.0 Introduction
- 24.1 Objectives
- 24.2 Summary
- 24.3 Glossary
- 24.4 Comprehension Passages
- 24.5 Objective type questions
- 24.6 Possible questions

24.0 Introduction

Mark Twain was the pen name of Samuel Langhorne Clemens. He was born in Florida. He worked as an apprentice to a printer and a pilot of the river boats. Later he also worked as newspaper reporter for some time. He won literary fame with the publication of *The Adventures of Tom Sawyer*, *The Prince and the Pauper*, *Huckleberry Finn* and a number of humorous short-stories and feature articles. Mark Twain is chiefly remembered for his comic and sympathetic portrayal of the little imperfections in human nature and his espousal of social justice.

"Luck" is a mildly satirical story of the undeserved promotion of somebody who is actually a stupid person. Sheer luck and coincidence turned the idiotic blunders in his military career into victories so that very soon this young man became a great General.

24.1 Objectives

After studying the unit you will be able to:

1. understand how sheer luck made an absolute fool assume the role of a genius.
2. know how luck can make a series of blunders appear to be brilliant strategies.
3. understand the significance of the satirical element in the story.

24.2 Summary:

A banquet took place in London in honour of Lieu tenant General Lord Arthur Scoresby. The Crimean war made him very popular and people looked at him as a demi-god. Mark Twain, the narrator, sat beside a clergyman, who was his old friend. The clergyman spent half of his life in the camp and field as instructor in the military school at Woolwich. Mark Twain was praising the achievements of Scoresby. The clergyman, confidentially, indicating the hero of the banquet said: "Privately, he's an absolute fool".

This judgement was a great surprise to the narrator. He would have not believed such words if they were from the mouth of any one of his friends. But the clergyman was a man of respect and his judgement of men was good. Therefore, the narrator wanted to find out how he had discovered the secret.

One day he had the opportunity of meeting the Reverend. He told the narrator all about Scoresby. Some fifty years ago the Clergyman was an instructor in the military academy at Woolwich. Scoresby was one of the students undergoing his preliminary examination. His questions were well answered by all the students except Scoresby. He was good and lovable. But his answers were stupid. The clergyman pitied him. He drilled into him a certain line of stock questions. Scoresby went through with flying colours and got compliments. Luck favoured him. The clergyman stood by him like a mother who felt for a crippled child throughout the course.

The last examination was mathematics. The clergyman thought that Scoresby would be doomed in mathematics. Again he drilled him the line of questions which the examiners would be mostly likely to use. Scoresby did well even in mathematics and he got the first prize. Though the clergyman did everything purely through charity only to ease the poor youth's fall, his conscience tortured him day and night. He was guilty on hearing about the glittering promotions and responsibilities for a wooden-headed fellow when there were worthy men.

The Crimean War broke out. Scoresby became the captain in a marching regiment. Better men grew old and gray in the service before getting such a great rank. But it was given to an ass due to sheer luck. As Scoresby was stupid, the country would be at loss in the war. Therefore, the clergyman decided to protect the country against him. It was unfortunate to see the youth mistaking his idiotic blunders for genius. Every fresh blunder of Scoresby brought him reputation. Therefore, the clergyman thought that Scoresby would definitely fall like the sun from the sky.

Scoresby went up from grade to grade in the passage of time over the dead bodies of his superiors. He became a colonel. The battle was awfully hot. Their regiment occupied the vital position. A blunder would lead to total destruction. At this crucial moment the immortal fool, Scoresby, detached the regiment and ordered his men to go to the neighbouring hill. The clergyman thought that it was an end for Scoresby.

When the regiment climbed the hill they found an entire and unsuspecting Russian Army in reserve. In general, in a majority of the cases, the British army would have been defeated by the enemy. But it did not take place. The Russians thought that no single regiment would come there at such a time. They also thought that their game was detected and blocked. So they turned tail. The English army chased them. Within no time the entire Russian army was swept off and the English got a splendid Victory. Marshal Canrobert, after hearing the victory of Scoresby, in great admiration, sent for him. He hugged him and decorated him in the presence of all the armies.

In fact, Scoresby made a blunder, he was asked to support the right wing. He mistook the orders and went over the hill to the left. The result, victory fell on him. This glory would never fade while history books last. Though the whole of Scoresby's military life was full of blunders, luck favoured him and clothed him in domestic and foreign decorations. Thus, Scoresby, though an absolute fool, with all his blunders, became a shining soldier in all the English wars for a generation due to sheer luck.

24.3 Glossary:

banquet	:	a ceremonial dinner
conspicuously	:	prominently
generation	:	group of individuals holding the same attitudes towards men and matters
withhold	:	hold back
K.C.B.	:	title conferred by the Knight Commander of the Order of the Bath
renowned	:	reputed, well-known
zenith	:	peak
Crimean battlefield	:	war with Russia launched by England, France and Turkey during 1854-56
demi-god	:	minor deity
gravity	:	seriousness
glimmered	:	a light that is not very bright
astonishment	:	surprise
welling	:	springing
countenance	:	face
Woolwich	:	East London
verdict	:	judgement
Napoleon	:	a French conqueror
Socrates	:	a Greek philosopher
Solomon	:	a wise king of Jews, son of King David
veracity	:	truthfulness
touched to the quick	:	wounded deeply
solitary	:	spending a lot of time alone
Reverend	:	a title of respect used before the name of a minister of the Christian Church
veritably	:	truly
galley-slave	:	slave working in a ship that moves with oars; a person forced to do tedious jobs
flying-colours	:	emerging successfully
cram	:	stuff; prepare hastily for examination
stupefying	:	dulling the senses
sentiment	:	deep feeling
consternation	:	shock
ovation	:	applause
charity	:	a kind of sympathetic attitude you have when judging
preposterous	:	absurd
Frankenstein	:	the scientist who designed and gave life to a monster that destroys him
prodigious	:	great
inadequate	:	insufficient; not good enough
cornet	:	formerly a British cavalry officer of the lowest rank, who carried his troops flag
repose	:	rest

apprehension	:	fear
consequently	:	happening as a result of a peculiar event
rave	:	to take in an uncontrolled way
vital	:	extremely important
lustre	:	brilliance
Sheol	:	place of the dead
browsing around	:	inspecting at leisure
sly	:	cunning
turned tail	:	ran away from a threat
regiment	:	a large military group consisting of several battalions
peil-mell	:	in pamic; disorderly
rout	:	total defeat
phenomenal	:	extraordinary
littered	:	scattered about
baronet	:	a little below the rank of a baron

24.4 Comprehension Passages:

I The clergyman at my left was an old acquaintance of mine – clergyman now, but had spent the first half of his life in the camp and field and as an instructor in the military school at Woolwich. Just at the moment I have been talking about, a veiled and singular light glimmered in his eyes and he leaned down and muttered confidentially to me — indicating the hero of the banquet with the gesture. ‘Privately — he’s an absolute fool’.

1. Who sat at the left of the narrator?
2. Where did the clergyman spend the first half of his life?
3. What job did he take up?
4. What did the narrator see in the eyes of the clergyman?
5. What did the clergyman say about the hero of the banquet?

Answers:

1. The clergyman sat at his left.
2. The clergyman spent half of his life in the camp and field
3. An instructor in the military school at Woolwich.
4. He saw a veiled and singular light glimmering.
5. He is an absolute fool.

II I said to myself, when he comes to be examined again he will be flung over, of course, so it will be simply a harmless act of charity to ease his fall as much as I can. I took him aside and found that he knew a little of Caesar’s history, and as he didn’t know anything else, I went to work and drilled him like a galley-slave on a certain line of stock questions concerning Caesar which I knew would be used.

1. What did the clergyman say of Scoresby?
2. What is a ‘harmless act of charity’?
3. What did the clergyman find from Scoresby?
4. How did he drill Scoresby?

5. What did the clergyman drill him about?

Answers:

1. When Scoresby comes to be examined again he will be flung over.
2. To ease the fall of Scoresby as much as he can.
3. Scoresby knew a little of Caesar
4. He drilled him like a galley-slave.
5. A line of stock questions concerning Caesar.

III. Sleep? There was no more sleep for me for a week. My conscience tortured me day and night. What I had done purely through Charity, and only to ease the poor youth's fall. I never had dreamed of any such preposterous results as the thing that had happened. I felt as guilty and miserable as Frankenstein.

1. How many days did he not sleep?
2. What tortured the clergyman day and night?
3. Why did the clergyman help Scoresby in his studies?
4. Who is the 'Poor Youth'?
5. How did the clergyman feel?

Answers:

1. He did not sleep for about a week.
2. His conscience
3. Because of Charity and only to ease the poor youth's fall.
4. The poor youth is Scoresby.
5. The clergyman felt as guilty and miserable as Frankenstein.

IV. The battle was awfully hot; the allies were steadily giving way all over the field. Our regiment occupied a position that was vital; a blunder now must be destruction. At this crucial moment, what does this immortal fool do but detach the regiment from its place and order a charge over a neighbouring hill where there wasn't a suggestion of an enemy.

1. How was the battle?
2. What position did their regiment occupy?
3. What would lead to a destruction?
4. What does the immortal fool do?
5. Who is the 'immortal fool'?

Answers:

1. It was awfully hot.
2. It occupied a vital position.
3. A blunder.
4. He detached the regiment from its place and ordered a charge over a neighbouring hill.
5. Scoresby, the in-charge of the regiment.

V. He is the supermost ass in the universe; and until half an hour ago nobody knew it but himself and me. He had been pursued, day-by-day, and year-by-year, by a most phenomenal and astonishing luckiness. He has been a shining soldier in all our wars for a generation; he has littered his whole military life with blunders.

and yet had never committed one that didn't make him knight or a baronet or a lord or something. Look at his breast; why he is just clothed in domestic and foreign decorations.

1. What is 'he' in the universe?
2. What has been pursuing Scoresby?
3. What has he been for a generation?
4. What did he do during his military life?
5. How was he clothed?

Answers:

1. He is the supermost ass.
2. A most phenomenal and astonishing luckiness.
3. He has been a shining soldier in all the English wars.
4. He committed many blunders.
5. He was clothed in domestic and foreign decorations.

24.5 Objective type questions:

- I. It was at a banquet in London in honour of one of the two or three conspicuously illustrious English military names of this generation. For reasons which will presently appear, I will withhold his real name and titles and call him Lieutenant General Lord Arthur Scoresby Y.C., K.C.B., etc., etc., etc., What fascination there is in a renowned name. There sat the man, in actual flesh, whom I had heard of so many thousands of times since the day, thirty years before, when his name shot suddenly to the zenith from a Crimean battlefield.
- 1) Where did the banquet take place? [b]
 - a) in the military camp
 - b) in London
 - c) in the war field
 - d) in Russia
 2. What do you mean by 'banquet'? [a]
 - a) a ceremonial dinner
 - b) diner at night
 - c) dinner at military camp
 - d) lunch
 - 3 What does the narrator like to withhold? [a]
 - a) his real name and titles
 - b) his real name
 - c) his titles
 - d) his honour
 4. Which is the renowned name? [d]
 - a) his pet name
 - b) the name of the clergyman
 - c) the Reverend
 - d) Lieutenant General Lord Arthur Scoresby
 5. How many times did he hear the name? [c]
 - a) several times
 - b) often
 - c) thousands of times
 - d) a few times
- II. This verdict was a great surprise to me. If its subject had been Napoleon or Socrates, or Solomon, my astonishment could not have been greater. Two things I was well aware of; that the Reverend was a man of strict veracity, and that his judgment of men was good. Therefore, I knew, beyond doubt or question, that the world was mistaken about this hero: he was a fool.

- 1) What was a great surprise to him? [a]
 a) the verdict of the clergyman
 b) the verdict of a judge
 c) the verdict of the General
 d) the verdict of Lord Arthur Scoresby
2. What is the synonym of 'verdict'? [d]
 a) protect
 b) appearance
 c) feeling
 d) judgement
- 3 What type of man was the Reverend? [b]
 a) a man of open-mindedness
 b) a man of strict veracity
 c) a man of truthfulness
 d) a man of arrogance
4. What does the narrator say about the judgement of the Reverend? [a]
 a) it is good
 b) it is bad
 c) it is surprising
 d) it is thought-provoking
5. What does the narrator say about the hero? [a]
 a) he is a fool
 b) he is a man of deception
 c) he is a man of crooked nature
 d) a wise man

III. Now, of course, the thing that would expose him and kill him at last was mathematics. I resolved to make his death as easy as I could; so I drilled him and crammed him, and crammed him and drilled him just on the line of questions which the examiners would be most likely to use, and then launched him on his fate. Well, sir, try to conceive of the result; to my consternation, he took the first prize.

1. What would kill Scoresby? [d]
 a) poison
 b) war
 c) bomb
 d) mathematics
2. What did the speaker resolve to do? [a]
 a) to make his death easy
 b) to make him commit suicide
 c) to treat him cruelly
 d) to sympathise death
3. What did the narrator drill him on? [b]
 a) all chapters
 b) on the lines of questions the examiners likely to use
 c) most important chapters
 d) few problems in each chapter.
4. Where did the narrator launch Scoresby? [c]
 a) into the space
 b) on the fall
 c) on his fate
 d) on his doom
5. What is the result of the drilling? [d]
 a) failure
 b) just pass
 c) first class
 d) first prize

IV. The Crimean war had just broken out. Of course there had to be a war, I said to myself. We couldn't have peace and give this donkey a chance to die before he is found out. I waited for the earthquake. It came.

1. What had broken out? [d]
 a) world war
 b) a war between Russia and England
 c) war with Arab countries
 d) the Crimean War

2. What could they not have? [b]
 a) sharpness
 b) peace
 c) Co-ordination
 d) communication
3. What does the narrator mean by 'donkey'? [d]
 a) an intelligent man
 b) a man of good understanding
 c) a man of skill
 d) a stupid fellow
4. Who is the 'donkey' referred to? [b]
 a) an instructor
 b) Scoresby
 c) the General
 d) the captain
5. What did the narrator wait for? [c]
 a) his doom
 b) his failure
 c) an earthquake
 d) his victory

V. But no, those Russians argued that no single regiment would come browsing around there at such a time. It must be the entire English army, and that the sly Russian game was detected and blocked; so they turned tail, and away they went, pell-mell, over the hill and down into the field, in wild confusion, and we after them; they themselves broke the solid Russian centre in the field.

1. What did the Russians argue about? [b]
 a) They expected the arrival of the English army.
 b) No single regiment would come there at that time.
 c) They should be ready to attack the enemy
 d) They should prepare even for the worst situation.
2. What was detected and blocked? [a]
 a) the Russian game
 b) the British plot
 c) the French regiment
 d) the secrecy
3. What was the result of the detection? [c]
 a) a war
 b) an attack
 c) they turned tail
 d) then turned violent
4. What do you mean by 'pell-mell'? [d]
 a) fall down
 b) turn round
 c) defeat
 d) in panic
5. What was the state of the mind of the Russians? [a]
 a) in wild confusion
 b) ready to face any situation
 c) to attack
 d) to run for life

24.6 Possible questions

1. Comment on the part played by Dame Luck in the career of Scoresby.
2. Attempt an evaluation of Scoresby's character.

Mr. D. Somasundara Rao

Lesson - 10

LONDON

- William Blake

STRUCTURE

- 10.0 Introduction**
- 10.1 Objectives**
- 10.2 The Poetic Form**
- 10.3 Summary**
- 10.4 Glossary**
- 10.5 The Text**
- 10.6 Interpretation of Stanzas**
- 10.7 Lines for Explanation**
- 10.8 Comprehension passages**
- 10.9 Objective type Questions**

10.0 Introduction :

William Blake (1757-1827) was born in London. As an artist, thinker and poet, the genius of William Blake is of the first order. From his earliest youth he was a seer of visions and a dreamer of dreams. His teeming imagination sought expression both in poetry and in drawing. In his fourteenth year he was apprenticed to James Basire, an eminent engraver, and thereafter studied at the Royal Academy. Among his chief artistic works were illustrations for Young's *Night Thoughts*, Blair's *Grave*, *Spiritual Portraits*, and his finest work, *Inventions to the Book of Job*, all distinguished by originality and imagination. In literature his *Songs of Innocence* appeared in 1789, and *Songs of Experience* in 1794. These books were literally made as well as written, poems and designs alike engraved on copper by Blake and bound by Mrs Blake. In like fashion he produced his mystical books. His earlier and shorter pieces, e.g. 'The Chimney Sweeper', 'Holy Thursday', 'The Lamb', 'The Sunflower' and 'The Tiger' have an exquisite simplicity arising from directness and intensity of feeling, sometimes tender, sometimes sublime.

Critics hail William Blake as the greatest precursor of the Romantic revival in English literature. His poetry is remarkable for its use of brilliant imagery and the force of its rhythm. His poetic energy and vitality endowed everything he touched with artistic excellence. Both in religion and politics he was a revolutionary. 'London' is one of the finest lyrics composed by William Blake. It gives us a vivid picture of the city of London with special emphasis on its seamy side. The poet, as one can see in this poem, is filled with the milk of human kindness.

10.1 Objectives :

A thorough reading of the lesson aims:

1. To give the readers a vivid picture of the city of London with special emphasis on its seamy side.
2. To sensitise the mind of the reader to the misery of the depressed and downtrodden in a city like London, in the beginning of the 19th century.

10.2 The Poetic Form - Lyric :

The Greeks defined a lyric as a song to be sung to the accompaniment of a lyre. A song is still called a lyric. A lyric is usually fairly short. It usually expresses the feelings and thoughts of a single speaker in a personal and subjective fashion. The range and variety of lyric verse is immense.

10.3 Summary :

William Blake is a visionary and a revolutionary. He is a vehement critic of the system that oppresses the poor. He loves London but hates the rules of the city corporation. He is the champion of the miserable, the poor, and the destitute, like the chimney sweeper and the harlot. The poet is wandering through the chartered street where the chartered Thames flows. As the poet looks around, he sees man in fetters and in acute distress. The rich dominate the city corporation. These corporation rules do not protect the poor. The poor are miserable. The rulers are tyrants. Their forged chains deny freedom to the common people. So the poor suffer and cry. The chimney sweepers cry over the activities of the blackening church. The church and the rich are friends. Both are wicked. Both suppress the poor.

On the other side the plight of the soldiers is no good. The soldiers are unlucky. They have to serve and fight for the king. They suffer and groan. They shed their blood but it is all in vain. Young women become harlots to earn a living. Once they are harlots they despise marriage. They do not want children. So they destroy the joys of married life. They curse the infants born to them or others. The infant, the chimney sweeper, the soldier, the harlot, each has a tale of woe to tell. London sensitises the mind of the reader to the misery of the depressed and down-trodden in a city like London in the beginning of the 19th century. The poem is simple and forceful. It is different from the neo-classical poems of the 18th century. It appeals to the emotions and is highly critical of social evils. The poem is a realization of the tragedy of human life. The poem is free of poetic conceits. The expressions in it are charged with emotion.

10.4 Glossary :

thro' : Through

Chartered street : The corporation rules in the city of London divided the city market and the Thames river into trading zones. Blake here means streets controlled by rules.

Woe : Great sorrow or distress

Ban : Prohibition-rule prohibiting the freedom of man

Mind-forged manacles : Chains made by man to deny freedom to his fellowmen. Everyone is held in these chains.

Blackening church : According to Blake, churches are cruel, they do not help the poor. Hence they too are 'blackening'.

Appalls : frightens, oppresses

Hapless : Unfortunate

Blood down the palace walls : Palaces oppressed the people and shed their blood.

Harlots : Women who have to sell themselves for a living. Naturally they curse children and weddings

Blasts : Destroys

Blights : accursed or life destroying disease.

Hearse : Coffin

10.5 The Text :

- 1 I wander thro' each charter'd street,
Near where the charter'd Thames does flow
And mark in every face I meet
Marks of weakness, marks of woe.
- 2 In every cry of every Man,
In every Infants cry of fear,
In every voice : in every ban,
The mind-forg'd manacles I hear.
- 3 How the Chimney-sweepers cry
Every black'ning Church appalls,
And the hapless Soldiers sigh,
Runs in blood down Palace walls.
- 4 But most thro' midnight streets I hear
How the youthful Harlots curse
Blasts the new-born Infants tear
And blights with plague the Marriage hearse.

10.6 Interpretation of Stanzas :

William Blake's poetry is known for its moral tone and its deep concern with values. In the poem "London" he lays bare the evils that afflicted the society of his day. While exposing the hypocrisies of his time, he pleads for a fair deal for the less fortunate sections of society. The poem articulates the agonized cry of the oppressed sections of society.

I Stanza : The poet goes through the streets of London. He goes near the place where the great Thames flows. All these places are granted absolute freedom by a royal charter. But ironically the poet finds social oppression and injustice everywhere. Every face that he comes across is marked by suffering and weakness.

II Stanza : Everywhere people are condemned to a life of drudgery and misery. Little children are forced to work hard to make profits for the rich. But their heart-rending cries are not heard by anyone.

III Stanza - Even the Churches, whose walls are blackened by their cries, are not moved by their pathetic plight. Again the unfortunate soldiers are forced to lay down their lives to protect the walls of the royal palaces. They have to fight battles at the royal bidding and spill their blood to protect the kings.

IV. Stanza - The most pathetic scene is that of the harlot who is forced to satisfy the lust of the immoral people. She curses her fate because the future of her child is blighted by the social stigma and disgrace.

10.7 Lines for Explanation :

1. In every voice : in every ban,
The mind, forged manacles I hear.

These lines are taken from the poem 'London', written by William Blake.

'London' is one of the finest lyrics composed by William Blake. It gives us a vivid picture of the city of London with special emphasis on its seamy side. The rules are like chains. They imprison the miserable and poor. The rules are framed by intelligent people. They help the rich. The chimney sweepers cry over the activities of the blackening church. The poet loves London but hates the rules of the city corporation. He criticises the cruelty of the church and the government.

2. And the hapless soldier's sigh
Runs in blood down palace walls.

These lines are taken from the poem "London", written by William Blake.

The poem "London" is simple and forceful. It is full of poetic energy. The poet has a keen eye. He observes the people who suffer. The poet is a powerful critic of men and manners. The rulers are tyrants. The soldiers are unlucky. They have to serve and fight for the king. They suffer and groan in sorrow. They shed their blood but it is all in vain. As the poet looks around he sees men in fetters and in acute distress. The soldiers have a tale of woe to tell.

3. How the youthful Harlots curse
Blasts the new-born Infants tear
And blights with plagues the Marriage hearse.

These lines are taken from the poem "London", written by William Blake.

London is one of the finest lyrics composed by Blake. It gives the readers a vivid picture of the city of London with special emphasis on its seamy side. As the poet looks around, he sees man in fetters and in

acute distress. The rulers are tyrants. They deny freedom to the common people. So the poor suffer and cry. The rich dominate the city corporation. Women become harlots to earn a living. Many poor people suffer and cry. The rich dominate the city corporation. Women become harlots to earn a living. Many girls in England do not have money or independence or means of livelihood. They turn into harlots. They suffer and in turn curse marriage and married people. They do not want children. So they destroy the joys of married life. They curse the infants born to them or others.

10.8 Comprehension passages :

1. I wander through each chartered street,

Near where the chartered Thames does flow,

And mark in every face I meet

Marks of weakness, marks of woe.

A. Who is 'I' referred to here?

Ans) The 'I' referred to here is the poet William Blake.

B. What is meant by chartered street?

Ans) Here the chartered street means streets controlled by rules.

C. What is the Thames?

Ans) The Thames is a river in London.

D. Why were the people so unhappy?

Ans) The people were unhappy because they were in fetters and acute distress.

E. Which city do these lines refer to?

Ans) These lines refer to the famous city of London.

2. In every cry of every Man,

In every Infants' cry of fear,

In every voice in every ban,

The mind- forged manacles I hear.

a) What is meant by ban?

Ans. Ban means prohibition- rule prohibiting the freedom of man.

b) What does mind- forged manacles mean?

Ans. Mind- forged manacles means chains made by man to deny freedom to his fellowmen. Every one is held in these chains.

c) Name the poet of these lines?

Ans. William Blake is the poet of these lines.

d) Who are the sufferers here?

Ans. The rulers are tyrants and they deny freedom to the common people. So the poor suffer and cry.

e) Is the poet happy about the condition of the common man?

Ans. No, the poet is not happy. He is filled with the milk of human kindness.

3. How the Chimney- sweepers cry

Every blackening church appalls,
And the hapless soldiers sigh,
Runs in blood down palace walls.

a) What is meant by appalls?

Ans. Appalls mean frightens or oppresses.

b) What is meant by blackening church?

Ans. According to William Blake, Churches are cruel, they do not help the poor. Hence they too are blackening.

c) What does this line 'runs in blood down palace walls' signify?

Ans. The rulers are tyrants. Palaces oppressed the people and shed their blood.

d) Why do chimney sweepers cry?

Ans. The boys in the city of London cleaned the chimneys blackened with soot. They have a tale of woe to tell.

e) Why are the soldiers hapless?

Ans. Soldiers are unlucky. They serve and fight for the king but they suffer. They shed their blood.

4. But most through midnight streets I hear

How the youthful Harlots curse
Blasts the new- born Infants tear
And blights with plagues the Marriage hearse.

a) What is meant by blasts?

Ans. Blasts means destroys.

b) What is meant by hearse?

Ans. Hearse means coffin.

c) Are the harlots happy?

Ans. The harlots who sell themselves for a living are not happy. They suffer a lot.

d) Why do these harlots curse marriage?

Ans. Once they are harlots they despised marriage, So they destroy the joys of married life. They do not want children. So they curse the infants born to them or others.

LESSON - 11

ODE TO THE WEST WIND

- PERCY BYSSHE SHELLEY

STRUCTURE

- 11.0 Introduction
- 11.1 Objectives
- 11.2 The Poetic Form
- 11.3 Summary
- 11.4 Glossary
- 11.5 The Text
- 11.6 Interpretation of Stanzas
- 11.7 Lines for Explanation
- 11.8 Comprehension Passages
- 11.9 Objective Type Questions

11.0 Introduction :

Percy Bysshe Shelley (1792-1822) is one of the most powerful poets in English literature. He was educated at Eton and University college, Oxford. In 1811 he was sent down from Oxford after circulating a pamphlet on "The Necessity of Atheism". In the same year he married Harriet Westbrook but separated from her after three years of a wandering life. He left England in 1814 with Mary Godwin Wollstonecraft, to whom he was married after the unhappy Harriet drowned herself in the Serpentine in 1816. Shelley's *Alastor* was published in 1816. In the same year began his friendship with Byron. In 1818 Shelley left England for Italy. He visited Byron at Venice, and in the same year wrote the "Stanzas Written in Dejection". Early in 1819, stirred to indignation by the political events at home, he wrote *The Mask of Anarchy*, an indictment of Castlereach's administration. He also published *Peter Bell the Third*, a satire on Wordsworth. In 1819. *The Cenci* was published. In 1820, the composition of his lyrical drama *Prometheus Unbound* was published. At the end of 1819 the Shelleys moved to Pisa and there he wrote some of his best-known lyrics, including the "Ode to the West Wind", "To a Skylark", and "The Cloud". On 8th July 1822 he was drowned in his thirtieth year, while sailing near Spezzia.

"Ode to the West Wind" was published in 1820. It is one of the most powerful odes in English literature, remarkable and inspiring in its structural excellence and passionate imagery. The poet who often sinks into despair rises out of it with supreme energy and exhorts his fellow beings to fight for human freedom. The lines, 'If winter comes can spring be far behind'? echoes his invincible optimism.

Here is Shelley's note on the poem. "This poem was conceived and chiefly written in a wood that skirts Anò, near Florence and on a day when the tempestuous wind, whose temperature is at once mild and animating, was collecting the vapours which pour down in autumnal rains. They began, as I foresaw, at

sunset with a violent tempest of hail and rain, attended by that magnificent thunder and lightning peculiar to that region.

11.1 Objectives :

From a reading of the lesson, the learner will understand :

- i) The visionary quality of Shelley's poetry.
- ii) Shelley's philosophy of life and freedom.
- iii) The decisive and concrete symbolism in the poem.
- iv) Shelley's unrestrained, swift and proud nature, as he often mingled his own personality in the objects of nature.
- 5) The revolutionary element in Shelley's poem.

11.2 The Poetic form - Ode :

The word 'Ode' is simply the Greek word for 'Song'. It was used by the Greeks for any kind of lyric verse, for any song sung with the lyre. However, as far as English literature is concerned, the idea of some musical accompaniment has been given-up, and the term is now applied to only one particular kind of lyric verse. An English ode may be defined as, "a lyric poem of elaborate metrical structure, solemn in tone and usually taking the form of an address". Edmund Gosse defines the ode as "a strain of enthusiastic and exalted lyric verse, directed to a fixed purpose, and dealing progressively with one dignified theme". From these definitions, the essentials of an English Ode may be summed up as,

- (1) It is in the form of an address, often to some abstraction. It is not written about but written to somebody or something.
- (2) It has lyric enthusiasm and emotional intensity. It is a spontaneous over-flow of the poet's emotions.
- (3) Its theme is dignified and exalted. It has 'high seriousness'.
- (4) Its style is equally elevated : It is also sufficiently long to allow for the full development of its dignified theme.
- (5) The development of thought is logical and clear.
- (6) Its metrical pattern may be regular or irregular, but it is always elaborate and often complex and intricate.

11.3 Summary :

The poem consists of five stanzas. The poet presents the autumnal west wind as a destroyer and preserver. The Wind drives away the leaves. It takes the winged seeds to their rest in winter. Shelley compares the clouds to leaves shaken from the boughs of Heaven and Ocean-clouds are angels of rain and lightning. They are like the bright hair uplifted from the head of a Maenad, a semi-divine priestess of Bacchus. The sky is overcast with clouds. The night turns into a sepulchre filled with vapours. From this sepulchre will burst black rain and fire.

In the third stanza the poet describes the effect of the West Wind on the Mediterranean and the Atlantic seas. The streams beside Pumice sing a lullaby for the Mediterranean sea and the sea sleeps in summer. In its sleep it dreams of the palaces and towers that stood on the Island before the volcanoes destroyed them. The remains are overgrown with blue-green moss and flowers. The West Wind awakens the Mediterranean sea from its summer dreams. It shakes the Atlantic sea and breaks up its even surface and forms deep thoroughs. The sea plants shed their leaves on hearing the voice of the West Wind. The poet wishes that the West Wind lifts him like a leaf, a wave or a cloud. The poet wants to be the lyre of the West Wind and the West Wind to be the trumpet of his prophecy. He also wishes the West Wind would identify itself with the poet.

The poet is like the West Wind in spirit, though he is less free. The poet wishes that the West Wind would fill him with power and energy. He has experienced the hard and bitter aspects of life. He wishes that the West Wind would identify itself with the poet. The poet requests the West Wind to make him a lyre. Let the West Wind drive away his dead thoughts like withered leaves in order to create new life. Let the West Wind scatter his words and spread his message in the world that if winter comes, spring cannot be far behind. Evil days will surely be followed by happy days. The poet becomes a comrade of the West Wind.

11.4 Glossary :

Hectic red : Hectic fever usually accompanies consumption, attended with flushed cheeks.

Pestilence stricken : Attacked by a fatal epidemic or disease.

Winged seeds : Seeds are carried in the wind; as they float in the air, it is imagined that they have wings; certain seeds have hairy growths on their pods, which help their dispersal.

Azure : Sky blue.

Sister of the spring : Wind in the spring

Clarion : A trumpet call.

Dreaming earth : The earth seems to sleep in winter. Yet in its sleep, it dreams of happier days to come.

Destroyer and preserver : destroyer of leaves and preserver of seeds.

Aery surge : The Wind is compared to the stream - the waves of the stream.

Maenad : Priestess of Bacchus- the God of wine and revelry. Clouds look like the dishevelled hair of the priestess. At festivals, the priestess looks almost mad with intense emotion.

summer dreams : Summer is followed by autumn. In summer, the Mediterranean sea has been sleeping calmly, dreaming her dreams. As autumn comes, the West Wind awakens her.

Pumice Isle : An Island of volcanoes in Baiaes Bay. The palaces on this Island were later destroyed by volcanic eruptions.

Atlantic's level powers : When there is no Wind, the surface of the Atlantic ocean is almost level. But the Wind ruffles this level surface.

Sapless foliage : Vegetation at the bottom of the sea; the leaf is without sap.

Pant beneath thy power : Literally to breathe with difficulty by the power of the Wind. The poet wishes to be strengthened by the power of the West Wind.

I fall upon the thorns of life : The romantic poets often experience sheer despair- they become melancholic. The poet submits himself to this mood.

A heavy weight of hours : The poet is no more a boy; every hour of his life seems to weigh heavily upon him.

Dead thoughts : Comparable to dead leaves and winged seeds.

Quicken a new birth : After winter, spring comes; and it revitalises everything. The West Wind preserves the seeds for summer.

11.5 The Text :

- 1 O wild West Wind, thou breath of Autumn's being,
Thou, from whose unseen presence the leaves dead
Are driven, like ghosts from an enchanter fleeing,

Yellow, and black, and pale, and hectic red,
Pestilence-stricken multitudes : O thou,
Who chariotest to their dark wintry bed]

The winged seeds, where they lie cold and low,
Each like a corpse within its grave, until
Thine azure sister of the Spring shall blow

Her clarion o'er the dreaming earth, and fill
(Driving sweet buds like flocks to feed in air)
With living hues and odours plain and hill :

Wild Spirit, which art moving everywhere;
Destroyer and preserver, hear, oh, hear!

- 2 Thou on whose stream, mid the steep sky's commotion,
Loose clouds like earth's decaying leaves are shed,
Shook from the tangled boughs of Heaven and Ocean,

Angles of rain and lightning : there are spread
On the blue surface of thine aery surge,
Like the bright hair uplifted from the head

Of some fierce Maenad, even from the dim verge
 Of the horizon to the Zenith's height,
 The locks of the approaching storm. Thou dirge

Of the dying year, to which this closing night
 Will be the dome of a vast sepulchre,
 Vaulted with all thy congregated might

Of vapours, from whose solid atmosphere
 Black rain, and fire, and hail burst : oh, hear!

- 3 Thou who didst waken from his summer dreams
 The blue Mediterranean, where he lay,
 Lulled by the coil of his crystalline streams,

Beside a pumice isle in Baiae's bay,
 And saw in sleep old palaces and towers
 Quivering within the wave's intenser day,

All overgrown with azure moss and flowers
 So sweet, the sense faints picturing them! Thou
 For whose path the Atlantic's level powers

Cleave themselves into chasms, while far below
 The sea-blooms and the oozy woods which wear
 The sapless foilage of the ocean, know

The voice, and suddenly grow gray with fear,
 And tremble and despoil themselves, oh, hear!

- 4 If I were a dear leaf thou mightest bear;
 If I were a swift cloud to fly with thee;
 A wave to pant beneath thy power, and share

Stanza :

The impulse of thy strength, only less free
 Than thou, O uncontrollable ! If even
 I was as in my boyhood, and could be

The comrade of thy wanderings over Heaven,
 As then, when to outstrip thy skyey speed
 Scarce seemed a vision; I would ne'er have striven

As thus with thee in prayer in my sore need.
 Oh! lift me as a wave, a leaf, a cloud!
 I fall upon the throns of life! I bleed!

A heavy weight of hours has chained, and bowed
 One too like thee : tameless, and swift, and proud.

- 5 Make me thy lyre, even as the forest is :
 What if my leaves are falling like its own!
 The tumult of thy mighty harmonies

Will take from both a deep, autumnal tone,
 Sweet though in sadness. Be thou, Spirit fierce,
 My spirit! Be thou me, impetuous one!

Drive my dead thoughts over the universe
 Like withered leaves to quicken a new birth!
 And, by the incantation of this verse,

Scatter, as from an unextinguished hearth
 Ashes and sparks, my words among mankind!
 Be though my lips to unawakened earth

The trumpet of a prophecy! O Wind,
 If Winter comes, can Spring be far behind?

11.6 Interpretation of stanzas :

Stanza I - The poet invokes the wild west wind which is the very life of autumn. When it rushes through the forest it drives away the dead leaves of various colours. The leaves are driven like ghosts from a magician. The wind scatters the winged seeds which lie buried in winter under the earth till the advent of the spring season when they germinate. Then just as a shepherd brings out his flock from the sheepfold under the open sky in pasture land, so the vernal zephyr opens out buds in the open air. The spring breeze causes plants to sprout and flowers to bloom, as if awakening Nature from its slumber. Then the whole landscape appears fresh and beautiful and full of fragrant flowers. The west wind destroys the decayed leaves and preserves

seeds underground, so that in spring time they germinate. The west wind is thus in true harmony with the spirit of the poet who also likes to destroy dead conventions in society and bring about a healthy change in social matters.

Stanza - II - Just as the decaying leaves are scattered on the stream of water by the wind, so the west wind has scattered patches of clouds as if they were shaken off from the sky and ocean, which imperceptibly mingle at the horizon. These clouds are like the messengers of the approaching storm, accompanied with lightning and thunder. The clouds driven by storm are spread over the whole of the blue sky, from the horizon to the highest point in heaven. They appear like the dishevelled hair on the head of a frenzied and drunk Maenad. The expiring year will soon come to an end, and the howling west wind is just like its funeral song. The night that is closing in with darkness will form the dome of the tomb in which the dying year will be buried, and the dense mass of vapours and clouds borne by the wind in storm will form its vault, which will be filled with darkness, lightning, hail and thunder bursting suddenly upon the earth. The poet involves again the west wind in these words describing the effect of the west wind upon the sky.

Stanza - III - It is the west wind which disturbs the calm Mediterranean sea after the end of the summer season. Before the advent of the wind, the season was calm and seemed to have been lulled into sleep by the tumult of ebb and tide of the clear waters, near the Bay of Baiae. This ancient town, once a favourite resort of the Romans and situated upon an island formed by the lava of Mt. Vesuvius, became submerged under water but its ruins are still visible. Looking at the Mediterranean sea the poet visualizes the ruins of palaces and towns now submerged in water, and appearing brighter when the sun shone upon them. On those ruins is now growing marine vegetation, moss and plants with flowers. The fragrance of the flowers is so sweet that the very thought of them makes the poet swoon.

When the west wind blows across the Atlantic Ocean, deep furrows and chasms are formed on the surface of the sea, as if it were carving its passage through the high waves. On the approach of the west wind in autumn, the marine vegetation, devoid of the sap, turned pale as if by fear. The plants drop their leaves, and flowers shed their petals. It is such a fierce wind that the poet addresses and invokes here.

Stanza - IV - After describing the effects of the west wind on the earth, sky and sea, the poet now turns to himself and tells us the reaction of the wind upon his own emotional nature. He is eager to share the impulse of the wind, its strength and swiftness. He feels sorry that he is neither a dead leaf, a cloud nor a wave to which the wind could impart its impulse. He longs to be as free and unrestrained as the wind is. Having grown out of boyhood, he has lost his firm optimism, when nothing seemed impossible of attainment. He was more idealistic then and believed that his dreams would come true. Then he could race with the wind. But now things are different. And so in all humility he has to approach the west wind and implore it for inspiration. In his distress he recalls pitifully the unfortunate circumstances of his life and all its afflictions and sufferings. He is crushed in spirit and needs the inspiration from the west wind to support him. Temperamentally he is not different from the west wind, because he is as tameless, quick and proud as the west wind is. His zeal for reform in society, his passion for freedom and his courageous stand against tyranny all show his kinship with the west wind. And hence he implores it to impart to him its strength and freedom.

Stanza - V - In this stanza the poet's lyrical fervour becomes more impassioned and his words break forth into a prophecy. He implores the wind to make him its instrument of music as it has made the forest. The forest is without leaves in autumn. The poet's youthful vigour is also gone and he is now a little dejected. If through the leafless forest music can be produced by the wind, it can be produced through him also. It will produce sad strains. But the sad music will also have its sweetness. Then the poet desires that the wind which is like a fierce spirit may become his spirit, imparting his strength. But not satisfied with this he passionately pleads that the wind should become completely identified with him. Then it can do with his ideas what it does with the dead leaves. The wind is implored to spread his idea of a better world and bring about a welcome change upon the earth. People do not realise the destiny which awaits them. Let them be awakened to a new sense of values in life by the wind conveying to them with its force the message of hope. Just as it is the law of nature that spring should follow winter, the present miserable condition must give place to a happier and brighter new order. Shelley hopes that his dead thoughts might still help to quicken a new birth and that his words might be a true prophecy of the spring which would surely come, in society and in men's personal lives as well as in nature.

11.7 Lines for Explanation :

1. '..... o thou,
Who chariotest to their dark wintry bed,
The winged seeds, where they lie cold and low,
Each like a corpse.....'

These lines are taken, from the poem 'Ode to the West Wind', written by P.B. Shelley.

"Ode to the West Wind" is one of the most powerful odes in English literature. The West Wind drives away the leaves. It takes the winged seeds to their rest in winter. In the wind the seeds are scattered. They fall at different places and lie buried during winter. The seeds have feathers which help them float in the air. So they are described as winged. The poet presents the autumnal West Wind as a destroyer and preserver. It is the destroyer of leaves and preserver of seeds.

2. 'Wild spirit, which art moving everywhere
Destroyer and Preserver, hear, oh, hear

These lines are taken from the poem 'Ode to the West Wind' written by P. B. Shelley.

'Ode to the West Wind' is one of the most powerful odes in English literature. The West Wind is uncontrollable. It blows as it pleases. It blows everywhere. The West Wind drives away the leaves. It takes the winged seeds to their rest in winter. In the wind the seeds are scattered. They fall at different places and lie buried during winter. The seeds have feathers which help them float in the air. So they are described as winged. The poet presents the autumnal West Wind as a destroyer of leaves and preserver of seeds.

3. 'Like the bright hair uplifted from the head
Of some fierce Maenad.....'

These lines are taken from the poem 'Ode to the West Wind', written by P. B. Shelley.

'Ode to the West Wind' is one of the most powerful odes in English literature. It is remarkable for passionate imagery. The West Wind is compared to leaves shaken from the boughs of Heaven and Ocean. They are angels of rain and lightning. Lightning makes the hair bright. Then it looks like the bright hair uplifted from the head of a Maenad, a semi-divine priestess of Bacchus - the God of wine and revelry. The wild storm and the fierce Maenad are equally uncontrollable. At festivals, the priestess looks almost mad with intense emotion.

4. '..... Thou
For whose path the Atlantic's level powers
Cleave themselves into chasms'.

These lines are taken from the poem 'Ode to the West Wind', written by P. B. Shelley.

'Ode to the West Wind' is one of the most powerful odes in English literature. The poet describes the effect of the West Wind on the Mediterranean and the Atlantic seas. The surface of the Atlantic sea is level. But the West Wind with its force breaks it and chasms are made on the surface of the sea. The poet wishes to pant beneath the power of the wind like a wave. He wishes that the wind lifts him like a leaf and a cloud. The poet wants to be the lyre of the West Wind and the West Wind to be the trumpet of his prophecy.

5. '.....Thou dirge
Of the dying year, to which this closing night
will be the dome of a vast sepulchre.'

These lines are taken from the poem 'Ode to the West Wind', written by P. B. Shelley.

'Ode to the West wind' is one of the most powerful odes in English literature. The poet presents the autumnal West Wind as a destroyer and preserver. The poet describes the West Wind shaking the boughs of heaven and earth. The sky is overcast with clouds. The night turns into a sepulchre filled with vapours. In England autumn comes towards the end of the year. The poet says that the year is dying then. The West Wind is like a funeral song of the year. The night has become a tomb for the year that is dead.

6. 'I fall upon the thorns of life ! I bleed !

This line is taken from the poem, 'Ode to the West Wind' written by P.B. Shelley. 'Ode to the West Wind' is one of the most powerful odes in English literature. The poem is the natural overflow of a powerful feeling. The comparison between the West Wind and the poet is to be noted. The poet is like the West Wind in spirit, though he is less free. In his boyhood he has tried to outstrip the speed of the wind. The poet was once untamed, swift and proud. But now he feels that he is humiliated, he is not free and he is powerless. He has experienced the hard and bitter aspects of life. Adversity has made his life miserable.

7. 'Drive my dead thoughts over the universe
Like withered leaves to quicken a new birth'.

These lines are taken from the poem 'Ode to the West Wind', written by P. B. Shelley.

'Ode to the West Wind' is one of the most powerful odes in English literature. The poet wishes that the West Wind would fill him with power and energy. The poet requests the West Wind to make him a lyre. Let the West Wind drive his dead thoughts away like withered leaves in order to create new life. For the time being nobody seems to pay attention to the ideas of Shelley on freedom. They seem to be dead. Yet these thoughts may in future bring alive a new society.

8. 'If winter comes can spring be far behind?'

This famous and often quoted line is taken from the poem 'Ode to the West Wind', written by P. B. Shelley.

'Ode to the West Wind' is one of the most powerful odes in English literature. The west wind shall be the poet's messenger. Let the West Wind scatter his words and spread his message in the world that if winter comes can spring be far behind. Evil days will surely be followed by happy days. He wants the West Wind to transmit his message everywhere. Wintry days will be followed by sunny days. Evil days cannot persist for long. They will be followed by prosperous days. This is the natural order of things.

11.8 Comprehension passages :

1. Wild spirit, which art moving everywhere;
Destroyer and preserver, hear, oh, hear !

1) Name the poem ?

Ans. These lines are taken, from the poem 'Ode to the West Wind.'

2) Name the poet ?

Ans. The poet is P. B. Shelley.

3) What is the wild spirit ?

Ans. The West Wild is the Wild spirit.

4) Who is the Destroyer and Preserver ?

Ans. The West Wind is the Destroyer and Preserver.

5) Who wants whom to hear ?

Ans. The poet P. B. Shelley wants the West Wind to hear his call.

2. Thou who didst waken from his summer dreams
The blue Mediterranean, where he lay,
Lulled by the coil of his crystalline streams,
Beside a pumice isle in Baiae's bay.

1. Who is referred to as 'thou' ?

Ans. Thou stands for the West Wind.

2. Who is woken up from his summer dreams ?

Ans. The Mediterranean sea is woken up from his summer dreams.

3. Who wake up the Mediterranean sea ?

Ans. The West Wind woke up the Mediterranean sea from its sleep.

4. What is Pumice isle ?

Ans. Pumice island is an island of volcanoes.

5. Where is the Pumice island ?

Ans. Pumice island is in Baiae's bay.

3. If I were dead leaf thou mightest bear;
If I were a swift cloud to fly with thee;
A wave to pant beneath thy power, and share
The impulse of thy strength.

1) Who is 'I' referred to here ?

Ans. 'I' referred to here is the poet P. B. Shelley.

2) Who is referred to as thou ?

Ans. Thou refers to the West Wind.

3) What does the poet want to be ?

Ans. The poet wants to be a leaf, a cloud or a wave.

4) What does the poet want to share ?

Ans. The poet wants to share the power of the West Wind and be strengthened by it.

5) What is meant by pant ?

Ans. Pant means to breathe with difficulty.

4. Drive my dead thoughts over the Universe
Like withered leaves to quicken a new birth !
And, by the incantation of this verse,
Scatter, as from an unextinguished hearth
Ashes and sparks, my words among mankind !

1) To what does the poet compare his dead thoughts ?

Ans. The poet compared his dead thoughts to dead leaves and winged seeds.

2) What does the phrase 'Quicken a new birth' mean ?

Ans. The phrase 'quicken a new birth' means after winter, spring comes and it revitalises everything.

3) Who is the speaker here ?

Ans. Here the speaker is the poet.

4) What does the poet want to be scattered ?

Ans. The poet wants his words to be scattered among mankind.

5) Whom does the poet request to scatter his words ?

Ans. The poet requests the West Wind to scatter his words.

11.9 Objective type questions :

Oh, lift me as a wave, a leaf, a cloud !
I fall upon the thorns of life ! I bleed !
A heavy weight of hours has chained and bowed
One too like thee : tameless, and swift and proud.

- 1) Who is the speaker ? (b)
a) West Wind b) P. B. Shelley
c) a cloud d) a leaf
- 2) The poet falls upon (c)
a) a wave b) on the ground
c) the thorns of life d) on a hill
- 3) Who is tameless ? (a)
a) West wind b) a bird
c) an animal d) the poet
- 4) What has chained the poet ? (b)
a) the West Wind b) a heavy weight of hours
c) the thorns d) a cloud
- 5) Who is the poet of these lines ? (d)
a) Kamala Das b) Sarojini Naidu
c) Ranindranath Tagore d) P. B. Shelley

- T. Nirmala Kumari

LESSON - 12

ODE TO A NIGHTINGALE

- JOHN KEATS

STRUCTURE

- 12.0 Introduction**
- 12.1 Objectives**
- 12.2 Romanticism**
- 12.3 Summary**
- 12.4 Glossary**
- 12.5 The Text**
- 12.6 Interpretation of Stanzas**
- 12.7 Lines for Explanation**
- 12.8 Comprehension Passages**
- 12.9 Objective type Questions**

12.0 Introduction :

Of all the great poets of the early nineteenth century, John Keats (1795-1821) was the last to be born and the first to die. Born in 1795, in the city of London, the son of a poor stable keeper, he was brought up amid surroundings and influences by no means calculated to awaken poetic genius. He was the eldest of five children—four brothers and one sister. He was educated along with his brothers, George and Tom, at a private school at Enfield. His father died soon after. He was passionately devoted to his mother, tenderly nursed her during her severe illness in 1810, and was broken hearted when she died of consumption the same year. Thus Keats became an orphan at the tender age of fifteen.

The children were now put under the guardianship of one Mr Abbey, who immediately apprenticed the poet for four years to a surgeon at Edmonton. However, poetry and literature had greater attraction for him than medicine. He often came to Enfield to borrow books from his friend, Cowden Clerk, the son of his headmaster. It was he who encouraged him in his literary ambitions, introduced him to Spenser, and thus prompted him to write. Gradually, surgery lost all attraction for him. At nineteen, he had realised that poetry was his true vocation, and as soon as he was of age he abandoned the medical profession to devote his life to literature. He also received much encouragement and inspiration from his friends, Leigh Hunt, Hazlitt and Haydon etc. In 1817 he published his first volume of poems, but it attracted little notice, and may be regarded as a failure.

Spenser, Shakespeare and other great Elizabethans, Milton, and Wordsworth were his favourite study. *Endymion* was composed during 1818. Besides his own ill health, and the severe illness and death of his brother Tom, financial difficulties were worrying him and embittering the course of his life. The matters

were made even worse by his hopeless passion for Fanny Brawne. He had become acquainted with this, rather frivolous, young lady during his stay at Hampstead with his friend, Charles Brown, and fell in love with her at first sight. This lady in the beginning gave him some encouragement, but later rejected him. This unfortunate affair did much to hasten the course of consumption.

The second volume of his poems was published in 1818. It was brutally attacked by the *Quarterly Review* and the *Blackwood's Magazine*. Keats commenced writing *Hyperion* in 1818. He began the "Eve of St. Agnes" early in 1819 and wrote "La Belle Dame Sans Merci" and the unfinished "Eve of St. Mark". About the same time he wrote his great odes "Ode on a Grecian Urn", "Ode to a Nightingale", and "Ode to Autumn"; "Ode to Melancholy", "Ode on Indolence", and "Ode to Psyche". By 1820, Keats was seriously ill with consumption. He sailed for Italy in September 1820, reached Rome in November. It was in the arms of his devoted friend Severn, the artist, that Keats breathed his last in February 1821 at the age of twenty-six. He was buried in Rome and at his request his epitaph includes the words, "Here lies one whose name was writ in water".

Such is the life and career of one of the greatest poets of England, one who, if he had lived long enough, would have equalled Shakespeare himself. "Ode to a Nightingale" is one of the finest lyrics in the English language.

12.1 OBJECTIVES :

A thorough reading of the lesson reveals that :

- 1) Keats loves nature for her own sake : he does not spiritualise her or seek moral lessons from her.
- 2) His love of nature is sensuous and physical. His sensuousness is universal.
- 3) He uses his language with perfect care and mastery.
- 4) His word pictures are vivid and highly suggestive.

12.2 ROMANTICISM :

The romantic period in Britain is usually taken to run between 1798, the year in which Coleridge and Wordsworth published the first edition of *Lyrical Ballads* and 1832, when Sir Walter Scott and Goethe died. The major English writers in this period, apart from Coleridge and Wordsworth and Scott, were Byron, Shelley, Keats, Jane Austen and Hazlitt.

The word 'romantic' has come to mean so many things. It is a word at once indispensable and useless. The variety of its actual and possible meanings and connotations reflect the complexity and multiplicity of European romanticism.

The Romantic Movement was a strong reaction against the neo-classical rules and custom. The neo-classicists were champions of common sense and reason. They rigorously suppressed whims and eccentricities of individual genius. On the other hand, the romantic poet recognised the claims of passion, emotion and the sense of mystery in life.

The aspects of romanticism in the 18th century are :

- a) an increasing interest in Nature, and in the natural, primitive and uncivilized way of life ;
- b) a growing interest in scenery, especially its more untamed and disorderly manifestations
- c) subjective feeling
- d) considerable emphasis on natural religion.
- e) emphasis on the need for spontaneity in thought and action and in the expression of thought
- f) the power of the imagination and
- g) a tendency to exalt the individual and his needs and emphasis on the need for a freer and more personal expression.

12.3 Summary :

“Ode to a Nightingale” is one of the finest lyrics in the English language. In the spring of 1819, Keats was living in a house in Hampstead, near London, with his friend Charles Brown. One morning, he sat out in the garden for a while and came back into the house with some papers in his hand. Charles Brown recovered the papers and found the draft of this exquisite poem. As the poet hears the song of the nightingale he is overcome with emotion and great feelings seem to hurt his senses. This has happened because he is unbearably happy at the joy of the Nightingale. The heart of the poet aches as he hears the song of the Nightingale. He longs for a glass full of wine prepared in Florence in South Europe which is climatically warmer than England. As the wine is poured into the beaker bubbles float upon the surface. The poet imagines that as he drinks this wine, the drink stains his lips.

The world of the Nightingale is the world of romance and idealism. It is the world of the moon and the stars and is full of flowers and fragrance. But the real world is entirely different. The poet is afflicted with tuberculosis. Here on earth men hear each other’s groans. Old men become paralysed, young men grow pale. Beauty fades quickly. Apparently the very thought of life makes one sorrowful. The poet imagines that the bird lives in the heart of a thick but beautiful forest. Mossy ways lead to the leafy, dim places where there are flowers of different colours though one cannot see them in the dark. The rays of the moon that shine above do not reach into this thick overgrowth which is the bird’s home.

The Nightingale is an immortal bird. The tragedy of human life does not affect it. It is the symbol of joy, happiness and immortality. It sings powerfully without strain and in ecstasy. Its melodious song has stirred the fancy of the poet who has been lifted on the wings of poesy into a dream-like land of romance. But no one can live in the land of fancy for long. As the spell of fancy is broken the poet is thrown back into the world of sordid realities. Such is the difference between the world of romance and the world of reality. Lyricism lies in the intense expression of personality. It also expresses itself in the music of the verse, in the spontaneity of powerful feelings experienced and also in the picturesqueness of the poem. The poet makes it clear that he is half in love with painless death which blots out all feelings.

12.4 Glossary :

Nightingale : the small reddish brown bird called the bul-bul in India.

Aches : Pains due to excess of joy.

Drowsy numbness : a dull sleepy feeling such as one feels after taking opium or some other intoxicant; lethargy.

Pains : Oppresses or causes pain due to excess of joy.

Sense : senses

Hemlock : this plant was used by the ancients to extract a poisonous juice. Socrates died of this poison. However, Keats has here used it as an intoxicant.

Dull opiate : some opium preparation which makes one drowsy.

Emptied to the dregs : idiomatic for emptied the cup to the last drop.

One minute past : only recently; only a moment ago.

Lethe-wards had sunk : had forgotten everything of the past.

Lethe : In Greek mythology, a river of the underworld from which the souls of the dead drink to forget the past.

Light-winged : flying swiftly from tree to tree.

Dryad : In Greek mythology, the Dryads were tree nymphs, who were born on, and who died with the trees which were their dwelling.

Melodious plot : group of trees that echoes with thy music.

Beechen green : the green of beech trees. Beechen is an adjectival form. Keats is very fond of such word coinages.

Shadows numberless : the network of light and shade formed by the light of the sun passing through the leafy trees.

singest of summer : sing merrily as one would do in the summer season.

In full-throated ease : loudly and cheerfully but without any strain.

O for a draught of vintage : the poet wishes for a draught of wine.

Vintage : wine

Delved : dug; wine was usually cooled by burying it deep in the earth.

Tasting of : the wine will remind him of

Flora : the Roman goddess of flowers and spring.

Country green : people dancing on the village field.

Provençal song : a reference to the medieval bards of southern France, the sweet singers of songs of love and chivalry.

Provence : a southern district of France, famous for its wine.

A beaker : goblet

Sunburnt mirth : people becoming sun burnt from dancing in the sun.

Blushful : blushing

Hippocrene : A fountain in Mount Helicon in Greece, sacred to the Muses. Those who drank from it were inspired.

Winking : quickly breaking

Beaded bubbles : bubbles floating on the surface, like beads

Brim : surface of the cup, full of wine

Purple stained mouth : wine so red that even the edges of the breaker are coloured red

Leave the world unseen : escape from this world without anybody seeing him.

Bacchus : the Greek god of wine.

Pards : The chariot of Bacchus is drawn by leopards.

Dull brain : The brain is described as being dull in contrast to imagination which is lively. Note how the two are differentiated.

Fays : fairies

Requiem : special service for the repose of the souls of the dead.

Sod : lump of earth.

Ruth : The widowed Ruth came from her motherland, Moab, to Bethlehem with her mother-in-law, Naomi. She gathered corn from the fields of Boaz on the advice of Naomi. Later she married Boaz.

Faery lands forlorn : In a few words, Keats presents to us the imaginary world of the middle ages with its faery lands and islands in dangerous seas and charmed castles where often demons held beautiful damsels in captivity.

Elf : elves and fairies are spirits.

Plaintive anthem : the melancholy song of the nightingale .

Fades : The still stream: the stream flowing quietly; undisturbed. gradually grows slower and slower.

12.5 The Text :

- 1 My heart aches, a drowsy numbness pains
 My sense, as though of hemlock I had drunk,
 Or emptied some dull opiate to the drains
 One minute past, and Lethe-wards had sunk :
 'Tis not through envy of thy happy lot,
 But being too happy in thine happiness -
 That thou, light-winged Dryad of the trees,
 In some melodious plot
 Of beechen green, and shadows numberless,
 Singing of summer in full-throated ease.

- 2 O, for a draught of vintage! that hath been
 Cooled a long age in the deep-delved earth,
 Tasting of Flora and the country green,
 Dance, and Provencal song, and sunburnt mirth!

O for a beaker full of the warm South,
With beaded bubbles winking at the brim,
And purple-stained mouth;
That I might drink, and leave the world unseen,
And with thee fade away into the forest dim :

- 3 Fade for away, dissolve, and quite forget
What thou among the leaves hast never known,
The weariness, the fever, and the fret
Here, where men sit and hear each other groan;
Where palsy shakes a few, sad, last gray hairs,
Where youth grows pale, and spectre-thin, and dies;
And leaden-eyed despairs.
Where Beauty cannot keep her lustrous eyes,
Or new Love pine at them beyond tomorrow.

- 4 Away! away! for I will fly to thee,
Not charioted by Bacchus and his pards,
But on the viewless wings of Poesy,
Though the dull brain perplexes and retards :
Already with thee! tender is the night,
And haply the Queen-Moon is on her throne,
Clustered around by all her starry Fays;
But here there is no light,
Save what from heaven is with the breezes blown
Through verdurous glooms and winding mossy ways.

- 5 I cannot see what flowers are at my feet,
Nor what soft incense hangs upon the boughs,
But, in embalmed darkness, guess each sweet
Wherewith the seasonable month endows
The grass, the thicket, and the fruit tree wild;
White hawthorn, and the pastrolal eglantine;
Fast fading violets covered up in leaves;
And mid-May's eldest child,
The coming must-rose, full of dewy wine,
The murmurous haunt of flies on summer eves.

- 6 Darkling I listen; and for many a time
 I have been half in love with easeful Death,
 Called him soft names in many a mused rhyme,
 To take into the air my quiet breath;
 Now more than ever seems it rich to die,
 To cease upon the midnight with no pain,
 While thou art pouring forth thy soul abroad
 In such an ecstasy!
 Still wouldst thou sing, and I have ears in vain -
 To thy high requiem become a sod.
- 7 Thou wast not born for death, immortal Bird!
 No hungry generations tread thee down;
 The voice I hear this passing night was heard
 In ancient days by emperor and clown :
 Perhaps the selfsame song that found a path
 Though the sad heart of Ruth, when, sick for home,
 She stood in tears amid the alien corn;
 The same that oft times hath
 Charmed magic casements, opening on the foam
 Of perilous seas, in faery lands forlorn.
- 8 Forlorn! the very word is like a bell
 To toll me back from thee to my sole self!
 Adieu! the fancy cannot cheat so well
 As she is famed to do, deceiving elf.
 Adieu! adieu! thy plaintive anthem fades
 Past the near meadows, over the still stream,
 Up the hill sidem and how 'tis buried deep
 In the next valley – glades :
 Was it a vision, or a waking dream?
 Fled is that music :- Do I wake or sleep?

12.6 Interpretation of Stanzas :

Stanza - I - Keats, the poet, listens to the song of the nightingale and his heart aches with excess of joy. He feels intoxicated with its sweet melody, as if he had drunk to his fill some opium preparation of the juice of hemlock. A drowsy numbness overtakes him. His senses become dull and lethargic and he forgets everything of the past, as if he had drunk the water of Lethe, the river of forgetfulness in the underworld. He envies the happy lot of the bird and wishes to reach the 'beachen green' where he supposes the bird is singing with such full-throated ease. He wants to partake of her happiness.

Stanza - II - The poet longs for a draught of cool wine, which has been cooled by being buried for a long time in the deep-dug earth. He wants a beaker full of the precious wine made in South France. The southern districts of France, known as Provence, are famous for their wine. They are also known for their singing, dancing and merry-making on the occasion of the yearly festival of the goddess Flora, the Roman goddess of spring. The poet wants to drink such precious wine and under its intoxication to escape unseen from this unhappy world to the thickly shaded grove of beech trees where the nightingale is singing.

Stanza - III - The poet longs to escape from this miserable world to the happy world of the nightingale. He wants to forget in this way the sorrow and suffering which the bird has never experienced in her grove of beech trees.

Stanza - IV - In the previous stanza the poet had wished to fly to the nightingale under the effect of wine. However, now he rejects the idea. He now intends to fly there on the viewless wings of poetry. He would escape from this wretched world on the wings of his poetic imagination. Such is the power of imagination, that the very next moment he finds himself in the "beechen grove", listening to the song of the bird.

Stanza - V - It is so dark that the poet cannot see what sweet-smelling flowers are growing at his feet and on the trees round him. He can only guess them by their sweet smell. He gives us an account of the various flowers he supposes to be growing in the grove, and the nightingale and her song is for the moment forgotten.

Stanza - VI - The poet listens to the song of the nightingale in the dark. He has always loved a painless death, but now death seems to him more welcome than ever before. He wishes that he may die at mid-night a painless death with the sweet song of the nightingale pouring into his ears. He will die, but the nightingale would continue to sing. In this way the transitoriness of human life is contrasted with the permanence of the sweet song of the bird.

Stanza - VII - The nightingale will never die. It will continue to sing forever. The song was heard in ancient time, both by emperor and clown. It is the same song which was heard by Ruth as she stood, sick for home, with tears in her eyes, in the cornfield by her husband. It is the same song which must have been heard by maidens imprisoned all alone in magic castles in fairylands. The permanence of art is thus emphasised as against the transitoriness of individual life.

Stanza - VIII - The use of the word "forlorn" in the previous stanza reminds the poet of his own loneliness. The charm is broken, and the poet again returns to reality. He realises that imagination cannot make one forget the facts of life for any length of time. The sad song of the nightingale gradually dies away. The poet is not sure whether it was all a dream or did he, in reality, hear the sweet song. He is not sure whether he was awake or asleep all that time.

12.7 Lines for Explanation :

- 1) "Tis not through envy of thy happy lot,
But being too happy in thine happiness".

These lines are taken from the poem "Ode to a Nightingale", written by John Keats.

“Ode to a Nightingale” is one of the finest lyrics in the English language. The Nightingale is an immortal bird. It is the symbol of joy. It sings powerfully, without strain and in ecstasy. The poet is a patient of tuberculosis. His brother has died of it so he is acutely sensitive to the tragedy of life and the troubles of existence. The poet wishes to sink into the river Lethe. Lethe is the river of the underworld that causes forgetfulness. The poet is not jealous of the happiness. It is the experience of happiness that gives him this feeling.

- 2) “Tasting of Flora and the country green,
Dance, and Provencal song, and sunburnt mirth!”

These lines are taken from the poem “Ode to a Nightingale”, written by John Keats.

“Ode to a Nightingale” is one of the finest lyrics in the English language. Nightingale is an immortal bird. It is the symbol of joy. It sings powerfully without strain and in ecstasy. The poet is a patient of tuberculosis. His brother had died of it. So he is acutely sensitive to the tragedy of life and the troubles of existence. The heart of the poet aches as he hears the song of the Nightingale. He longs for a cup of wine produced in Provence in Southern France. And this helps him to conjure up in his imagination the mirth and merriment in the villages in Southern France, in summer, which is the season of flowers.

- 3) “Where beauty cannot keep her lustrous eyes
Or new love pine at them beyond tomorrow”.

These lines are taken from the poem “Ode to a Nightingale”, written by John Keats.

“Ode to a Nightingale” is one of the finest lyrics in the English language. The Nightingale is an immortal bird. It is the symbol of joy. The poet’s life is full of tragedy and troubles of existence. The poet himself was in love when he composed this poem. Unfortunately his love was not returned. The poet feels that even love does not last in the world. He says that beauty is also short-lived. Everything on earth is temporary and of a passing nature.

- 4) “But on viewless wings of poesy
Though the dull brain perplexes and retards”.

These lines are taken from the poem ‘Ode to a Nightingale’, written by John Keats.

“Ode to a Nightingale” is one of the finest lyrics in the English language. The Nightingale is an immortal bird. The tragedy of human life does not affect it. It is the symbol of joy. Here on earth men hear each other’s groans. The Intellect deals with concrete things. It is aware of practical difficulties. Therefore it perplexes and retards. But imagination has no such restrictions. It transcends difficulties and takes the poet to any place of his choice.

- 5) “Still wouldst thou sing, and I have ears in vain
To thy high requiem become a sod.”

These lines are taken from the poem ‘Ode to Nightingale’, written by John Keats.

“Ode to a Nightingale” is one of the finest lyrics in the English language. The Nightingale is an immortal bird. It is the symbol of joy. The poet is a patient of tuberculosis. So he is acutely sensitive to the tragedy of life and the troubles of existence. As the Nightingale sings the poet is filled with ecstasy. He wishes to cease upon the midnight hour when the nightingale sings. Once he is dead, and rendered into earth, the song of the nightingale shall be a requiem to him.

- 6) “Perhaps the self same song that found a path
Through the sad heart of Ruth”.

These lines are taken from the poem ‘Ode to a Nightingale’, written by the John Keats.

“Ode to a Nightingale” is one of the finest lyrics in the English language. The nightingale is an immortal bird. It is the symbol of joy. The heart of the poet aches as he hears the song of the nightingale. The picture of Ruth is memorable. Ruth was the window of Chillon. She was the daughter-in-law of Naomi. The widowed Ruth came from her motherland Moab to Bethlehem with her mother-in-law, Naomi. She gathered corn from the fields of Boaz on the advice of Naomi. Later she married Boaz. Ruth’s story is in the Bible. The song of the Nightingale has been in existence since time began and it has been singing enchanting songs. Naturally therefore Ruth also must have heard the same song.

- 7) “Charmed magic casements, opening on the foam
of perilous seas, in fairy lands forlorn”.

These lines are taken from the poem ‘Ode to a Nightingale’, written by John Keats.

“Ode to a Nightingale” is one of the finest lyrics in the English language. The Nightingale is an immortal bird. It is the symbol of joy. The tragedy of human life does not affect it. The song of the immortal nightingale must have been heard by beautiful damsels kept in captivity by magicians in castles built in far away islands. The windows of the castles are charmed and yet the maiden will open it and hear the song of the nightingale.

- 8) “Was it a vision or a waking dream,
Fled is that music-Do I wake or sleep” ?

These lines are taken from the poem “Ode to the Nightingale”, written by John Keats.

“Ode to a Nightingale” is one of the finest lyrics in the English language. The Nightingale is an immortal bird. It is a symbol of joy. The poet was enraptured by the song of the nightingale. It lifted him from the world of reality into a world of romance and dream. But the spell of the song cannot last long and the poet awakens from his dream. He asks himself whether what he experienced was only a dream or a vision. Once the charm is broken the poet is left all alone in the garden with melancholic thoughts. Such is the difference between the world of romance and the world of reality.

12.8 Comprehension Passages :

- 1) My heart aches, and a drowsy numbness pains
My sense, as though of hemlock I had drunk,

Or emptied some dull opiate to the drains
One minute past, and Lethe-wards has sunk.

1) Whose heart aches ?

Ans. The poet's heart aches.

2) Name the poet ?

Ans. The poet is John Keats.

3) Name the poem ?

Ans. The poem is 'Ode to a Nightingale'.

4) What is hemlock ?

Ans. Hemlock is a poisonous drink extracted from the hemlock plant.

5) What is Lethe ?

Ans. Lethe is the river of the underworld that causes forgetfulness.

2) I might drink, and leave the world unseen,
And with thee fade away into the forest dim.

1) Who is 'I' referred to here ?

Ans. The 'I' referred to here is the poet.

2) To where does the poet want to fade away ?

Ans. The poet wants to fade away into the dim forest.

3) Who is 'thee' referred to here ?

Ans. 'Thee' refers to the bird Nightingale.

4) What does the poet want to leave ?

Ans. The poet wants to leave the world unseen.

5) Name the poem ?

Ans. The poem is 'Ode to a Nightingale'.

3) Away ! away ! for I will fly to thee,
Not charioted by Bacchus and his pards,
But on the viewless wings of Poesy,
Though the dull brain perplexes and retards.

1) How does the poet want to fly ?

Ans. The poet wants to fly on the viewless wings of poesy.

2) Who is Bacchus ?

Ans. Bacchus is the Greek god of wine.

3) What is meant by pards ?

Ans. The chariot of Bacchus is drawn by leopards.

4) Why is the brain stated to be dull ?

Ans. The brain is described as being dull in contrast to imagination which is lively. Here brain and imagination are differentiated.

5) Name the poet ?

Ans. The poet is John Keats.

4) The voice I hear this passing night was heard
In ancient days by emperor and clown
Perhaps the selfsame song that found a path
Through the sad heart of Ruth, when, sick for home.

1) Who is 'I' referred to here ?

Ans. The 'I' referred to here is the poet.

2) Who is Ruth ?

Ans. Ruth is a Biblical character. The widowed Ruth came from her motherland, Moab to Bethlehem with her mother-in-law Naomi. She gathered corn from the fields of Boaz on the advice of Naomi. Later she married Boaz.

3) Why was Ruth sad ?

Ans. Ruth was sad because she lost her husband and came to her mother-in-law's land. She gathered corn in Boaz's fields.

4) Who heard the song in the ancient days ?

Ans. The emperor and the clown heard the song of the bird.

5) Name this bird which sings sweetly ?

Ans. The sweet singing bird is the Nightingale.

12.9 Objective type questions :

But being too happy in thine happiness-
That thou, light -winged Dryad of the trees,
In some melodious plot
Of beechen green, and shadows numberless,
Singing of summer in full-throated ease.

- 1) Who is too happy ? (c)
 - a) a skylark
 - b) a bird
 - c) a nightingale
 - d) a cuckoo
- 2) Melodious plot means ? (b)
 - a) sweet
 - b) plot filled with music
 - c) high sounding
 - d) sad song

- 3) Name the poem ? (c)
a) Ode to Autumn b) Ode on a Grecian Urn
c) Ode to a Nightingale d) Ode to Melancholy
- 4) Name the poet ? (d)
a) Wordsworth b) Robert Frost
c) Tennyson d) John Keats
- 5) How does the bird sing ? (a)
a) in full throated ease
b) with great difficulty
c) very loudly
d) in a sad tone

- *T. Nirmala Kumari*

LESSON-13

ULYSSES

- ALFRED TENNYSON

STRUCTURE

- 13.0 Introduction
- 13.1 Objectives
- 13.2 The Poetic Form
- 13.3 Summary
- 13.4 Glossary
- 13.5 The Text
- 13.6 Interpretation of Stanzas
- 13.7 Lines for Explanation
- 13.8 Comprehension Passages
- 13.9 Objective Type Questions

13.0 Introduction :

Alfred Tennyson, (1809-92) was educated at Trinity college, Cambridge. *Poems by Two Brothers* (1827) contains some of his earlier and unimportant verse. In 1830 he published *Poems, Chiefly Lyrical* which were unfavourably reviewed. His friend A. H. Hallam died in 1833, and in that year Tennyson began his "In Memoriam", expressive of his grief for his lost friend. In 1833 he published a further volume of poems containing "The Two Voices", "Enone", "The Lotos-Eaters", "A Dream of Fair Women", and in 1842 an edition of his poems in two volumes, which included some of his finest works : "The "Morte d" Arthur", "Locksley Hall", "Ulysses", "St. Simeon Stylites". In 1847 he published "The Princess" and in 1850, "In Memoriam", and was appointed Poet Laureate in succession to Wordsworth in the latter year. He continued to publish volumes of verse until his death in 1892.

"Ulysses" represents the unquenchable spirit of exploration and entrepreneurship of the Victorian period. Tennyson was inspired by Homer as well as Dante to compose this poem. Dante thought that Ulysses committed two serious crimes; the betrayal of the Trojans and his desertion of Penelope and Telemachus for a second time to whet his appetite for novelty and challenge. But Tennyson finds in Ulysses the ideal man of heroic adventure and an indomitable seeker of knowledge.

Ulysses (Latin form of Odysseus), the king of Ithaca, took an active part in the Trojan war. After many years of war the Greeks realized that it was difficult to conquer Troy. Ulysses suggested that they should pretend to give up the siege of Troy, and leave behind a big wooden horse outside the city. But there were Greek warriors inside the wooden horse who emerged at night, into a sleeping Troy and threw open the city gates for their warriors who burnt and destroyed the city of Troy. The Greeks recovered Helen and sailed back to their homes. On this journey home the god Poseidon was unfavourable to Ulysses and

wrought many hazards for the Greeks at sea. When he landed in Ithaca, Ulysses was reunited with his wife Penelope and son Telemachus. He ruled Ithaca for some time, but soon tired of leading a life without adventures and discoveries. So he decided to leave Ithaca and set sail for the farthest region of the then-known world in search of further excitement and knowledge.

13.1 Objectives :

- 1) Ulysses represents the unquenchable spirit of exploration and entrepreneurship of the Victorian period.
- 2) This poem shows two powerful trends at work during the Victorian period. Many during the Victorian period were happy with the domestic situation in England. There were others interested in expansion and colonisation.
- 3) The poem also shows us that knowledge is endless and one should follow it like a sinking star beyond the utmost bounds of thought.

13.2 The Poetic Form - Dramatic Monologue :

The last division of objective poetry is the Dramatic. Poetry which is intended not for the stages but to be read, is essentially dramatic in principle. In all varieties of narrative poetry the dramatic element commonly appears more or less prominently in the shape of dialogue. Dramatic poetry may be subdivided into several groups. The first is the dramatic lyric. Second the dramatic story, including the ballad or short story in verse. The third species of dramatic poetry comprises the Dramatic Monologue or soliloquy. It is often difficult to distinguish this from the dramatic narrative. Dramatic monologue is vicariously subjective and story frequently enters into its composition.

The Dramatic Monologue is essentially a study of character, of mental states, of moral crises, made from the inside. It is predominantly psychological, analytical, meditative, argumentative. Dramatic poetry is the most entirely objective form of poetry, that in which the poet most completely loses himself. The ideal aim of a dramatic monologue may be defined as the faithful self-portrayal without ulterior purpose, of the personality of the supposed speaker. It is often used by the poet as a medium for his own philosophy. He may use it to present his philosophy directly, as when the supposed speaker is to all intents and purposes his mouth-piece and his representative. He may use it to present his philosophy indirectly, as when he makes the supposed speaker give expression to ideas antagonistic to his own in such a manner as to convey or suggest adverse judgement upon them. Robert Browning has exemplified the direct method and also the indirect in his dramatic monologues.

13.3 Summary :

Ulysses, the king of Ithaca, took an active part in the Trojan war. After many years of war he returned home. Ulysses was reunited with his wife Penelope and son Telemachus. He ruled Ithaca for some time, but soon tired of leading a life without adventures and discoveries. So he decided to leave Ithaca and set sail for the farthest region of the world in search of further excitement and knowledge. Ulysses has seen

and known a great deal. He has seen cities of men, manners, climates, councils and governments. He has fought on the plains of Troy and sailed on dangerous seas. Ulysses says that it gave him very little profit to rule the savage people of Ithaca. His interest is adventure. He has an unquenchable thirst for knowledge. He wishes to follow knowledge like a sinking star and go to the Happy Isles. He would like to see Achilles the bravest of the Greek heroes.

Ulysses has a heart that is hungry for knowledge. He is a synonym of daring, adventure and wisdom. Telemachus is the son of Ulysses. The father and the son are different in their attitude and character. They symbolise two powerful trends at work during the Victorian period. Ulysses symbolises intellectual pursuit and adventure. Telemachus symbolises the conservative people who take a limited view of life. He is blameless in the discharge of common duties. On the other hand, Ulysses symbolises the spirit of adventure. He wants to set out on a new voyage to the Happy Isles. He is accompanied by his loyal mariners. They are souls that have toiled and fought for him; never worrying about rain and thunder. They have a high sense of freedom and they are valiant. When we pursue something relentlessly we miss certain other things. This is true of Ulysses who has lost much of his strength. He has sustained enough losses also. Yet something certainly abides with him. He has with him the energy to strive, to seek, to find and not to Yield. The principle of life is that nobody is deprived of everything.

13.4 Glossary :

Aged wife : wife of Ulysses, Penelope who is now old.

Mete and dole : administer.

Unequal : imperfect.

Lees : dregs.

Scudding drifts : deviation in the direction caused by the wind.

Hyades : daughters of Atlas changed into a constellation. When this constellation rises with the sun, rainy weather is indicated. It is supposed to disturb the sea.

Vext : Vexed-troubled.

To pause : to stop, to remain stationary and inactive.

Rust unburnished : If the sword is not used it rusts.

Eternal silence : death.

Vile : shameful.

Strove : struggled.

Furrows : ship tracks.

Baths : Straits of Gibraltar – the limit of the world known to the ancient Greeks. Hercules set up his pillars there with the inscription- 'thus far and no farther Ulysses will sail'.

Happy Isles : The islands beyond the pillars of Hercules. There the souls of the good found rest.

Achilles : The hero of Homer's *Illiad*, the bravest and most skilled of the Greeks. He was invulnerable except at the heel of one leg; Paris struck the spot with an arrow and killed him.

13.5 The Text :

It little profits that an idle king,
 By this still hearth, among these barren crags,
 Matched with an aged wife, I mete and dole
 Unequal laws unto a savage race,
 That hoard, and sleep, and feed, and know not me,
 I cannot rest from travel; I will drink
 Life to the lees. All times I have enjoy'd
 Greatly, have suffered greatly, both with those
 That loved me, and alone; on shore, and when
 Though scudding drifts the rainy Hyades
 Vext the dim sea, I am becoming a name
 For always roaming with a hungry heart;
 Much have I seen and known, - cities of men
 And manners, climates, councils, governments,
 Myself not least, but honoured of them all;
 And drunk delight of battle with my peers,
 Far on the ringing plains of windy Troy.
 I am a part of all that I have met;
 Yet all experience is an arch wherethrough
 Gleams that untravelled world whose margin fades
 For ever and for ever when I move.
 How dull it is to pause, to make an end,
 To rust unburnished, not to shine in use!
 As though to breathe were life! Life piled on life
 Were all too little, and of one to me
 Little remains; but every hour is saved
 From that eternal silence, something more,
 A bringer of new things; and vile it were
 For some three suns to store and hoard myself
 And this grey spirit yearning in desire
 To follow knowledge like a sinking star,
 Beyond the utmost bound of human thought.

This is my son, mine own Telemachus,
 To whom I leave the sceptre and the isle –
 Well-loved of me, discerning to fulfil
 This labour, by slow prudence to make mild

A rugged people, and through soft degrees
Subdue them to the useful and the good.
Most blameless in he, centred in the sphere
Of common duties, decent not to fail
In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.

There lies the port; the vessel puffs her sail :
There gloom the dark, broad seas. My mariners,
Souls that have toiled, and wrought, and thought with me —
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads — you and I are old;
Old age hath yet his honour and his toil.
Death closes all; but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks :
The long day wanes; the slow moon climbs; the deep
Moans round with many voices. Come, my friends,
'Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulfs will wash us down;
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.
Though much is taken, much abides; and though
We are not now that strength which in old days
Moved earth and heaven; that which we are, we are :
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

13.6 Interpretation of Stanzas :

In the first stanza the readers are introduced to Ulysses, the king of Ithaca. He describes his experiences as a warrior. After the Trojan war he returns home. Nothing in Ithaca is suitable to his nature. He likes adventurous voyages. His countrymen are like barren crags. An active king like Ulysses cannot bear his lazy and inactive people. His wife Penelope became old and she likes to have a peaceful and restful life. His countrymen just hoard, sleep, feed and know not his power and strength. He cannot rule such idle people. They do not have any civilization. His nature is entirely different from that of his countrymen. He cannot rest from travel. He likes to travel till death overtakes him. He has gained a lot of experience. He has enjoyed himself in battle. He has suffered equally. Sometimes he was alone on the shore. He had travelled even in the troubled sea but he was never disheartened. He always roamed with a hungry heart as though it was his first adventure. He has become a great name. He has seen many cities, manners, climates, councils and governments. He was honoured by all his countrymen. He has gained much experience. He has the rarest opportunity of battling along with his peers on the plains of Troy. Battle gives him delight. He has become a part of all that he has met. Yet he is not satisfied with what he has achieved, he says that all experience is an arch and the untravelled world gleams through it. He moves forward but the margin fades, so he likes to move for ever and ever. He feels that it is dull to stop travelling. If an iron tool is not used properly and continuously it rusts and never shines. Same is the case with one's life. If he does not do anything in this life it is useless. Some people feel that just to breathe is life but for Ulysses life piled on life is too little. Only a little time is left for him. He has already grown old. He wants to make use of every hour before he dies. It may bring something new to his life. He feels that he has only three years to live. He will make use of those three years to gain more knowledge. His grey spirit yearns in desire to follow knowledge like a sinking star. He would like to go beyond the utmost bounds of human thought.

In the second stanza Ulysses introduces his son Telemachus. He desires to leave his kingdom to his son and go on a new voyage. He is proud of his son and loves him very much. His son is ready to take up the burden of changing the rugged people into civilized people through slow degrees. Telemachus can turn them into useful and good people. He has patience and love towards his country-men. Ulysses says that his son is blameless. He is perfect in performing the common duties. He is a tender hearted and benevolent king. He will respect and worship the household gods whom Ulysses has neglected. He believes that Telemachus will discharge his duties perfectly.

In the third stanza Ulysses is seen on his way to his adventures, The vessel is ready and puffs her sail. The sea invites him. His fellow mariners wait for this arrival. They have suffered, toiled and thought along with him. They treated the stormy and the sunny weather equally. Sometimes they opposed Ulysses with free hearts. His fellow mariners are also old. But old age has its honour. Death closes all. But before he dies he would like to do some work of noble note. They are not ordinary men. They have fought with gods. The sea and also the weather invite them. Ulysses welcomes his mariners to push off to seek a newer world. They would like to sail beyond the sunset and reach the western stars. He likes to go on his voyage till he dies. They do not care if the gulfs wash them down or may be they will touch the Happy Isles and see great

Achilles. Still much abides, they have not the same strength which they had in their youth. But they have an equal temper and heroic hearts. Though made weak by time and fate they are strong in will to strive, to seek, to find and not to yield.

13.7 Lines for Explanation :

- 1) ‘..... I am becoming a name
For always roaming with a hungry heart’.

These lines are taken from the poem “Ulysses” written by Alfred Tennyson.

Ulysses, the king of Ithaca, took an active part in the Trojan war. Ulysses represents the unquenchable spirit of exploration of the Victorian period. Ulysses has a heart that is hungry for knowledge. He roams in search of knowledge. He is very adventurous and very wise. People who have heard of him identify him with wisdom and spirit of adventure. He is a synonym for daring, adventure and wisdom.

- 2) ‘I am a part of all that I have met’.

This line is taken from the poem “Ulysses” written by Alfred Tennyson.

Ulysses the king of Ithaca took an active part in the Trojan war. After many years of war he returned home. He is reunited with his wife Penelope and son Telemachus. Ulysses has drunk deep of the wisdom of the world. He has had a variety of experiences. He adjusted himself to every situation and observed the best of every experience and enriched his personality.

- 3) “How dull it is to pause, to make an end,
To rust unburnished, not to shine in use !”

These lines are taken from the poem “Ulysses” written by Alfred Tennyson.

Ulysses, the king of Ithaca, took an active part in the Trojan war. After many years of war he returned home. He ruled Ithaca for sometime but soon tired of leading a life without adventures and discoveries. He dislikes inactivity and rest. He hates to rule an uncivilised race and offer prayers to household gods. Such a life is similar to a state of inactivity. Even the sword rusts if it is not wielded properly and in time and likewise with Ulysses, inactivity blunts his personality.

- 4) ‘To follow knowledge like a sinking star,
Beyond the utmost bound of human thought’.

These lines are taken from the poem “Ulysses” written by Alfred Tennyson.

Ulysses, the king of Ithaca, took an active part in the Trojan war. After many years of war he returned home. He is tired of leading a life without adventures and discoveries. The surface of the sea is a boundary for the star. But the star as it sinks into the sea goes beyond the boundary. It goes to a region unfathomed and unknown. Similarly Ulysses will explore the sea and the earth. He will expand the frontiers of his knowledge. He will continue his quest without remission. The poem “Ulysses” is remarkable for its characterisation of Ulysses. It is also remarkable for its exposition of the idea that the pursuit of knowledge is endless.

- 5) 'He works his work I mine'.

This line is taken from the poem 'Ulysses', written by Alfred Tennyson.

Ulysses the king of Ithaca took an active part in the Trojan war. After many years of war he returned home. He ruled Ithaca for some time but soon tired of leading a life without adventure and discoveries. Telemachus is the son of Ulysses. The father and the son are different in their attitude and character. They symbolise two powerful trends at work during the Victorian period. Ulysses symbolises intellectual pursuit and adventure. Telemachus symbolises the conservative people who take a limited view of life. He knows how to control and modify a savage race. He is blameless in the discharge of common duties. He pays due respect to his household gods. He will never fail in the duties of tenderness. But Ulysses does not enjoy the company of his aged wife. He would like to follow knowledge like a sinking star beyond the utmost bounds of human thought.

6. 'Death closes all, but something ere the end
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods'.

These lines are taken from the poem 'Ulysses' written by Alfred Tennyson.

Ulysses, the king of Ithaca, took an active part in the Trojan war. After many years of war he returned home. The people of Ithaca are a savage race. They hoard, eat and sleep. They do not know the worth of Ulysses. Ulysses is fed up with his countrymen. So he handed over Ithaca to his son Telemachus and goes on a new voyage. Death is certain. It put an end to every act of man. Once a man dies he can do nothing more. So while yet alive let man do whatever good he can. Let him undertake a project that is noble, a work that is worthy of men who fought with the gods. Such men shall see that something great is accomplished before death.

7. 'It may be we shall touch, the Happy Isles
And see the great Achilles'.

These lines are taken from the poem 'Ulysses' written by Alfred Tennyson.

Ulysses, the king of Ithaca, took an active part in the Trojan war. After many years of war he returned home. Ulysses symbolises intellectual pursuit and adventure. Ulysses aim is to sail beyond the sunset and the baths of the western stars. He wishes to touch the Happy Isles and see the great Achilles. Achilles is the hero of Homer's *Illiad*. He is the bravest and most skilled of the Greeks. He is invulnerable except in the heel of one leg. Paris struck the spot with an arrow and killed him. Ulysses would like to follow knowledge like a sinking star beyond the horizons of human thought.

- 8) 'Though much is taken, much abides and though
we are not now that strength which in old days
Moved earth and heaven'.

(or)

‘Made weak by time and fate, but strong in will
To strive, to seek, to find and not to yield’.

These lines are taken from the poem ‘Ulysses’ written by Alfred Tennyson.

Ulysses, the king of Ithaca, took an active part in the Trojan war. After many years of war he returned home. He is fed up with his countrymen. When we pursue something relentlessly, we miss certain things. Ulysses has lost much of his strength in the war. He has sustained enough losses also. Yet something certainly abides with him. He has the energy to strive, to seek, to find and not to yield. The principle of life is that nobody is deprived of everything.

13.8 Comprehension passages :

- 1) It little profits that an idle king,
By this still hearth, among these barren crags,
Matched with an aged wife, I mete and dole
Unequal laws unto a savage race,
That hoard, and sleep, and feed and know not me.

1) Whom does ‘I’ refer to ?

Ans. I refers to king Ulysses.

2) Name the poet ?

Ans. The poet is Alfred Tennyson.

3) What is meant by ‘mete and dole’ ?

Ans. Mete and dole means administer.

4) Who is the aged wife ?

Ans. The aged wife referred to here is Penelope, the wife of Ulysses.

5) Who are the savage people ?

Ans. The people of Ithaca are savage people.

- 2) Much have I seen and known,- cities of men,
And manners, climates, councils, governments,
Myself not least, but honoured of them all;
And drunk delight of battle with my peers,
Far on the ringing plains of windy Troy.

1) Who is the speaker here ?

Ans. The speaker is Ulysses.

2) What is meant by ‘peers’ ?

Ans. Peers means equals.

3) What did Ulysses see ?

Ans. Ulysses saw cities of men, manners, climates, councils and governments.

4) What is Troy ?

Ans. Troy is the city of Trojans, where the Trojan war took place.

5) What did he drink ?

Ans. Ulysses had drunk the delight of battle.

3) Yet all experience is an arch where through
Gleams that untravelled world whose margin fades
For ever and for ever when I move
How dull it is to pause, to make an end
To rust unburnished, not to shine in use !

1) Who is the speaker ?

Ans. The speaker is Ulysses.

2) What is meant by pause ?

Ans. Pause means to stop. To remain stationary and inactive.

3) What does the line 'To rust,
Unburnished, not to shine in use' mean ?

Ans. Ulysses dislikes inactivity and rest. The sword rusts if it is not wielded properly and in time and likewise with Ulysses inactivity blunts his personality.

4) Who wrote this poem ?

Ans. This poem is written by Alfred Tennyson.

5) What does 'gleams' mean ?

Ans. Gleams mean shines.

4) Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulfs will wash us down.
If may be we shall touch the Happy Isles,
And see the great Achilles, whom we know.

1) Who is the speaker here ?

Ans. The speaker is Ulysses.

2) What is his purpose ?

Ans. His purpose is to sail beyond the sunset and the baths of the western stars.

3) Who are being ordered by Ulysses to sail ?

Ans. Ulysses orders his fellow mariners and friends to set sail.

4) What does Happy Isles stand for ?

Ans. The Happy Isles are the islands beyond the pillars of Hercules. There the souls of the good found rest.

5) Who is Achilles ?

Ans. Achilles is the hero of Homer's *Illiad*. He is the bravest and most skilled of the Greeks. He was invulnerable except at the heel of one leg. Paris struck the spot with an arrow and killed him.

13.9 Objective type questions :

Though much is taken much abides and though
 We are not now that strength which in old days
 Moved earth and heaven; that which we are, we are:
 One equal temper of heroic hearts
 Made weak by time and fate, but strong in will
 To strive, to seek, to find, and not to yield.

- 1) Whom does 'we' refer to ? (d)
 - a) Ulysses
 - b) Telemachus
 - c) People of Ithaca
 - d) Ulysses and his mariners
- 2) What did they move ? (c)
 - a) heaven
 - b) earth
 - c) earth and heaven
 - d) Troy
- 3) They were made weak by- (b)
 - a) time
 - b) time and fate
 - c) fate
 - d) old age
- 4) Name the poet ? (c)
 - a) Kamala Das
 - b) Wordsworth
 - c) Tennyson
 - d) Robert Frost
- 5) What is the common feature among them ? (a)
 - a) One equal temper of heroic hearts
 - b) Very lazy
 - c) Very arrogant
 - d) Very weak

T. Nirmala Kumari

LESSON-14

THE LAST RIDE TOGETHER

- ROBERT BROWNING

STRUCTURE

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Victorian Period
- 14.3 Summary
- 14.4 Glossary
- 14.5 The Text
- 14.6 Interpretation of Stanzas
- 14.7 Lines for Explanation
- 14.8 Comprehension Passages
- 14.9 Objective Type Questions

14.0 Introduction :

Robert Browning (1812-89), was privately educated. His first poem, "Pauline" appeared in 1833. "Paracelsus" which attracted the friendly notice of Carlyle, Wordsworth, and other men of letters, appeared in 1835. He next published *Strafford*, a tragedy, which was played at Covent Garden in 1837. *Sordello* followed in 1840. In 1842 he published *Dramatic Lyrics* : and in 1845, *Dramatic Romances* as parts 3 and 7 of the series *Bells and Pomegranates*. In 1846 he married Elizabeth Barrett and lived with her mainly in Italy at Pisa, Florence and Rome, until her death in 1861, after which Browning settled in London. In 1850 he published "Christmas Eve" and "Easter Day", and in 1855 *Men and Women*. *Dramatic Personae* appeared in 1864, and in 1868-9 the long poem, *The Ring and the Book*. His last volume of poems, *Asolando* was published on the day of his death.

The poetic form that Browning loved best was the dramatic monologue and he perfected it. The setting of a dramatic monologue is always an intense situation; in it, one person speaks in the presence of one or more other people.

"The Last Ride Together" is as much a beautiful love lyric as an exquisite dramatic monologue.

"The Last Ride Together" is taken from Browning's *Dramatic Romances*. In almost all his best known poems Browning has brought out the idea that man should never be satisfied with mediocre achievement and that he should aspire to the highest and the noblest things in life. Great failures are to be preferred to little successes. This is true not only of works of art, music and poetry but also of love. "The Last Ride Together" presents a great lover whose love has not been requited. He overcomes his anguish and rides with his love for the last time. He finds self-fulfilment in the intensity of his love, and wishes that the ride be eternal.

14.1 Objectives :

- 1) to introduce the reader to the best and perfect form of the dramatic monologue
- 2) to introduce Robert Browning's religious philosophy and optimism to the reader.
- 3) to give the reader an insight into the nature of the Victorian period.

14.2 Victorian Period :

The Victorian period saw the emergence of contradictory schools of thoughts in England. People gave importance to Christian ethics; but they attempted to worship Mammon along with God and compromised on many issues. Utilitarianism had come into conflict with Christian morality. Cardinal Newman, Carlyle and Mathew Arnold tried to uphold the best of human values. Browning stood apart. He had his firm convictions. He believed in God and His rule. Browning was a poet of love, faith and robust optimism. He had his own philosophy of life which was basically Christian.

14.3 Summary :

“The Last Ride Together” is taken from Robert Browning's *Dramatic Romances*. In this particular dramatic monologue the speaker is a lover. But his lady love has rejected him. Yet he makes a request to her to take a ride with him. That will give him another day of thrill. His lady love agrees. The beloved must take back the hope which she once gave to the poet. He will cherish the memory of this hope. As they ride the speaker enjoys the highest thrill of his life. He feels god-like. Both of them are on the same horse. As they ride the lady leans on the breast of her lover. He wishes that the moment would continue till eternity, so that they could be together eternally.

The poem with its symphony suggests the gentle gallop of a horse. We get a vivid picture of the speaker and his beloved riding together in joy. The poet takes the reader from the sensuous to the reflective level. Whatever is noble will persist and endure. Robert Browning was a poet of deep conviction. For him life starts on earth and continues after death. Every noble aspiration of man would be fulfilled in heaven. To expect absolute success in the course of earthly existence is unrealistic. The greatest of human values are love and compassion and all human enterprise including art and poetry, should be based on love.

The whole poem is an expression of the lover's adoration of his beloved. The lover is optimistic. His love is not requited. Yet he is not disappointed. It is a world of bliss, although it is only seen dimly. On earth everyone fails, but in heaven success awaits most. Earth is good but heaven is best. On earth man's achievement is an arc – in heaven it becomes a circle. Always man finds it difficult to work out his will. Flesh obstructs his will and he cannot work out his schemes to his fullest satisfaction. Heaven should testify to the fact that the speaker and his love should ride together forever.

14.4 Glossary :

The hope you gave : At first the lady raised the lover's hopes. But at present she has changed her mind.

Demurs : raises objections.

Replenished : refilled.

Deified : Her love fills the heart of the lover with pride. He feels godlike again.

Billowy bosomed : The bosom of the cloud has been broken into undulations.

Benedictions : blessings of the sun, the moon and the stars.

Long-cramped scroll : The soul of the lover is soothed, smoothened by the ride, just as the scoll is unrolled by the wind.

Life awry : life rendered aimless.

Who succeeds : No one, no poet, no artist, no statesman, who aims at great things, has ever succeeded. Minor achievements are no success at all.

Fleshly screen : every mind must have experienced the obstruction caused to its will by the flesh.

Abbey stones : A few lines may be written on the tombstones of the statesman buried in the graveyard of Westminster Abbey.

One whit your own sublime : Does the poet succeed in making his poetry sublime at least in a little measure?

Venus : The goddess of love in Greek mythology.

Fords the burn : crosses the small river.

Dim descried : seen dimly.

Instant made eternity : The short time he spent with his beloved is beyond the measure of time. It is eternity and heavenly joy.

14.5 The Text :

I said – Then, dearest, since 'tis so,
 Since now at length my fate I know,
 Since nothing all my love avails,
 Since all, my life seemed meant for, fails,
 Since this was written and needs must be –
 My whole heart rises up to bless
 Your name in pride and thankfulness!
 Take back the hope you gave, – I claim
 Only a memory of the same,
 – And this beside, if you will not blame,
 Your leave for one more last ride with me.

My mistress bent that brow of hers;
 Those deep dark eyes where pride demurs
 When pity would be softening through,
 Fixed me a breathing-while or two
 With life or death in the balance : right!

The blood replenished me again;
My last thought was at least not vain :
I, and my mistress, side by side,
Shall be together, breathe and ride,
So, one day more am I defined.
 Who knows but the world may end to-night?

Hush! if you saw some western cloud
All billowy-bosomed, over-bowed
By many benedictions—sun's
And moon's and evening-star's at once—
 And so, you looking and loving best,
Conscious grew, your passion drew
Cloud, sunset, moonrise, star-shine too,
Down on you, near and yet more near,
Till flesh must fade for heaven was here!—
Thus leant she and lingered— joy and fear!
 Thus lay she a moment on my breast.

Then we began to ride. My soul
Smoothed itself out, a long-cramped scroll
Freshening and fluttering in the wind.
Past hopes already lay behind.
 What need to strive with a life awry?
Had I said that, had I done this?
So might I gain, so might I miss.
Might she have loved me? Just as well
She might have hated, who can tell!
Where had I been now if the worst befell?
And here we are riding, she and I.

Fail I alone, in words and deeds?
Why, all men strive and who succeeds?
We rode; it seemed my spirit flew,
Saw other regions, cities new,
 As the world rushed by on either side.
I thought,—All labour, yet no less
Bear up beneath their unsuccess.

Look at the end of work, contrast
The petty done, the undone vast,
This present of theirs with the hopeful past!
 I hope she would love me; here we ride.

What hand and brain went ever paired?
What heart alike conceived and dared?
What act proved all its thought had been?
What will but felt the fleshly screen?
 We ride and I see her bosom heave.
There's many a crown for who can reach.
Ten lines, a statesmen's life in each!
The flag stuck on a heap of bones,
A soldier's doing! what atones?
They scratch his name on the Abbey-stones.
 My riding is better, by their leave.

What does it all mean, poet? Well,
Your brains beat into rhythm, you tell
What we felt only; you expressed
You hold things beautiful the best,
 And pace them in rhyme so, side by side.
'Tis something, nay 'tis much : but then,
Have you yourself what's best for men ?
Are you—poor, sick, old ere your time—
Nearer one whit your own sublime
Than we who never have turned a rhyme?
 Sing, riding's a joy! For me, I ride.

And you, great sculptor—so, you gave
A score of years to Art, her slave,
And that's your Venus, whence we turn
To yonder girl that fords the burn!
 You acquiesce, and shall I repine?
What, man of music, you grown grey
With notes and nothing else to say,
Is this your sole praise from a friend?

'Greatly his opera strains intend,
But in music we know how fashions end!
I gave my youth; but we ride, in fine.

Who knows what's fit for us? Had fate
Proposed bliss here should sublimate
My being — had I signed the bond —
Still one must lead some life beyond,
Have a bliss to die with, dim-descried.
This foot once planted on the goal,
This glory-garland round my soul,
Could I descry such? Try and test!
I sink back shuddering from the quest.
Earth being so good, would heaven seem best?
Now, heaven and she are beyond this ride.

And yet — she has not spoke so long!
What if heaven be that, fair and strong
At life's best, with our eyes upturned
Whither life's flower is first discerned,
We, fixed so, ever should so abide?
What if we still ride on, we two
With life for ever old yet new,
Changed not in kind but in degree,
The instant made eternity,___
And heaven just prove that I and she
Ride, ride together, for ever ride?

14.6 Interpretation of Stanzas :

Stanzas I & II - "The Last Ride Together" is one of the love poems of Robert Browning. The poem is free from obscurity. It expresses the intense love of the speaker for his lady love. His love is unrequited. The beloved must take back the hope which she once gave to the poet. The lover will cherish the memory of this hope. Yet before his lady love parts from him he asks her to ride with him one last time. His lady love agrees to take a ride with him. That will give him another day of thrill.

Stanzas III & IV - They go for a ride on the same horse. She does not say anything but she leaned and lay for a moment on his breast. He enjoys the highest thrill of his life. He feels god-like. The lover had another day of self-glorification. He will convince himself that his beloved loves him. Suppose the world comes to an end that day, the lover and the beloved shall remain in each other's company till the second coming of Christ.

Stanzas V & VI - The greatest ambition of the lover is that the ride should not end. It should continue forever. The instant has to be turned into eternity. Heaven should testify to the fact that the speaker and his love would ride together forever.

Stanzas VII & VIII - They ride and even as they ride he wonders whether people fully succeed in the course of their lives. One has always to contrast the petty deeds done with the vast amount left undone. Nobody can work out his will. The statesman, the soldier, the poet, the sculptor and the musician aspire for great things. But nobody achieves absolute glory. On earth everyone fails but in heaven success awaits most.

Stanzas IX & X - To expect absolute success in the course of earthly existence is unrealistic. On earth man's achievement is like an arc – in heaven it becomes a circle. Man always finds it difficult to work out his will. Flesh obstructs his will and he cannot work out his schemes to his fullest satisfaction. The lover has not succeeded in winning the love of his beloved. He is not disheartened. He only wishes that together he and his beloved are able to ride endlessly. If so the present instant when he rides with his love shall be turned into eternity.. Whatever is noble will persist and endure.

14.7 Lines for Explanation :

- 1) 'So, one day more am I deified
who knows but the world may end tonight'

These lines are taken from the poem "The Last Ride Together" written by Robert Browning.

"The Last Ride Together" is one of the love poems of Robert Browning. He was a poet of love, faith and robust optimism. The speaker's love is not requited. Yet he wants his beloved to ride with him once more. It will be their last ride together. Both of them are on the same horse. As they ride the lady leans on the breast of her lover. As they ride the speaker enjoys the highest thrill of his life. He feels god like. The present is valuable to the poet. He does not know what may happen the next day. The world may even end. Even then he is happy for he has one day more with his beloved. He wishes that moment would continue till eternity, so that they could be together eternally.

- 2) "Fail I alone, in words and deeds ?
Why, all men strive and who succeeds" ?

These lines are taken from the poem "The Last Ride Together" written by Robert Browning.

"The Last Ride Together" is one of the love poems of Robert Browning. He was a poet of love, faith and robust optimism. The lover has not succeeded in winning the love of his beloved. He is not disheartened. The beloved agrees to take a last ride with him. Out of sympathy for him she leaned upon him. It was an experience filled with joy and fear. He knows that nothing attains perfection on earth. On earth man's achievement is like an arc. In heaven it becomes a circle. The speaker says that no artist, musician, sculptor or poet has ever succeeded in life. He hopes that whatever remains unfulfilled on earth will be fulfilled in heaven. Earth is good, but heaven is best.

- 3) 'Thus leant she and lingered-joy and fear
Thus lay she a moment on my breast'.

These lines are taken from the poem "The Last Ride Together" written by Robert Browning.

"The Last Ride Together" is one of the love poems of Robert Browning. He was a poet of love, faith and robust optimism. The speaker's love is not requited. Yet he wants his beloved to ride with him once more. It will be their last ride together. Both of them are on the same horse. As they ride the lady leans on the breast of her lover. As they ride the speaker enjoys the highest thrill of his life. He feels godlike. The present is valuable to the poet. He does not know what may happen the next day. The world may even end. Even then he is happy for he has one day more with his beloved. He wishes that moment would continue till eternity, so that they could be together eternally. The lover at the moment felt that heaven was very near him. It was an experience filled with joy and fear.

- 4) 'What will but felt the fleshly screen ?
we ride and I see her bosom heave'.

These lines are taken from the poem "The Last Ride Together" written by Robert Browning.

"The Last Ride Together" is one of the love poems of Robert Browning. He was a poet of love, faith and robust optimism. The greatest ambition of the poet is that the ride should not end. It should continue forever. The instant has to be made into eternity. The speaker says that on earth everyone fails but in heaven success awaits most. Nobody can work out his will. For one thing, human beings cannot combine all faculties together and put them to use. The hand does not obey the brain. Acts do not reflect thoughts. Man always finds it difficult to work out his will. Flesh obstructs his will and he cannot work out his schemes to his fullest satisfaction.

14.8 Comprehension passages :

1. My whole heart rises up to bless
Your name in pride and thankfulness !
Take back the hope you gave, -I claim
Only a memory of the same,
-And this beside, if you will not blame,
Your leave for one more last ride with me.

- 1) Who spoke these words ?
Ans. The great lover spoke these words.
2) Name the poem ?
Ans. The title of the poem is "The Last Ride Together".
3) Whom does the lover bless ?
Ans. The lover blesses his beloved.

4) In which poetic form this poem is written ?

Ans. This poem is written in the form of a dramatic monologue.

5) What does the lover ask his beloved ?

Ans. The lover requests his beloved to agree for the last ride with him.

2 Fail I alone, in words and deeds ?

Why, all men strive and who succeeds ?

We rode; it seemed my spirit flew,

Saw other regions, cities new,

As the world rushed by on either side.

1) Whom does 'we' refer to ?

Ans. 'We' refers to the lover and his beloved.

2) What did he see ?

Ans. He saw other regions.

3) Does anyone succeed ?

Ans. No one, no poet, no artist, no statesman, who aims at great things has ever succeeded.

4) Is he the only one who has failed ?

Ans. No, he is not the only one, but all people fail.

5) Name the poem ?

Ans. The title of the poem is "The Last Ride Together".

3. Still one must lead some life beyond,

Have a bliss to die with, dim described.

1) Why does the lover speak of life beyond ?

Ans. The lover is optimistic. His love is not requited. Yet he is not disappointed.

2) Name the poet ?

Ans. The poet is Robert Browning.

3) What sustains the lover ?

Ans. A faith in this world sustains the lover and raises his spirits.

4) Name the poem ?

Ans. The title of the poem is "The Last Ride Together".

5) What is seen dimly ?

Ans. The world is seen dimly.

4. What if we still ride on, we two

With life for ever old yet new,

Changed not in kind but in degree,

The instant made eternity.

- 1) Whom does 'we' refer to ?
Ans. 'We' refers to the lover and his beloved.
- 2) What is the wish of the lover ?
Ans. The lover only wishes that together he and his beloved are able to ride endlessly.
- 3) Which instant should be turned into eternity ?
Ans. The present instant when he rides with his love shall be turned into eternity.
- 4) Is the lover happy ?
Ans. The lover is immensely happy.
- 5) Has the lady love accepted to be with him forever ?
Ans. No, she agreed to be with him only for a short period. It is only for one day.

14.9 Objective type questions :

Could I decry such ? Try and test !
I sink back shuddering from the quest.
Earth being so good, would heaven seem best ?
Now, heaven and she are beyond this ride.

- 1) Who is the speaker here ? (d)
a) Sarojani Naidu b) The neighbour
c) The ladylove d) The lover
- 2) Name the poem (b)
a) Ulysses b) The Last Ride Together
c) London d) Mending Wall
- 3) What is no good ? (a)
a) earth b) heaven
c) the poet d) the city
- 4) What seems best ? (c)
a) the road b) the house
c) the heaven d) the ride
- 5) Who are beyond this ride ? (b)
a) heaven b) heaven and she
c) the poet d) the beloved

- T. Nirmala kumari

LESSON - 15

BECAUSE I COULD NOT STOP FOR DEATH

(From *The Chariot*)

- EMILY DICKINSON

STRUCTURE

- 15.0 Introduction
- 15.1 Objectives
- 15.2 The Poetic Form
- 15.3 Summary
- 15.4 Glossary
- 15.5 The Text
- 15.6 Interpretation of Stanzas
- 15.7 Lines For Explanation
- 15.8 Comprehension Passages
- 15.9 Objective type questions

15.0 Introduction :

Emily Dickinson, (1830 - 86) the greatest woman poet, belongs to America. She was born and spent nearly all her life in Amherst, Massachusetts. Her father was a lawyer. She was educated at Amherst Academy and Mount Holyoke Female seminary. She was noted for her wit and love of fun, and as a young woman took a normal part in village social activities. In 1854 while on a visit to Washington, her father being then a member of Congress, she is said to have fallen in love with a young preacher, but on learning that he was married, she had broken off all communication with him. Thereafter she lived a retired life, seeking companionship in nature and recreation in solitary country walks.

After the death of her father in 1874 she shut herself in the home, though still performing the duties of a housewife. Though her days were uneventful, her poems, jealously guarded as a secret, showed her rich and sympathetic mind. Only two were printed in her lifetime, but after her death they were discovered and published by her sister Lavinia in three series, (1890, 1891, 1896). Further volumes were *The Single Hound* (1914), *Further Poems* (1929) and *Bolts of Melody* (1945). In all she wrote over 1,000 poems. Her *Letters* were published in 1894. Her short lyrics were remarkable for their mystic quality, which is joined, to an integrity and originality which led one critic to declare that she wrote as though no one had written poetry before. Her delicate command of phrase compensates for occasional technical flaws. The imagists claimed her their precursor.

“Because I Could Not Stop for Death” consists of lines taken from *The Chariot*, one of the best known poems of Emily Dickinson. Life is a journey, during which, one is programmed for a meeting with death. The poet has an imaginative encounter with death. The occasion arouses in her thoughts on life, death

and immortality. The poet imagines a coffin containing her body being taken in a carriage; with her in the same carriage rides immortality.

15.1 Objectives :

- 1) to understand the poet's philosophy of life.
- 2) to understand the element of mysticism in the poem.
- 3) to appreciate the rich use of imagery in the poem.

15.2 The Poetic Form - Mystic Poetry :

One chief element of poetry is its revealing power. It opens our eyes to sensuous beauties and spiritual meanings in the worlds of human experience and of nature to which otherwise we should remain blind. The true poet, whatever his range and quality, is one in whom the power of seeing and feeling the sensuous beauty and spiritual meaning of things exists in a pre-eminent degree and to whom, moreover, another special power has been granted – the power of so expressing and interpreting what he sees and feels as to quicken our own imaginations and sympathies and to make us see and feel with him. Great poets have always recognised that poetry is made out of life, belongs to life, exists for life.

Sometimes a poem passes from a simpler form into a meditative and philosophic poem. Emily Dickinson's short lyric is remarkable for its mystic quality. This poem is an interpretation of life through imagination and feelings. Its greatness is judged by the power with which the poet handles life's greatest and most abiding things. The greatness of the poet lies in her powerful and beautiful application of ideas to life.

15.3 Summary :

“Because I Could Not Stop for Death” consists of lines taken from *The Chariot*, one of the best known poems of Emily Dickinson. Life is a journey, during which one is programmed for a meeting with death. The poet had an imaginary encounter with death. When she considers life, death and immortality, death comes and takes the poet in a carriage. With her in the same carriage rides immortality. The movement is slow but steady. The carriage passes the school, the ring, a house and the setting sun. The poet is in the hands of death. But she knows that immortality is by her side. Even while her dead body is taken in a hearse she realizes that she is immortal. The movement of the carriage is solemn. Likewise the poem is also dignified.

Like John Keats, Emily Dickinson is half in love with death. Death ends all her worries and she welcomes it as a pleasant companion. It leads her to her grave. But for man or woman death is not the absolute master. Immortality comes to rescue human beings from nothingness. It appears as though centuries have passed since death came to invite the poet. This is because time passes very quickly. As immortality was also in the carriage the heads of the horses drawing it pointed towards a world beyond time. Death is not the end of life. Life can transcend death. The poet therefore says that she could not stop for death. Thus Emily Dickinson's robust optimism checks her sentimentality and gives her joy, faith and a new existence.

15.4 Glossary :

Ourselves : The poet and death

Immortality : Eternal life. There were three in the carriage - the poet, death and immortality. These were the three chief concerns of the poet.

Gazing grain : Grain is personified

Civility : Politeness

Gossamer : Cobweb - Her gown, her tippet or scarf and her tulle or fine silk were like cobwebs.

A swelling of the ground : the mound on the grave.

The cornice : top of the grave - often decorated.

Centuries : Centuries appear shorter than a day. From the view point of immortality, human time is short and even unreal.

Surmised : guessed.

Horse's heads : The reference may be to the horsemen mentioned in "The Book of Revelations" in the Bible. They show that the end of the world is at hand.

15.5 The Text :

Because I could not stop for Death, —
He kindly stopped for me;
The carriage held but just ourselves
And immortality.

We slowly drove, he knew no haste,
And I had put away
My labor, and my leisure too,
For his civility.

We passed the school where children strove
At recess, in the ring.
We passed the fields of gazing grain,
We passed the setting sun.

Or rather he passed us.
The dews drew quivering and chill,
For only gossamer my gown—
My tippet only tulle.

We paused before a house that seemed
A swelling of the ground;
The roof was scarcely visible,
The cornice but a mound.

Since then 'tis centuries; but each
Feels shorter than the day
I first surmised the horses' heads
Were toward eternity.

15.6 Interpretation of Stanzas :

In the first stanza the poet has an imaginative encounter with death. Death is certain for every human being. Death is personified here. Death comes in his carriage and the poet's dead body is being taken in that carriage. Along with them immortality also travels in the same carriage.

In the second stanza the poet describes the movement of the carriage. The movement is slow but steady. Death puts an end to all struggle and leisure. The poet without any complaint and with politeness obeys the call of death.

In the third stanza the poet continues to describe the movement of the carriage. Death, immortality and the poet were in the carriage. The carriage passed the school where the children were at recess. The carriage also passes the fields. At last it passes the setting sun.

In the fourth stanza the movement of the carriage still continues further. The movement of the carriage is solemn. The weather was quivering and chill. In that weather the poet's gown and her scarf seemed very light like cobweb.

In the fifth stanza the poet says that the movement of the carriage came to a standstill and they stopped before a house which was only a swelling of the ground. It was a grave so the roof was not visible. Sometimes the top of the mound is decorated. The carriage stops at the grave.

In the sixth and the last stanza the poet's expressions turn mystic. From the viewpoint of immortality, human time is short and even unreal. It appears as though centuries have passed since death came to invite the poet. This is because time passes very quickly. As immortality was also in the carriage the heads of the horses drawing it pointed towards a world beyond time. Death is not the end of life, as Life can transcend death.

15.7 Lines for Explanation :

- 1) "The carriage held but just ourselves
And Immortality".

These lines are taken from the poem "Because I Could Not Stop for Death", written by Emily Dickinson.

Emily Dickinson was a great woman poet from America. Her short lyrics were remarkable for their mystic quality. This poem consists of lines taken from *The Chariot*, one of the best known poems of Emily Dickinson. Life is a journey, during which one is programmed for a meeting with death. The poet has an imaginative encounter with death. The occasion arouses in her thoughts on life, death and immortality. Death is a messenger. It brings its carriage into which the poet is taken. Its manner is polite and approach gentle. The poet is in the hands of death. But she knew that immortality is by her side even while her dead body is taken in hearse. She realises that she is immortal. Death is not the end of life. Life can transcend death. The poet therefore says that she would not stop for death.

- 2) “Since theny its centuries : but each
Feels shorter than the day”.

These lines are taken from the poem “Because I Could Not Stop for Death”, written by Emily Dickinson.

Emily Dickinson was a famous woman poet from America. Her short lyrics were remarkable for their mystic quality. “Because I Could Not Stop for Death” is an excerpt from *The Chariot* one of the best known poems of Dickinson. The poet had an imaginary encounter with death. Life is a journey, in the course of which one meets with death. Immortality is also present in the same carriage. Death is not the end of life. Life can transcend death. The poet therefore says that she could not stop for death. It appears as though centuries have passed since death came to invite the poet. This is because time passes very quickly. As immortality was also in the carriage, the heads of the horses drawing it pointed towards a world beyond time.

15.8 Comprehension passages :

- i) Because I could not stop for Death, -
He kindly stopped for me;
The carriage held but just ourselves.
And Immortality.

1) Who is the speaker ?

Ans. The poetess Emily Dickinson is the speaker.

2) Who stopped for her ?

Ans. Death stopped for her.

3) Who were in the carriage ?

Ans. The poetess, death and immortality were in the carriage.

4) What is meant by immortality ?

Ans. Immortality means eternal life.

5) Whom does ‘ourselves’ represent ?

Ans. Ourselves represents the poet and death.

- ii) We slowly drove, he knew no haste,
And I had put away
My labor, and my leisure too,
For his civility.

1) Who drove slowly ?

Ans. The poet, death and immortality were slowly driving.

2) Who knew no haste ?

Ans. Death knew no haste.

3) Name the poem ?

Ans. The title of the poem is 'Because I could not stop for Death'.

4) What does civility mean ?

Ans. Civility means politeness.

5) Who had put away his leisure ?

Ans. The poet had put away her labor and leisure.

- iii) We paused before a house that seemed
A swelling of the ground;
The roof was scarcely visible,
The cornice but a mound.

1) What is meant by paused ?

Ans. Paused means to stop.

2) What does a swelling of the ground stand for ?

Ans. A swelling of the ground stands for the mound on the grave.

3) What is a cornice ?

Ans. Cornice means the top of the grave.

4) Who paused before a house ?

Ans. The poet, death and immortality paused before a house.

5) Name the poet ?

Ans. The poet is Emily Dickinson.

- iv) Since then 'tis centuries; but each
Feels shorter than the day
I first surmised the horse's heads
were toward eternity.

1) What appears shorter than a day ?

Ans: Centuries appear shorter than a day.

LESSON - 16

MENDING WALL

- ROBERT FROST

STRUCTURE

- 16.0 Introduction
- 16.1 Objectives
- 16.2 Summary
- 16.3 Glossary
- 16.4 The Text
- 16.5 Interpretation of the Poem
- 16.6 Lines for Explanation
- 16.7 Comprehension Passages
- 16.8 Objective Type Questions

16.0 Introduction :

Robert Frost (1874 - 1963), was born in San Francisco. His father, a New Englander, died when Robert was 10 and his Scottish mother, a teacher, moved to Lawrence, Massachusetts. After attending various schools and a year at Dartmouth, Frost went to work in a Lawrence textile mill. At 20 he married Eleanor Miriam White, and from 1897 to 1899 was at Harvard, but never got a regular degree, though he was later to have sixteen honorary degrees. He was in turn teacher, cobbler, editor and finally farmer for eleven years at Derry, New Hampshire. In 1912 he went to England and settled at Beaconsfield, where he met Rupert Brooke, Lascelles Abercrombie, Edward Thomas and other poets. From this point his poetical career may be said to have begun.

Robert Frost's first book of verse, *A Boy's Will* (1913) was followed by *North of Boston* (1914). In 1915 he returned to the United States, where he got fame and became Professor of Poetry at Harvard. He was four times awarded the Pulitzer Prize for Poetry in 1924, 1931, 1937 and 1943. He also received the medal of the American Academy of Art and Letters in 1933 and of the Poetry Society of America in 1941. Though born in California, his voice was of New England, and he has been described as the purest classical poet of America. His books include *Mountain Interval* (1916), *New Hampshire* (1923), *West-Running Brook* (1928), *A Further Range* (1936), *A Witness Tree* (1942), *A Masque of Reason* (1945), *Steeple Bush* (1947), *A Masque of Mercy* (1947) and *Complete Poems* (1949).

Robert Frost is the purest classical poet of America. He is also a poet of the American rural life and the American farmer. Frost said : 'A poem begins in delight and ends in wisdom'. "Mending Wall" begins in a casual way. It deals with a very common happening in the country. From a simple idea the poet takes us to the great notion of social co-existence in the world.

Every farmer wants to keep the walls protecting his farm in good shape. When it breaks he will repair it. The poet says that Nature does not want man to build walls to divide him from his neighbours. But experience has taught man that “Good fences make good neighbours”. Nature does not want men to be divided; it is men who build walls between one another.

16.1 Objectives :

- 1) in simple language noble ideas can be dealt with.
- 2) to introduce the readers to another example of the dramatic monologue.
- 3) a poem can, not only be delightful, but also educative.

16.2 Summary :

Robert Frost is a poet of the American rural life and the American farmer. “Mending Wall” describes one of the most common experiences in the farmer’s life. The language is simple. The style incorporates common speech. The form is of dramatic monologue. The situation is taken from life. “Mending Wall” begins in a casual way. Compound walls have gaps. In spring time the ground swells. This swelling causes cracks in the walls. The hunter in pursuit of rabbits breaks the wall. The neighbours try to build the wall. The neighbour is particular that the wall should be mended. He believes that “Good fences make good neighbours”.

The farmers do not build the wall from the foundation. In place of a boulder that is missing they fit a boulder of the same size. It is difficult to balance it on the wall. Handling the rough boulders is like an outdoor game. When a farmer builds a wall, he keeps his farm within the wall. At the same time he keeps the farm of his neighbour out. The neighbour is a conservative farmer. He respects tradition and the saying of his father that good fences make good neighbours. Such neighbourliness is not necessarily ideal. Even without walls people should be good neighbours.

The neighbour believes that it is good for each man to know his limits and rights. He mends the wall with different types of boulders. Some are in the shape of leaves. Some are in the shape of balls. A spell is needed to make the boulders balance. Every farmer wants to keep the walls protecting his farm in good shape. The poet says that Nature does not want man to build walls to divide him from his neighbours. But experience has taught man that ‘Good fences make good neighbours’. From this simple idea the poet takes the readers to the great notion of social co-existence in the world. Nature does not want man to be divided. It is men who build walls between one another. From a common experience the poet expounds a philosophy of co-existence and love.

16.3 Glossary :

Frozen ground swell : The damp ground expands as a result of frost causing the wall to crack. This suggests that nature does not like artificial walls.

The gaps : The gaps made in the wall are so wide that men and animals can pass through them.

Loaves balls : Shapes of rough stone.

Spell : They balance as though by magic.

Pine and apple : Two types of trees - so that there is no clash of interests.

Cones : Fruits of the pine.

Mischief in me : The poet grows playful as he thinks of mending the wall.

Elves : It is the fairies and elves that break the wall.

Father's saying : Traditional belief.

Savage : Ancient man - even in ancient times men built walls.

16.4 The Text :

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance :
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more :
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbours? Isn't it

Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall,
That wants it down." I could say "Elves" to him.
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees,
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, "Good fences make good neighbours."

16.5 Interpretation of the Poem :

The poet has an apple orchard and his neighbour has a pine orchard. There is a wall between these two orchards. But something or someone does not love a wall. It is none other than nature. Spring season makes the frozen ground expand and breaks the wall; wide gaps are made in the wall. The hunters also make the gaps wider by hunting for rabbits in the burrows. The poet made repairs for the broken wall. But the gaps are still seen as the hunters searched for rabbits in their hiding place only to please their hunting dogs. Even the poet does not know who made the gaps in the wall. But at spring time again gaps are noticed in the wall. The poet asks his neighbour to find out the person behind this.

One day they decided to walk along the wall and repair it. The boulders have fallen on either side on the ground. So the neighbour started mending the wall by erecting the boulders in their original state. The boulders are of different shapes. Some boulders are like loaves and some are like balls. It was very difficult for them to make the boulders balanced. They need the help of some magic to make the boulders remain balanced. They expect the boulders to stay as they are until they turn their backs. Their fingers and palms become rough by handling the rough boulders. They feel that the work of mending the wall is an out-door game, each one in his own farm. Then the poet thinks that it is not essential to mend the wall. Their farms and orchards are different. His neighbour has pine trees and he has apple trees. It is not possible that his apple trees will cross and eat his neighbour's pine. The poet expresses this opinion to his neighbour. The poet is liberal and he gives much importance to human kindness and honesty. But his neighbour is conservative.

The poet's neighbour disagrees with the poet and he says that good fences make good neighbours. The poet wonders at this statement and tries to convince his neighbour by saying that there were no cows which would cross over and damage the orchard. When there are cows it would be good to have a wall

between the two orchards. The poet feels sad that by mending the wall he keeps his neighbour out which offends, his neighbour. To the poet, mending the wall means creating a gulf between two human beings. The poet again tries to bring his neighbour round by saying that the elves do not love a wall between the two orchards, though in reality the elves have no connection with this affair. The poet's neighbour is still engaged in his work. He carries the boulders firmly in his hands like a savage. The neighbour is still in darkness without love and faith towards the poet. To the poet this neighbour looks uncivilized, loveless and dishonest. However, the neighbour is firm in his decision. He will not go beyond his father's saying. He is conservative and still believes in the saying that good fences make good neighbours. The poet is aware that nature does not love a wall between the two orchards. The poet tries to show the element of universal brotherhood to his neighbour but his neighbour is adamant and likes to be alone and protected.

16.6 Lines for Explanation :

1. "No one has seen them made or heard them made,
But at spring mending - time we find them there".

These lines are taken from the poem "Mending Wall" written by Robert Frost.

Robert Frost is the purest classical poet of America. He is a poet of the American rural life and the American farmer. Here the situation is taken from life. From a common experience the poet expounds a philosophy of co-existence and love. In spring time the ground swells. This swelling causes cracks in the walls. The hunters also add to the collapse of the wall. The ground swells with moisture and dislocates the wall. When the wall breaks he will repair it. The poet says that nature does not want man to build walls to divide him from his neighbours.

2. "We have to use a spell to make them balance".

This line is found in the poem "Mending Wall" written by Robert Frost.

Robert Frost is the purest classical poet of America. He is a poet of American rural life and the American farmer. "Mending Wall" describes one of the most common experiences in farmer's life. The situation is taken from life. From a common experience the poet expounds a philosophy of co-existence and love. The farmers do not build the wall from the foundation. In a place of a boulder that is missing they fit a boulder of the same size. The boulders are of different types. They have shapes of loaves and of balls. It is difficult to balance it on the wall. A spell is needed to make them balance.

3. 'Oh, just another kind of outdoor game'.

This line is found in the poem "Mending Wall" written by Robert Frost.

Robert Frost is the purest classical poet of America. He is a poet of American rural life and the American farmer. "Mending Wall" begins in a casual way. It deals with a very common happening in the country. Compound walls have gaps. In spring time the ground swells. This swelling causes cracks in the

walls. The hunters also add to the collapse of the wall. The farmers do not build the wall from the foundation. In place of a boulder that is missing they fit a boulder of the same size. It is difficult to balance it on the wall. Handling the rough boulders is like an outdoor game.

4. ‘Spring is the mischief in me, and I wonder
If I could put a notion in his head.’
Why do they make good neighbours ?

These lines are taken from the poem “Mending Wall” written by Robert Frost.

Robert Frost is the purest classical poet of America. He is a poet of American rural life and the American farmer. In spring time the ground swells. This swelling causes cracks in the walls. When a farmer builds a wall, he keeps his farm within the wall. At the same time he keeps the farm of his neighbour out. The neighbour says that good fences make good neighbours. The poet mischievously wonders why fences make good neighbours. Such neighbourliness is not necessarily ideal. Even without walls people should be good neighbours. From a common experience the poet expounds a philosophy of co-existence and love.

5. “Before I built a wall I’d ask to know
What I was walling in or walling out,
And to whom I was like to give offence”.

These lines are taken from the poem “Mending Wall” written by Robert Frost.

Robert Frost is the purest classical poet of America. He is a poet of American rural life and the American farmer. From a common experience the poet expounds a philosophy of co-existence and love. The neighbour is a conservative farmer. He respects tradition and the saying of his father that good fences are essential. When a farmer builds a wall he keeps his farm within the wall. At the same time he keeps the farm of his neighbour out. The poet says any wall he builds keeps out certain people. When he builds a wall he asks himself what exactly he wishes to keep within the wall and what he wants to keep outside. He also wants to know whether he has offended anyone with his wall.

16.7 Comprehension Passages :

- I. Something there is that doesn’t love a wall,
That sends the frozen - ground - swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.

1. Where are the gaps made?

Ans. The gaps are made in the wall.

2. What does ‘boulders’ mean?

Ans. Boulders mean stones.

3. What is something that doesn’t love a wall?

Ans. Nature does not love the wall.

4. What is meant by frozen - ground - swell?

Ans. The damp earth expands as a result of frost.

5. Name the poem and the poet?

Ans. The title of the poem is "Mending Wall". The poet is Robert Frost.

II. I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us again
We keep the wall between us once again.

1. Whom does 'I' stand for?

Ans. I stands for the poet.

2. What were they doing?

Ans. They were setting the wall.

3. Where is the wall?

Ans. The wall is between two farms.

4. Does the poet wish to have a wall?

Ans. The poet does not want to have a wall.

5. Who wants to build the broken wall?

Ans. The poet's neighbour wants to build the wall.

III. My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours".

1. What trees does the poet have in his orchard?

Ans. The poet has apple trees in his orchard.

2. What trees does the poet's neighbour have in his orchard?

Ans. The poet's neighbour has pine trees in his orchard.

3. What does the poet say to his neighbour?

Ans. The poet told his neighbour that his apple trees will not get across and eat away his neighbour's pine trees.

4. What is the neighbour's reply?

Ans. The neighbour says that good fences make good neighbours.

5. Does the poet believe in his saying?

Ans. No, the poet does not believe in his neighbour's saying.

IV. He will not go behind his father's saying,
And he likes having thought of it so well
He says again, "Good fences make good neighbours".

1. Whom does 'he' refer to?

Ans. He refers to the poet's neighbour.

2. What is his father's saying?

Ans. His father says that good fences make good neighbours.

3. Name the poem?

Ans. The title of the poem is "Mending Wall".

4. Name the poet?

Ans. The poet is Robert Frost.

5. What does the neighbour think about?

Ans. The neighbour always thinks about his father's saying.

16.8 Objective Type Questions :

Some thing there is that doesn't love a wall,
That wants it down. I could say "Elves" to him,
But it is not elves exactly, and I'd rather He said it for himself.

1. These lines are found in the poem (D)
(a) London (b) Ode to a nightingale
(c) Ulysses (d) Mending Wall
2. What is something that doesn't love a wall? (B)
(a) the neighbour (b) nature
(c) the poet (d) the neighbour's father
3. What exactly caused the wall to fall ? (B)
(a) elves (b) swelling of the ground
(c) nature (d) dogs
4. Name the poet. (A)
(a) Robert Frost (b) R.K. Narayan
(c) P.B. Shelley (d) Tennyson
5. Write the antonym for 'Love'. (C)
(a) like (b) angry
(c) hate (d) obedience

LESSON - 17

THE GIFT OF INDIA

- SAROJINI NAIDU

STRUCTURE

- 17.0 Introduction
- 17.1 Objectives
- 17.2 A Patriotic Poem
- 17.3 Summary
- 17.4 Glossary
- 17.5 The Text
- 17.6 Interpretation of Stanzas
- 17.7 Lines for Explanation
- 17.8 Comprehension passages
- 17.9 Objective type questions

17.0 Introduction :

Sarojini Naidu (1879 - 1949), distinguished herself as a poet of incomparable charm even in the early years of her literary career. She earned the title, the 'Nightingale of India'. She has to her credit a few collections of extremely delightful poems such as *The Golden Threshold* and *The Bird of Time*. Mrs. Sarojini Naidu was educated in London and Cambridge. On her return to India she joined the freedom struggle and became a devoted disciple of Gandhiji. She was an eloquent speaker and a formidable fighter and lived long enough to serve independent India.

17.1 Objectives :

- 1) to convey the idea that poetry can be written on any subject
- 2) readers get the idea of a patriotic poem.
- 3) to bring out the agony resulting from war in a simple style.
- 4) to appreciate the use of images and similies in the poem.

17.2 A Patriotic Poem :

A patriotic poem means a poem written in praise of one's own country. It arouses respect and patriotic feelings in the hearts of the readers. Though written in lyric form the poem is replete with powerful feelings.

17.3 Summary :

Sarojini Naidu was a great freedom fighter. She was also a gifted poetess. When the First World War broke out, though many Indian leaders were opposed to India supporting the British, Gandhiji urged Indians to enlist in the army. It was India's richest gift to the British. Many of the finest Indians were killed

in action in different battles fought on land and sea. The poet asks the British to remember India's services when peace comes to prevail in the British Empire. This poem was composed in August 1915.

In this poem Sarojini Naidu brings out the greatness of the sacrifice made by the Indians in the First World War. India had flung to the east and west priceless treasures. The soldiers are strewn like blossoms mown down by chance on the blood-brown meadows of Flanders and France, places in Europe, far from their Indian homes. The sons of India courted martyrdom. Their dead bodies were strewn like pearls in different parts of the world. India was sad at their loss and at the same time, proud of their valour. Indian soldiers played their part in the victory of Britain. To the poet the Indian soldiers are priceless treasures. They shed their blood for Britain. The poet expects Britain to honour their services. The poet is every inch an Indian.

The British honour their sons who died in the battle. The poet requests the Britishers to remember the martyred sons of India along with the British. The style of the poet is delightful and mellifluous. The poem is full of suggestive images - stricken womb, sabres of doom, anvils of peace, bloodbrown meadows. There are similes of pearls, shells, and blossoms. We get the whole picture of the battle. Different scenes of the battle are recreated. The patriotic feelings of our soldiers are deep. The Indian soldiers have died for a noble cause. The gift of India consists of the lives of Indian soldiers.

17.4 Glossary :

aught : anything.

withhold : keep back from. India did not withhold anything from the British.

drum beats of duty : the call of duty.

sabres of doom : weapons of destruction.

Alien graves : graves in foreign lands.

mown down : cut down.

compass the woe : understand the woe.

torn red banners of victory : The banners of victory are torn, because the victory is at the expense of human life. They are red with the blood of dead soldiers.

anvils : steel blocks on which metal objects are shaped.

anvils of peace : peace reshapes and reorders things that are distorted by war.

martyred sons : men who have given their lives for a great cause.

17.5 The Text :

Is there aught you need that my hands withhold,
 Rich gifts of raiment or grain or gold ?
 Lo ! I have flung to the East and West
 Priceless treasures torn from my breast,
 And yielded the sons of my stricken womb
 To the drum-beats of duty, the sabres of doom.

Gathered like pearls in their alien graves
Silent they sleep by the Persian waves,
Scattered like shells on Egyptian sands,
They lie with pale brows and brave, broken hands,
They are strewn like blossoms mown down by chance
On the blood-brown meadows of Flanders and France.

Can ye measure the grief of the tears I weep
Or compass the woe of the watch I keep ?
Or the pride that thrills thro' my heart's despair
And the hope that comforts the anguish of prayer ?
And the far sad glorious vision I see
Of the torn red banners of Victory ?

When the terror and tumult of hate shall cease
And life be refashioned on anvils of peace,
And your love shall offer memorial thanks
To the comrades who fought in your dauntless ranks,
And you honour the deeds of the deathless ones,
Remember the blood of my martyred sons !

17.6 Interpretation of Stanzas :

The poem is in the form of an address by Mother India (the country) to Britain.

In the first stanza the poetess brings out the greatness of the sacrifice made by the Indian soldiers in the First World War. India did not withhold anything from the British. The Indian soldiers have fought in different parts of the world. Mother India has lost the priceless treasures of her womb in the First World War. Knowing fully well the consequences, the Indian soldiers have answered the call of duty. They gallantly offered themselves to the weapons of destruction. Mother India is concerned with the lot of her sons.

In the second stanza the Indian soldiers who courted martyrdom are compared to pearls. Their dead bodies silently sleep in alien ground. Their dead bodies are scattered like shells on Egyptian sands. They fought bravely but some of them lost their limbs in the war. The dead bodies of the Indian soldiers are strewn like blossoms mown down by chance on the blood-brown meadows in different places of Europe, far from their Indian homes. They shed their blood for Britain. The poet expects Britain to honour their services.

In the third stanza the poet expresses the grief of Mother India over the loss of her sons. She asks the Britishers whether they could measure Mother India's grief and the tears she shed. India was sad at the loss of her soldiers; at the same time proud of their valour. Her pride thrills her and the hope comforts her.

She sees the vision of victory but she is sad. The banners of victory are red with the blood of dead soldiers. The banners of victory are torn because the victory is at the expense of human life.

In the fourth stanza India requests the British to remember India's services when peace comes to prevail in the British Empire. Peace reshapes and reorders things that are distorted by war. The British honour their sons who died in battle. The poet pleads with the British to remember the martyred sons of India along with their martyred sons. The Indian soldiers have given their lives to a noble cause and became deathless ones.

17.7 Lines for Explanation :

- 1) 'Lo ! I have flung to the east and west
Priceless treasures torn from my breast'.

These lines are taken from the poem 'The Gift of India' written by Sarojini Naidu.

Sarojini Naidu was a great freedom fighter. She was a gifted poet. In this poem she brings out the greatness of the sacrifice made by the Indians in the first world war. India had flung to the east and west priceless treasures. Indian soldiers fought in the east and west of the world war frontiers. They are strewn like blossoms mown down by chance on the blood - brown meadows of Flanders and France, places in Europe, far from their Indian homes. The Indian soldiers played their part in the victory of Britain. To the poet Indian soldiers are priceless treasures.

- 2) 'They are strewn like blossoms mown down by chance
On the blood brown meadows of Flanders and France'.

These lines are taken from the poem 'The Gift of India', written by Sarojini Naidu.

Sarojini Naidu was a great freedom fighter. She was a gifted poet. In this poem she brings out the greatness of the sacrifice made by the Indians in the First World War. India had flung to the east and west priceless treasures. Indian soldiers fought in the east and west of the world war frontiers. They are strewn like blossoms mown down by chance on the blood - brown meadows of Flanders and France, places in Europe, far from their Indian homes. The Indian soldiers played their part in the victory of Britain. To the poet Indian soldiers are priceless treasures.

- 3) 'Can ye measure the grief of the tears I weep
Or compass the woe of the watch I keep' ?

These lines are taken from the poem 'The Gift of India', written by Sarojini Naidu.

Sarojini Naidu was a great freedom fighter. She was a gifted poet. The great poet wants Britain to pay due respect to the Indian soldiers. The poet expects Britain to honour their services. The poet asks the British to remember 'Indian soldiers' services when peace comes to prevail in the British empire. Many of the finest Indians were killed in action in different battles fought on land and sea. India was sad at their loss, at the same time proud of their valour. India is concerned with the lot of her sons. The Indian soldiers fought

bravely and shed their blood for Britain. The sons of India courted martyrdom.

- 4) 'And you honour the deeds of the deathless ones,
Remember the blood of my martyred son !'

These lines are taken from the poem 'The Gift of India', written by Sarojini Naidu.

Sarojini Naidu was a great freedom fighter. She was a gifted poet. In this poem she brings out the greatness of the sacrifice made by the Indians in the first world war. The sons of India courted martyrdom. India was sad at their loss and at the same time proud of their valour. They played their part in the victory of Britain. The tears she shed, the woe of the watch she keeps knew no bounds. The great poet wants Britain to pay due respect to the Indian soldiers. The British honour their sons who died in the battle. Along with them the British should remember the martyred sons of India. The Indian soldiers have died for a noble cause.

17.8 Comprehension passages :

- 1) Lo ! I have flung to the East and West
Priceless treasures torn from my breast,
And yielded the sons of my stricken womb
To the drum - beats of duty, the sabres of doom.
- 1) What are the priceless treasures ?
Ans. The lives of the soldiers are the priceless treasures.
- 2) What is meant by sabres of doom ?
Ans. Sabres of doom means weapons of destruction.
- 3) What is meant by drumbeats of duty ?
Ans. Drumbeats of duty means the call of duty.
- 4) Whom does 'I' stand for ?
Ans. 'I' stands for Mother India.
- 5) In which world war did the Indian soldiers help the British ?
Ans. In the First World War
- 2) Gathered like pearls in their alien graves
Silent they sleep by the Persian waves,
Scattered like shells Egyptian sands,
They lie with pale brows and brave, broken hands.
- 1) What is meant by alien ?
Ans. Alien means foreign.
- 2) What are gathered like pearls ?
Ans. The dead bodies of the Indian soldiers who died in the First World War are gathered like pearls.

3) Sleep refers to -----

Ans. Sleep refers to death.

4) Are the soldiers brave inspite of the troubles they face ?

Ans. The soldiers are very brave inspite of the troubles they faced.

5) Where were they scattered like shells ?

Ans. They were scattered like shells on Egyptian sands.

3) Can ye measure the grief of the tears I weep

Or compass the woe of the watch I keep ?

Or the pride that thrills thro' my heart's despair

And the hope that comforts the anguish of prayer ?

1) Who is weeping ?

Ans. Mother India is weeping.

2) What is it that thrills Mother India ?

Ans. Mother India feels thrilled when she is proud of the sacrifices made by her sons.

3) What comforts her ?

Ans. Hope comforts her.

4) Name the poem ?

Ans. The title of the poem is 'The Gift of India'.

5) Name the poet ?

Ans. The poet is Sarojini Naidu.

iv) Your love shall offer memorial thanks

To the comrades who fought in your dauntless ranks,

And you honour the deeds of the deathless ones,

Remember the blood of my martyred sons !

1) Whose love shall offer memorial thanks ?

Ans. The Britisher's love shall offer memorial thanks.

2) Who are the deathless ones ?

Ans. The Indian soldiers are the deathless ones.

3) What is meant by martyred sons ?

Ans. Martyred sons means men who have given their lives for a great cause.

4) What is the poet's request ?

Ans. The poet request the Britishers to remember the services rendered by Indian soldiers.

5) Who are the comrades ?

Ans. Indian soldiers are the comrades.

17.9 Objective type questions :

They lie with pale brows and brave, broken hands,
They are strewn like blossoms mown down by chance
On the blood - brown meadows of Flanders and France.

- 1) Who lie with pale brows ? (b)
a) British soldiers b) Indian soldiers
c) French soldiers d) Japanese
- 2) How are they strewn ? (a)
a) like blossoms b) like green leaves
c) like bright colours d) like bits of papers
- 3) How are they mown down ? (a)
a) by chance b) by force
c) by others d) by government
- 4) Name the poem ? (c)
a) The Cloud b) Ulysses
c) The Gift of India d) London
- 5) Meadows mean (a)
a) grass lands b) deserts
c) valleys d) mountains

T. Nirmala Kumari

Lesson - 18

ADVICE TO FELLOW SWIMMERS

- Kamala Das

STRUCTURE

- 18.0 Introduction
- 18.1 Objectives
- 18.2 Imagery
- 18.3 Summary
- 18.4 Glossary
- 18.5 The Text
- 18.6 Interpretation of the Poem
- 18.7 Lines for Explanation
- 18.8 Comprehension passages
- 18.9 Objective type questions

18.0 Introduction :

Kamala Das (1934 -), who has won renown as an Indo - Anglian poet, has contributed a number of good short stories to Malayalam literature. She won the Central Sahitya Akademi Award in 1986 for her poetical works in English. Her poems are remarkable for their power and raw truth. It is as though she lays bare a feminine heart without reservations. She has a freshness and a vigour seldom displayed by any other Indo - Anglian poet.

The poet advises her fellow men to learn how to swim. To begin with, swim the river, (this is the river of life) the river will flow into the ocean; into a realm that is vast, and immense. The ultimate aim is to cross even one's own body, to overcome the limitations of the flesh and thus overcome fear forever.

18.1 Objectives :

- 1) to understand the use of symbolic imagery
- 2) to introduce Kamala Das as a remarkable Indo-Anglian poet, with a unique poetic style.
- 3) to introduce the poem as a short lyric replete with philosophical ideas.

18.2 Imagery :

Poetry illuminates human nature, pleases and instructs. The poet projects a lively image of swimming in the real world of men for the reader's pleasure and instruction.

18.3 Summary :

Kamala Das is a remarkable Indo - Anglian poet with a unique poetic style. "Advice to Fellow Swimmers" is a short lyric replete with philosophical ideas. The poet advises her fellow men to learn how

to swim. To begin with, swim the river, (this is the river of life) the river flows into the ocean, into a realm that is vast and immense. The imagery used here is that of a swimmer. Swimming must have a destination. Purposeless swimming leads to suffering and agitation. Swimming without purpose is like swimming in the sea. In swimming many tides are to be overcome. The first tide is one's body.

Swimming in the river is the private self. It has no high destination. The ocean is the eternal self. It guarantees happiness and freedom. The river must flow into the ocean. If the river has no ocean it simply flows for the sake of flowing. It does not reach anywhere. Such a flow is purposeless and a cause of suffering.

The Indian sages have advised us to overcome the desires of the body. By an inner discipline, by penance and prayer one can control one's own body. Pests irritate and hurt. They cause uneasiness and make us restless. The desires of the body hurt us in this manner. Man strives hard to gratify his desires. He is never satisfied and he is always miserable. If man overcomes his desires nothing can harm him. Even death will not frighten him. Purposeless life is mechanical and hence dull and weary. It can make a person sad and as years pass he will have only sad memories to cherish.

18.4 Glossary :

Flowing as its destiny : To aspire for nothing beyond flowing continuously - to think that in life there is nothing to do except to satisfy one's needs and gratify one's desires.

Scum of ancient memories : The curse of life is that bitter memories linger in one's blood.

Familiar pest : Physical desires.

sinking : Here it means death.

18.5 The Text :

When you learn to swim
do not enter a river that has no ocean
to flow into one ignorant of destinations
and knowing only the flowing as its destiny,
like the weary rivers of the blood
that bear the scum of ancient memories,
but go swim in the seas
go swim in the great blue sea
where the first tide you meet is your body,
that familiar pest,
but if you learn to cross it
you are safe, yes, beyond it you are safe,
For, even sinking would make no difference then

18.6 Interpretation of the Poem :

This short lyric is an advice given by the poet to her fellow beings. This lyric is replete with philosophical ideas. The imagery of a swimmer and swimming is skilfully brought out in this lyric. The river stands for life. The river should flow into the ocean. The ocean stands for eternity. When a person learns to swim he should first check that the river in which he swims flows into an ocean. A swimmer should have a clear idea about the destination. Without keeping any destiny before him and swimming for the sake of swimming is useless. If the river does not reach anywhere, such a flow is purposeless and a cause of suffering. The poet advises the swimmer to swim in the seas where the first tide which one meets is one's own body. It is very difficult to overcome the desires of the body. If man overcomes his desires, nothing can harm him. The desires are like familiar pests. These pests irritate and cause uneasiness and make one restless. If anyone overcomes the desires and limitations, he is safe. Nothing can harm and frighten him. Even death will not frighten him. Sinking stands for death. If one is away from the desires of one's own body, no suffering or sorrow touches him or turns him away from his stand. It is necessary for every swimmer to swim in the river first and then reach eternity.

18.7 Lines for Explanation :

- 1) 'When you learn to swim
do not enter a river that has no ocean'

These lines are taken from the poem "Advice to Fellow Swimmers" written by Kamala Das.

Kamala Das is a remarkable Indo - Anglian poetess with a unique poetic style. "Advice to Fellow Swimmers" is a short lyric replete with philosophical ideas. The poet advises her fellow men to learn how to swim. To begin with swim the river of life. The river flows into the ocean, into a realm that is vast and immense. Life is compared to swimming. Swimming must have a destination. Purposeless swimming leads to suffering and agitation. Swimming without purpose is like swimming in the sea.

- 2) "Like the weary rivers of the blood
that bear the scum of ancient memories."

These lines are taken from the poem "Advice to Fellow Swimmers" written by Kamala Das.

Kamala Das is a remarkable Indo - Anglian poetess with a unique poetic style. The poet advises her fellowmen to learn how to swim. To begin with swim in the river of life. The river flows into the ocean, into a realm that is vast and immense. Swimming in the river is the private self. It has no high destination. The ocean is the eternal self. It guarantees happiness and freedom. If the river has no ocean it simply flows for the sake of flowing. The curse of life is that bitter memories linger in one's blood.

18.8 Comprehension passages :

- i) When you learn to swim
do not enter a river that has no ocean

to flow into one ignorant of destinations
and knowing only the flowing as its destiny.

1) Who gave this advice ?

Ans. The poet gave this advice.

2) Who has to follow this advice ?

Ans. The poet's fellowmen has to follow this advice.

3) Name the poet ?

Ans. The poet is Kamala Das.

4) Name the poem ?

Ans. The title of the poem is "Advice to Fellow Swimmers".

5) What is life compared to ?

Ans. Life is compared to swimming.

ii) Go swim in the seas

go swim in the great blue sea
where the first tide you meet is your body,
that familiar pest,

1) What does the sea stand for ?

Ans. The sea stands for eternity.

2) What is the first tide the swimmer meets ?

Ans. The first tide the swimmer meets is his body.

3) What is the familiar pest ?

Ans. The desires and temptations of the body are the familiar pest.

4) What is the ultimate aim ?

Ans. The ultimate aim is to overcome oneself.

5) Where should the swimmer swim ?

Ans. The swimmer should swim in the sea.

iii) That familiar pest,

but if you learn to cross it
you are safe, yes, beyond it you are safe,
For, even sinking would make no difference then.....

1) What is the familiar pest ?

Ans. Desires of the body are the familiar pest.

2) What should a swimmer learn to cross ?

Ans. A swimmer should learn to cross his own body.

Part IV

ENGLISH GRAMMAR

Introduction : By now you must have read prose, poetry and non-detailed in the previous blocks. Now it is time to study the grammar topics prescribed in the second year. The following are the units of study in this section.

1. Phrasal verbs and Idioms
2. Reference skills and Information transfer
3. Summarising, note-making and note-taking.
4. Essay writing and Report writing
5. Dialogue writing and letter writing

The prescribed grammar book for second year students is 'Enriching your Competence in English' written by A.R. Thorat, B.S. Valke and S.B. Gokhale published by Orient Longman. The main aim of this book is to enable the students to perform various tasks using English more effectively and confidently.

Language is for communication and the most natural way to learn a language is through using it in communication. The learners must use language for saying something they want to say or write in class room situations, real and imaginary life situations, reading passages, through letters and a variety of other kinds of writing. This can be mastered by gaining adequate command over these items of study. Each item is dealt in the following pattern.

Introduction

Objectives

Structure

Definitions, examples, explanations and exercises

Answers to the exercises

LESSON - 25**PHRASAL VERBS AND IDIOMS**

Objectives : This lesson seeks to enable the student

- i) to grasp the special use of Phrasal verbs and Idioms.
- ii) to recognise their current significance.

Introduction : The idiomatic part of any language is the most difficult part for any foreign student and to acquire correct understanding of its meaning and proficiency in its use, one must concentrate and make a thorough study of the language. Anyone aspiring to gain proficiency in the English language and to develop a simple, idiomatic modern style in writing or speaking English should read the works of standard authors, periodicals, novels and newspapers.

Structure :

- 25.1 Phrasal verbs
- 25.2 Idioms
 - 25.2.1 Biblical sources
 - 25.2.2 Classical sources
 - 25.2.3 Literary sources
 - 25.2.4 Animal idioms from animal imagery
 - 25.2.5 Idioms based on body parts
 - 25.2.6 Miscellaneous collection
 - 25.2.7 Picturesque expressions
 - 25.2.8 Foreign expressions
 - 25.2.9 Proverbs

25.1 Phrasal verbs : Phrasal verbs, which are idiomatic in meaning, are an integral part of English language adding spice and beauty to its style. These expressions occur not only in spoken and informal English but also a part of written and formal English. A phrasal verb is a group of words that is used as a verb and consists of a verb followed by an adverb or a preposition. For example, set off, look after, pull off are phrasal verbs.

Phrasal verbs pose problems to foreign language learners, particularly to Indian learners, because the meaning of a phrasal verb often bears no relation to the meaning of either the verb or the particle which is used with it - for example, do up, ask after, see off etc.

Now we will look at a few phrasal verbs and see how they are used.

Back :

She backed out of the agreement. (withdraw from an understanding)

She backed up her friend's claim. (support)

The union leader backed down on the position he took earlier. (give up a claim)

Bear :

The boy bore away many prizes at school. (win)

In Iraq Saddam Hussein was able to bear down all opposition. (crush)

Faith in God bears up a man in troubles. (support)

Please bear with me for a few days (have patience)

Break :

Her car broke down in the forest. (stop working, fail)

She broke down at the sad news. (collapse)

The robbers broke into the house. (enter by force)

War broke out between Iraq and America. (begin)

The school broke up on Monday. (close for holidays)

Bring :

His flatterers brought about his ruin. (cause)

Hard work brings forth prosperity. (produce, cause)

You should bring back that book. (return)

It is very difficult to bring him round to our views. (convert to) Teaching (suited to be)

He is cut up about his uncle's death. (upset)

Do:

It is better to do away with the present system of examinations in colleges. (abolish)

The peon does out his room neatly. (clears)

This house needs doing up. (repairing and decorating)

Do up shoe lace. (tie.)

She did me out of Rs.15,000. (Unfairly cause not to have)

Draw :

Winter is drawing near. (approaching)

He drew out his knife. (took from his pocket)

Such parties will draw him out. (make some one feel less nervous)

A vehicle drew up outside my house. (stop)

Fall :

- At the end of the encounter, the robber fell back. (retreat)
At my friend's wedding an attractive stranger fell on me. (seize)
This measure falls in with the popular demand. (go along with)
Liquor sales have fallen off. (decline)
The newly constructed bridge fell in last night. (collapse)
The poet's eyes fell on the lovely frozen lake. (see)
The two partners have fallen out. (quarrel)
As we couldn't get money, all our plans fell through. (fail)

Get :

- At last the enquiry may get at the truth. (find out)
The child could get at the bottle of milk. (reach)
The thief got away through the back door. (escape)
The express train gets in at 8.P.M. (arrive)
Somehow he managed to get off with a fine. (escape)
It is a hell to get on with a greedy husband. (live with)
Get off the bus after it stops. (alight from)

Bring :

- Dr C.R. Reddy's speech brought the house down. (receive great applause)
The railmen's strike brought down the government. (cause to lose power)

Call:

- The Head Master called for an explanation for his misbehaviour. (demand)
Call in a doctor at once. (send for)
Suresh called on me yesterday. (visit)

Carry :

- He agreed to carry out the Director's order. (execute)
The new person carried on the business well. (manage)
She was carried away when she saw him in that beautiful dress. (lose control)

Clear :

- As soon as the dinner was over, the boy cleared away. (tidy up)
He shouted at the worker to clear off. (go away)
He cleared out all the cupboards. (tidy up)
Clear up your study room. (tidy up)

The weather will clear up soon. (brighten)

Come :

The unhappy events came about and led to his ruin. (happen)

How did she come by this jewel. (acquire)

Will the seminar come off ? (take place as planned)

See that truth comes out. (reveal)

The ill-treatment of the weaker sections came up in the Assembly. (raised for discussion)

I hope the boy will come round soon. (recover consciousness)

Cry:

It is not good to cry down religion. (belittle)

The poor man cried out against such injustice. (protest against)

Cut :

It is better to cut down our expenditure. (reduce)

The boy is cut up about his uncle's death. (upset)

Get :

He was accused of murder, but he got off. (be let off)

The boy is lucky to get out of the clutches of his uncle. (escape from)

The dog tried to get at me. (attack)

He got through the examination. (pass)

The young lady couldn't get over the shock. (recover from)

Give :

The Principal gave away the prizes. (distribute)

It is not good to give away secrets. (reveal)

The enemies gave in at last. (surrender)

The fire gave off a dense smoke. (emit)

He at last gave over his foolish attempt. (leave)

Give up smoking. (stop)

After a week of heavy rains the roof gave away. (collapse)

Go :

One cannot go by appearances. (judge from)

The judge promised to go into the matter. (examine)

The old man has gone through a lot of trouble. (suffer)

Let me go through the accounts. (examine)

Hang :

He must hang on to this. (stick to)

He simply said hello and hung up. (disconnect)

Hold :

The new budget does not hold out any hope of controlling prices. (offer)

The army held out for a month. (resist)

The bus was held up by robbers. (stop on the high way)

The subject is held over till the next meeting. (postpone)

Keep :

She keeps back nothing from me. (conceal)

A few boys were kept in at school for two hours. (made to stay)

The members kept up a long conversation. (continue)

The old lady kept on talking. (continue)

Lay :

The soldiers laid down their lives for their country. (sacrifice)

The rebels laid down their arms. (surrender)

He laid out a large amount in business shares. (spend)

The boy is laid up with fever. (bedridden)

My friend has decided to lay by a part of his salary. (save for future needs)

Let :

Open the window and let in some air. (allow to enter)

I was let into her secret. (made acquainted with)

The house was let out. (rent out)

She opened the window to let out the smoke. (let escape)

The young offender was let off with a fine. (punished lightly)

Look :

- He looks after his grandparents. (take care of)
She looks down on poor people. (despise)
Look up the word in the dictionary. (search for)
He is looking for a house. (seeking)
I shall look into the matter. (investigate)
He looks on me as his son. (regard)
Look to your behaviour. (be careful about)
Prices of essential commodities are looking up. (rise)
Matters are looking up. (improve)
The students looked up to the learned teacher. (respect)

Make :

- Contentment makes for happiness. (contribute to)
The rich man made over his house to the orphanage. (transfer ownership)
I am not able to make out the meaning of this poem. (understand)
It is difficult to make out his hand - writing. (read)
He has failed to make out his case. (prove)
The two boys quarrelled, but they have now made it up. (reconcile)
He is a cheat, he made the whole story up. (invent)
She makes up too heavily. (use cosmetics)

Pass :

- The supervisor usually passed by the faults of his workers. (overlook)
The meeting passed off calmly. (go off)
He passed for a wise man. (be accepted as)

Pull :

- It is his faith in God that has pulled him through. (help survive)
In spite of their differences, the two partners pulled together to achieve success. (co operate with each other)
It is easier to pull down than to build up. (demolish)
The boy was pulled by his teacher. (scolded, rebuke)

Put :

- Put down the rebellion. (suppress)
The young officer puts on an air of dignity. (assume)
Please put out the fire. (extinguish)
I will put address down in my diary. (write)
I have put in a claim for the insured amount. (send in)
We must put in more effort to win the election. (invest)
The examinations are put off. (post pone)
I cannot put up with his rude behaviour. (tolerate)
Again they have put up the price of sugar. (raise)

Run :

- The girl ran away with his money. (steal)
I ran across my friend last evening. (by chance)
He always runs down his opponents. (speak ill of)
We can't have rice, we have run out of stock. (exhaust)
The lease of the land has run out. (expire)
The reckless son has run through his property. (squander)
My wife's expenses have run up. (increase)
The water tank is running over. (overflow)
The old man runs on so much. (talk continuously)
The car ran over the sheep. (knock down)

See :

- I shall see about it later. (do, fix)
My son saw me off at the railway station. (bid good bye)
I could easily see through the trick. (detect)

Set :

- The High court set aside the appeal of the government. (annul)
The new manager set about reorganising the department. (take steps towards)
My brother set off for Port Blair this morning. (start)
He has set up a publishing house. (start business)
The millionaire set his dogs on the thieves. (cause to attack)
These seats are set apart for the V.I.P.s. (reserved)

The robbers set upon the defenceless school - going children. (attack)

You had better set to work and finish the project in time. (begin)

Speak :

Her conduct speaks well for her. (give a favourable account of)

There is nothing to speak of in his new book. (worth mentioning)

He is determined to speak out. (express one's opinion)

Speak up! I cannot hear you. (speak more loudly)

Stand :

The loyal citizens always stood by the King. (support)

Dr. Ambedkar always stood up for women and weaker sections of society. (champion, support)

We must stand up for our rights. (defend)

Take :

The daughter takes after her mother. (resemble)

Take back what you have said. (withdraw)

Whatever you dictate I shall take it down. (write)

The lecture was good, but I could not take it all in. (understand)

The hypocrite's pleasing manners took me in. (deceive)

Raju took over his father's business. (get control of)

I took to that girl at once. (be attracted to)

This table takes up too much room. (occupy)

Throw :

My kindness for him was kindness thrown away, because he proved ungrateful. (waste)

The bill was thrown out by the Assembly. (reject)

In a fit of emotion, he threw up his job. (resign)

When he became suddenly rich, he threw over all his friends. (left, rejected)

Turn :

My friend has turned against me. (become hostile to)

He turned out to be a cheat. (prove)

Who can say what turns up next ? (happen)

He promised to come, but he has not turned up. (appear)

He turned down my plea. (refuse)

Work :

All his promises failed to work on the voters. (influence)

He could work out the problem easily. (solve)

Mark Antony was able to wake up the Roman mob. (excite)

He tried to work upon the ignorant villagers. (influence)

He worked off his bad temper on his family. (vent)

25.2 Idioms : It is often difficult to trace the roots of Idioms and proverbs. Their roots may be in the classics (rooted in ancient Greece) or traceable to the Bible and more recently to the wealth of literature produced by the UK, the USA and other English-speaking nations of the world. Idioms give life and richness to the language by enabling it to absorb new concepts in new ways; they combine with existing words and transform them into novel expressions and take on the challenges of a technologically advanced 21st century. According to Makkai, an idiom is the assigning of a new meaning to a group of words which already have their own meaning.

Examples : In 16th century England, houses had thatched roofs made of thick straw piled high. It was the only place for pets like dogs and cats as well as unwanted animals like mice, rats, and bugs. Whenever it rained heavily, the animals living on the roofs slipped and fell off the roof. Thus the idiom/saying referring to heavy rain has been coined, which is used to this day by all those who speak English - 'It is raining cats and dogs'

The expression 'to be on cloud nine' has originated from the US weather bureau which identifies different types of clouds – the highest, which is found at over 10,000 metres is called 'Cloud nine' – so being on cloud nine means being high in the clouds – very happy and excited.

25.2.1. Biblical Sources : The Bible as the Book of Knowledge has provided many idioms to the English language. Here are a few examples :

1. to turn the other cheek : to take no action against the person who has hurt or harmed one, especially to allow him to do it again (from Matthew)

2. Feet of clay : a surprising weakness or fault in character, especially in someone who is held in high esteem (from the Book of Daniel)

3. an eye for an eye (and a tooth for tooth) : retaliation or a punishment that is as cruel as the offence or crime (from Deuteronomy)

4. Forbidden fruit : anything that is more attractive because it is forbidden (from the book of Genesis)

5. A good samaritan : a person who extends selfless help to people in trouble (Luke)

25.2.2 Classical sources : Classical literature emanating from the myths and legends of ancient Greece and Rome have lent idiomatic and picturesque phrases to the English language. Here are a few examples.

1. Pyrrhic victory : ruinous victory (Pyrrhus, after his victory over the Romans, said: one more such victory and we are ruined')

2. Fabian tactics : Weakening the enemy by a series of minor skirmishes, avoiding full battle (tactics similar to those used by Quintus Fabius, the Roman General, against Hannibal)

3. A sop to Cerberus : bribe to pacify vigilance (Cerberus, Pluto's three-headed dog was guard to the infernal regions); to get by, to give somebody a sop or titbit means to gain a favour (from Virgil's Aeneid)

4. Cut the Gordian knot : Solve a difficulty in a summary fashion (as Alexander did when he used his sword to cut the intricate knot which Gordius, King of Phrygia, had challenged him to untie.

5. to cleanse the Aegean stables : to clear away any immense amount of accumulated rubbish, a mammoth task (from one of the labours of Hercules, who had to clean the stables of Aegeas, king of Elis)

25.2.3 Literary sources : Some expressions coined by great creative writers have become idiomatic expressions. Here are some examples.

1. A Catch 22 situation : a difficulty, especially a rule considered unfair and unreasonable, that prevents one from escaping from unpleasant or dangerous situations (from the title of a novel by J. Heller, 1961). In this novel, men were allowed to fly aircraft in the war only if they were not considered mad. If a man appeared to be mad he could stop fighting and go home, but if he asked to go home, this only proved that he was not mad (because he did not want to be killed and he would be forced to go on fighting).

2. The child is father of the man : The character of a fullgrown person is the product of childhood experiences (from the poem "Rainbow" by William Wordsworth)

3. Fools rush in where angels fear to tread : People with little experience or knowledge often attempt to do difficult or dangerous things which wiser or more experienced people would be cautious about (from Alexander Pope's poem, "An Essay on Criticism")

4. Hope springs eternal in the human breast : Human beings never lose hope in the face of difficulties (from Alexander Pope's poem, "An Essay on Criticism")

5. A Jekyll and Hyde : A person who shows two opposing or completely different traits or tendencies in his character or actions is called a Jekyll and Hyde (from Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde* - a novel about one man with opposing natures - one good, Dr. Jekyll and the other evil, Mr. Hyde.

25.2.4. Animal idioms from animal imagery :

Many idioms are related to animal imagery because human life in the early years of civilisation was inextricably linked with the environment – animals and plants which gave life, sustenance and protection to them. Some examples are:

1. Big frog / fish in a small pond : someone who is considered to be important in a small place or position; a leader in a small group.

Related expressions :

big gun

big shot

big mug

big wheel



A person with a great deal of power or influence

2. Straight from the horse's mouth : directly from the person or place where something began, from a reliable source.

3. get one's goat : to make someone angry, annoyed or disgusted.

4. let sleeping dogs lie : do not cause or make trouble if you do not have to; do not provoke someone to anger and cause danger or trouble.

5. like water off a duck's back : having no effect; without changing one's feelings or opinions.

6. Monkey business : any activity that is dishonest, illegal, objectionable and somewhat under – handed or deceitful.

25.2.5 Idioms based on body parts :

Many idioms / popular phrases are based on parts of the human body. Here are a few examples:

1. Cut off one's nose to spite one's face : to act from anger in such a way as to injure one's self.

2. hit the nail on the head : judge correctly; say something exactly right.

3. an itching palm : greed for money

4. at arm's length : keep one at a distance.

5. in the lap of luxury : in conditions of great comfort and wealth.

25.2.6 Miscellaneous collection : Here are a few idioms which are commonly used in newspapers, magazines and books :

1. beat about the bush : evade or avoid the issue

2. bolt from the blue : unexpected calamity / danger.

3. burning the candle at both ends : trying to do two opposite and exhausting things at the same time.

4. build castles in the air : engage one self in day - dreaming.

5. in a tight corner : in an awkward or difficult situation

6. in the same boat : similarly situated.

25.2.7 Picturesque expressions :

1. fool's paradise : a state of imaginary happiness.

2. sour grapes : disappointment about what is beyond one's reach.

3. **Green room** : actor's rooms in a theatre.
4. **Olive branch** : emblem of peace.
5. **red tape** : delay associated with officialdom.

25.2.8 Foreign expressions : English has borrowed, adopted and assimilated many words and phrases from various European languages. These phrases are now accepted all over the world. Here are a few examples.

1. Alpha and Omega : (Greek) alternative for first and last, beginning and end (alpha and omega are the first and last letters of the Greek alphabet (corresponding to English 'a' and 'z'))
2. adhoc : (Latin) for a specific purpose.
3. addendum (Latin) a thing or things added, an appendix.
4. Anno domini (Latin) A.D. in the year of Jesus Christ.
5. Bona fide : (Latin) in a good faith / a testimony of one's character.

25.2.9 Proverbs : Proverbs or popular sayings are found in all languages and the English language has its own collection of such expressions.

Here are a few popular proverbs :

1. A bird in the hand is worth two in a bush.
2. The blind leading the blind.
3. A man is known by the company he keeps.
4. A penny saved is a penny gained.
5. Actions speak louder than words.
6. All that glitters is not gold.

Exercise A.

Read the following sentences carefully and examine the underlined phrases.

- a) Ramola said to the visitor, "I'm in a hurry. I'll be back in five minutes. Please bear with me".
- b) When Sunil secured admission in an Engineering college he tried to show off.
- c) Our car broke down on the way to Gandipet and we had to wait for relief.
- d) After a long resistance, the enemy gave in.
- e) The workers called off their agitation following an agreement with the Management.

Look at each phrasal verb in the above sentences and examine its meaning.

to bear with : to tolerate, to endure

to show off : to display, to exhibit

to break down : to stop working (a machine etc.); to be disturbed emotionally.

to give in : to yield.

to call off : to cancel a plan or an engagement.

Exercise B.

Match the phrasal verbs in column. A with their meaning explanation in column B.

A

- a) to butt in ()
- b) to cut down ()
- c) to bring up ()
- d) to iron out ()
- e) to run for ()
- f) to look upto ()
- g) to bank on ()
- h) to own up ()
- i) to live upto ()
- j) to look over ()

B

1. to examine a thing or written matter that has to be submitted to someone.
2. to care for, rear, educate, a young person
3. to rely on, to depend on someone / something
4. to admit that you did something wrong
5. to regard as a model, to admire someone.
6. to behave in a way that meets a given standard
7. to remove, to smooth away difficulties and problems
8. to compete as a candidate
9. to intervene suddenly and forcefully.
10. to reduce number, quantity, expense

Answers : a) 9 b) 10 c) 2 d) 7 e) 8 f) 5 g) 3 h) 4 i) 6 j) 1

Exercise C :

Read the following sentences and fill in the blanks with suitable phrasal verbs from the list given below :

clear up, sort out, look into, get down, to give up, come across, pick up, carry out, make use of, got rid of

- a) Suhasini _____ the rotten mangoes.
- b) Nagesh tried to persuade his friend to _____ smoking, as it is a health hazard.
- c) The Principal promised the student representatives that he will _____ their complaint.
- d) The science lecturers decided to _____ their project on water harvesting.
- e) It is not every day that you _____ an elephant in the Abids circle.
- f) Most Indian students are not able to _____ English language skills because their exposure to the language is limited to the classroom.
- g) How do you _____ this puzzle ? I cannot understand what it is about.

- h) Mrs. Khan requested the servant to _____ the mess in the kitchen.
 i) Neha's mother asked her to _____ her books.
 j) Hari said, "EAMCET dates have been announced, why don't you _____ serious work?"

Answers : a) got rid of b) give up c) look into d) carry out e) come across f) pick up g) make use of h) clear up i) sort out j) get down to.

Excercise D. :

Here is a list of some phrasal verbs : Check their meanings.

- | | | | |
|--------------|--------------|--------------|----------------|
| a) bring out | b) back out. | c) cash in | d) come around |
| e) draw out | f) drop out | g) give over | h) go against |
| i) hold on | j) hit upon | k) call on | l) call up |
| m) call out | n) call in | o) bring off | p) cut up |
| q) come by | r) come upon | s) do in | t) enter upon |
| u) flare up | | | |

Answers : a) publish b) withdraw c) exchange d) regain, recover e) take out f) to leave the school g) leave h) oppose i) wait j) to think of a good idea suddenly k) visit l) telephone m) order n) send for o) achieve p) upset q) acquire r) attack by surprise s) kill t) to start to do u) to suddenly become angry.

Exercise E :

Match the idioms in column A with their meanings in column B.

- | | |
|------------------------------------|---|
| 1. to cast pearls before swine () | a) abounding in good things |
| 2. to worship the golden calf () | b) constant source of affliction or trouble |
| 3. Prodigal son () | c) offer good things to people incapable of appreciating them |
| 4. thorn in the flesh () | d) worship wealth |
| 5. flowing with milk and honey() | e) wastrel, returned wanderer |

Answers : 1) c 2) d 3) e 4) b 5) a

Exercise F :

Match the expressions in column A with the explanations in column B

- | A | B |
|-----------------------------|--|
| 1. A Titanic struggle () | a) Concealed danger in one's own camp. |
| 2. A Herculean task () | b) A weak point in a man or an institution |
| 3. The Heel of Achilles () | c) A huge, difficult struggle |

4. The Sword of Damocles () d) An immense task
 5. A Trojan horse () e) An impending doom

Answers : 1) c 2) d 3) b 4) e 5) a

Exercise G :

Complete the following idiomatic expressions by matching the words in column A with the words in column B.

- | A | | B |
|---------------|-----|-------------------|
| 1. Open | () | a) madness |
| 2. a pound of | () | b) sesame |
| 3. midsummer | () | c) flesh |
| 4. slough of | () | d) human kindness |
| 5. milk of | () | e) despondency |

Answers : 1) b 2) c 3) a 4) e 5) d

Exercise H :

Fill in the blanks with suitable 'animals' from the list given below.

crow, goose, donkey, cat, rat, bird, lion, horse, cricket, crocodile

- a. Turning up one hour late for the interview really cooked his _____
- b. Don't be fooled, Saritha is not at all sad : they are just _____ tears.
- c. When their grandfather died, Suhas and his sister Sujatha got the _____ 's share of the property.
- d. I don't think I can recognise my cousin Hussain; it's _____ 's year since I last saw him.
- e. We were hoping to keep Madhavi's wedding a secret, but her sister let the _____ out of the bag.
- f. Since I had to go to Chennai on business, I decided to kill two _____ with one stone and visit my aunt as well.
- g. You are flogging a dead _____ trying to change Mary's mind.
- h. After years of commuting from Pune to Mumbai, Feroz decided to get out of the _____ race and buy a small farm near Pune.
- i. Samyuktha was as merry as a _____; she received her selection letter from the UPSC.
- j. Sachin Tendulkar has something to _____ about; he is such a fantastic cricketer.

Answers :

a) goose b) crocodile c) lion d) donkey e) cat f) birds g) horse h) rat i) cricket j) crow.

Exercise I :

Complete the idioms in column A by matching them with the correct phrase from column B. Check their meanings

A		B
1. bell	()	a) by the horns.
2. bee	()	b) before the horse
3. take the bull	()	c) in (oneís) cap
4. break a butterfly	()	d) before swine
5. put the cart	()	e) duck
6. gone	()	f) a pigeon
7. feather	()	g) on a camel
8. cast pearls	()	h) in one bonnet
9. lame	()	i) to the dogs
10. pluck	()	j) the cat

Answers :

1. j 2. h 3. a 4. g 5. b 6. i 7. c 8. d 9. e 10. f

Exercise J :

Fill in the blanks with the appropriate words given in the list:

livered, thumb, knuckles, heart, hands, lip, nose, back, blood mouth, arms, eye, shoulder, feet, head.

- a) The news was spread by the word of _____.
- b) The school gardener has green _____.
- c) The adversaries decided to join _____ against the common enemy.
- d) The cult members paid _____ service to their leader.
- e) Nowadays cheating is going on under oneís _____.
- f) During the elections, Ramesh received a stab in the _____ from his best friend.
- g) The opposition was up in _____ against the government policy.
- h) The refugees were gunned down by terrorists in cold _____.
- i) The idle boys let the grass grow under their _____.
- j) Failure in an examination does not mean one should lose _____.

Answers : a) mouth b) fingers c) hands d) lip e) nose f) back g) arms h) blood i) feet
j) heart.

Exercise K :

Write the meanings of the following idioms :

- a) too big for one's boots.
- b) with one foot in the grave
- c) to look as if butter would not melt in the mouth
- d) a bone of contention
- e) to eat one's words
- f) a green - eyed monster
- g) a lame duck
- h) a skeleton in one's cupboard
- i) to eat humble pie
- j) to ride rough - shod over (some one)

Answers :

a) to become too proud of oneself b) to be ill and not likely to live much longer c) seem to be innocent d) cause of quarrel e) go back on one's promise f) jealous g) person or organisation which is not successful h) a secret i) a secret i) humiliate oneself j) to treat someone without any regard to his feelings.

Exercise L :

Fill in the blanks with suitable words from the list given below :

soul, flesh, hand, eyes, glove, legs, foot, nail, teeth, blood.

- a) to serve hand and _____.
- b) have _____ bigger than one's stomach.
- c) to have his tail between his _____.
- d) to escape by the skin of one's _____.
- e) to appear in flesh and _____.
- f) to be hand in _____ with someone.
- g) The spirit is willing but the _____ is weak.
- h) to fight tooth and _____.
- i) to live from _____ to mouth.
- j) to keep (one's) body and _____ together.

Answers :

a) foot b) eyes c) legs d) teeth e) blood f) glove g) flesh h) nail i) hand j) soul

Exercise M :

Fill in the blanks with the missing word in each pair from the list given below:

stock, loose, sevens, part, inch, post, bag, reason, hot, crook

1. with _____ and baggage.
2. blow _____ blow cold.
3. Give him an _____ and he'll take a yard.
4. Play fast and _____.
5. by hook or by _____.
6. lock _____ and barrel.
7. from pillar to _____.
8. _____ and parcel.
9. with neither rhyme nor _____.
10. at sixes and _____.

Answers :

1. bag 2. hot 3. inch 4. loose 5. crook 6. stock 7. post 8. part
9. reason 10. sevens.

Exercise N :

Match the following expressions in column A with their meanings in column B.

- | A | | B |
|--------------------|-----|--|
| 1. Fool's paradise | () | a) something useless and expensive |
| 2. Sour grapes | () | b) bad character in a group. |
| 3. Green room | () | c) emblem of peace |
| 4. Olive branch | () | d) state of imaginary happiness |
| 5. Red tape | () | e) top people |
| 6. Salad days | () | f) actor's rooms in a theatre |
| 7. Black sheep | () | g) one who discourages |
| 8. Upper crust | () | h) delay associated with officialdom |
| 9. Wet blanket | () | i) time of inexperienced youth |
| 10. White elephant | () | j) disappointment about what is beyond one's reach |

Answers :

1. d 2. j 3. f 4. c 5. h 6. i 7. b 8. e 9. g 10. a

Exercise O :

Choose the appropriate colour / term : 'red', 'white' or 'blue' and fill in the blanks in the following expressions.

- a) paint the town _____.
- b) to put down in black and _____.
- c) _____ print
- d) _____ letter
- e) _____ flag
- f) _____ moon
- g) _____ livered
- h) bolt from the _____
- i) _____ paper
- j) caught _____ handed

Answers :

a) red b) white c) blue d) red e) white f) blue g) white h) blue i) white j) red

Exercise P :

Look up the meanings of the following expressions in a dictionary and

1. en masse 2. en route 3. status quo 4. bon voyage 5. bourgeoisie 6. ex gratia 7. in toto
8. prima facie 9. resume 10. Viva voce

Answers :

1. all together 2. on the way 3. the existing condition 4. a good journey to you 5. the capitalist class.
6. as an act of grace 7. wholly 8. on the first view 9. summary 10. oral

Exercise Q :

Complete the proverbs in column A by choosing expressions given in column B.

- | A | | B |
|--------------------|--------|--------------------|
| 1. Honesty | () | a) leap |
| 2. A rolling stone | () | b) saves nine |
| 3. Look before you | () | c) are soon parted |

- | | | |
|------------------------------|-----|----------------------------|
| 4. Make hay | () | d) is the best policy |
| 5. A stitch in time | () | e) gathers no moss. |
| 6. A fool and his money | () | f) before they are hatched |
| 7. Allís well | () | g) while the sun shines |
| 8. Don't count your chickens | () | h) run deep |
| 9. Still waters | () | i) that ends well |
| 10. Man proposes | () | j) God disposes. |

Answers :

- 1) d 2) e 3) a 4) g 5) b 6) c 7) i 8) f 9) h 10) j

G. Sujatha

LESSON - 26

REFERENCE SKILLS AND INFORMATION TRANSFER

Objectives : This unit is introduced to enable the students

i) to try to find out a piece of information that he needs. Thereby the information from the concerned source would add to his fund of knowledge and promote his intellectual growth.

ii) to enables them to know how information can be presented in different ways depending on the demand of the situation

Reference Skills :

Introduction : To be able to communicate effectively it is necessary to have proficiency in language skills - namely listening, speaking, reading and writing. In addition to language skills one should also know reference skills. To refer to means to look for or to try to find out a piece of information that one needs. If we fail to understand something vital while reading something or watching a T.V. programme or listening to someone, we need to make use of the relevant reference material. When you want to prepare a speech, make a presentation or give a demonstration you may have to make sure that the information given is correct and therefore you have to confirm it. You may have to participate in seminars, workshops, group discussions and you have to know about the subject to be talked about. When you read you may come across a number of words which you do not know. Unless you look up such words you will not understand the matter you are reading. Before you go in search of any piece of information,

- a) you should know different sources of reference materials available
- b) you should be able to acquire or locate the reference materials.
- c) you should be able to look up the reference you want.

For example, if you want information about a flowering plant *edahlia* you should know that a dictionary of gardening exists. Then you should be able to know where the dictionary would be available. When it is made available you should be able to look up the item *edahlia*. Now you will find out how information is located up in reference materials.

Structure :

26. Using the Dictionary

26.1 A bilingual dictionary

26.2 A monolingual or English - English dictionary.

26.3 A picture dictionary

26.4 An Encyclopedic dictionary

26.5 An English - Telugu / Hindi dictionary

26.6 Finding out references

26.7 Using Table of contents and Indexes to locate information

various types of dictionaries available in the market are as follows :

26.1 A Bilingual Dictionary : This dictionary gives us the meanings of words in English as well as in one of the languages other than English - for example, Telugu / Urdu and Hindi. If you wish to get the meaning in your mother tongue then go for the bilingual dictionary that gives meanings in your mother tongue as well as in English. This dictionary is good at school level. It is also useful when you wish to have the exact equivalent of a word in Telugu / Urdu.

26.2 A monolingual or English - English dictionary : This dictionary gives information about the vocabulary items only in English. If you are studying a particular subject only through English, then it is better to use this kind of dictionary. Such a dictionary at the advanced level deals with vocabulary items from the point of view of usage and provides illustrations of contextual use of words. Some dictionaries on the other hand, give apart from meanings, the etymological information about the word. One such dictionary is the Chamberís dictionary.

26.3 A picture dictionary : This dictionary gives pictures of objects and labels their parts. Most of the dictionaries do have pictures that are essential but a picture dictionary gives only pictures and indicates meanings.

26.4 An encyclopaedic dictionary : The dictionary includes items which usually are not found in the ordinary dictionaries for example, the items Andamans Nicobarí will not be recorded in the usual dictionaries but its information in a broad way would be found in the encyclopaedic dictionary. The Random House Dictionary of the English Language is a dictionary of this sort.

26.5 An English - Telugu / Hindi dictionary : This is also a bilingual dictionary which gives meanings in only one language such as Telugu or Hindi and so on. If you want the meanings only in your mother tongue then you should use this kind of a dictionary. Subject -wise dictionaries are next line also available. Take a look at some of the following dictionaries. Each of these dictionaries explains the items of the subject it deals with.

Dictionary of Philosophy

Dictionary of Architecture.

Dictionary of Linguistics

Dictionary of Literary terms

Dictionary of Commerce

Dictionary of Legal Terms

The structure of a dictionary is as follows :

- a) In the beginning it gives information about the dictionary and how to look it up.
- b) It lists the entries in the alphabetical order.
- c) Various appendices in sections that give extra information are at the end of the dictionary. For example, the appendix of chemical elements, irregular verbs, punctuation, writing and so on. Usually the dictionary gives information about the items as follows :

a) spelling and its variations :

eg: color (American)

colour (English)

b) Pronunciation : It may be in a phonetic script. For example, education / edju'kei/sen / or it may have used its own symbols. The key is given on the cover page initially or at the end. The stressed syllable is indicated by a short vertical bar placed above and before the first letter of the stressed syllable. This means the unit with the stress mark (,) is to be spoken comparatively with a greater breath force.

c) Grammatical information about the item. For example, educate, (v), education (n), educational (adj)

d) Various meanings : For example, head : a part of our body, the head of a nail, the head of a tape - recorder, the head of an organisation, etc.

e) Various words made from it with their meanings : head, headless, headline, headlight, headphones, headquarters etc.

f) Phrases made from the items and their meanings: to keep one's head, to lose one's head, to use one's head, to make head or tail of something, to put your / our / their heads together, etc.

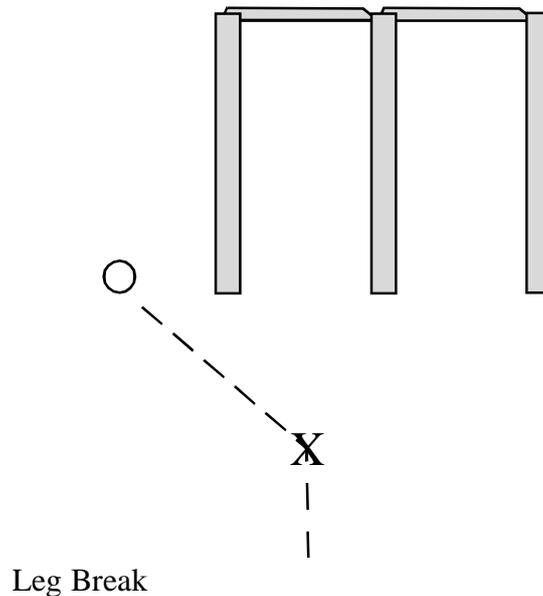
Here is a list of some useful dictionaries :

1. A Dictionary of Social Sciences, Hugo F Reading, 1977, Ambika Publication, New Delhi.
2. A Dictionary of Sociology. (ed), G. Duncan Mitchell, 1968, Routledge and Kegan paul, London
3. A Dictionary of Printing and Publishing, P.H. Collin 1989, Peter Collin Publishing Ltd. Middlesex.
4. A Dictionary of Economics and Commerce, J.A. Hanson, 1965, Mac Donald's Evan Plymouth Ltd.
5. A Dictionary of Environment, Gurdeep Raj, 1986, Anmol publication, New Delhi. etc.

26.6 Finding out References :

Suppose you want to find out the term leg break related to cricket, go to the cupboard where books of sports are placed Get a book on cricket, for example, How to Play Cricket by Ian Morrison, 1990, Ward Lock Limited, London. Under equipment and terminology on page 28 you will get the information about the term as follows.

Leg break : A ball moves from leg to off after pitching. You will also see the diagram as given below :



- a. A ball that moves from leg to off after pitching at X is a leg break

You will get information about a number of terms like *inswinger*, *full toss*, *night watchman*, *Yorker*, *glance*, *hook*, *cut*, and so on. If you want to know about hockey, go to Gian Singh's The Hockey Book, 1982, Orient Paperbacks. You can also get answers to the questions such as :

- a) What is the duration of the hockey game? (P. 117) or
- b) What is the length of the hockey stick ? (P. 129)

You will find answers as follows :

- a) The match shall consist of the regular duration of two periods of 35 minutes each separated by an interval which shall not exceed 10 minutes (minimum 5 minutes)
- b) not specified in the rules. It depends on the suitability of the player.

Apart from various dictionaries, information is available in encyclopedias, Year - books, Book of Records, Who's Who books etc. If you are interested in knowing about extinct animals, for example, go to page 64 of Oxford Children's Pocket Book of Facts and you will come to know that 99% of the animal species that ever lived are now extinct. Beacon's Junior Encyclopedia (Hui Edition, 1995) offer useful and interesting information about our universe, planets, geology, geography, medicine sports and so on.

A Thesaurus is another important treasure of information about words, their synonyms and antonyms. I.A. Richards, in the introduction to Roget's pocket Thesaurus says, "A Thesaurus is the opposite of a dictionary." Suppose you want to describe the Taj Mahal you saw on a moonlit night, you say, "In the moonlight the Taj Mahal looked extremely beautiful." You may feel that the expression "extremely beautiful" does not describe what you have seen. So you replace it by "marvellous" and you are not still happy with the word. You refer to the entry "beautiful" in a Thesaurus and you get the following list :

beautiful, beauteous, handsome, pretty, lovely, graceful, elegant, exquisite, delicate, dainty, comely, fair, goodly, bonny, good-looking, well-favoured, well-formed, well-proportioned, shapely, symmetrical, harmonious, bright, bright-eyed, rosy-cheeked, rosy, ruddy, blooming, in full bloom.

You can also find words like :

marvellous, splendid, majestic, wonderful, charming, attractive, fascinating, tempting, appealing, inviting, challenging, sensuous, sensual, sensational, exciting, amazing, shocking, killing. Though all these words appear to be similar, they are used differently in different contexts and they express various shades of meaning. In this example you are most likely to say,

In the moonlight the Taj Mahal looked splendid, because the word *splendid* implies the grandeur, elegance and impressiveness of the Taj. A Thesaurus also gives antonyms. For example, for ugly which is the opposite of the word *beautiful*, you will find a number of words.

Even newspapers and magazines can offer a lot of information. Reading newspapers daily and magazines regularly keeps you informed on a variety of topics such as education, politics, Population, social problems, national issues, environmental problems, health problems and so on.

Read the letter given below published in one of the issues of The Indian Express.

Why was Bombay renamed as Mumbai ?

In the Marathi language, Bombay has been referred to as Mumbai for more than 200 years. But it has not always been so. Mumbai has an ancient temple dedicated to Mumbadevi. The real name of their deity was Maha Amba Devi or Maha Amba Ayi (mother). Maha Amba Ayi got corrupted to Maha Ambayi, then to Mambayi and finally to Mumbai. According to Murray's Handbook, the name is possibly derived from Mumbabai, the word used by the local Kolis for the goddess. The Portuguese think the word Bombay is derived from the Portuguese words - Bom Bahia or Fair Bay.

26.7 Using Table of Contents and Indexes to Locate Information : A table of contents is a list of items arranged in a sequential manner.

It is given in the beginning of a book. It tells you about -

- i) what a book contains and
- ii) on which page a particular topic is.

The number of pages devoted to each topic can give a rough idea as to what extent the topic has been dealt with. Once you know the contents, you can go to a particular page for the particular topic you are interested in.

When you come across a new book of any sort you should take into account the following:

- a) First note the title of the book and the writer's name on the cover page.
- b) Usually at the back of the cover page or a page after but invariably on the left side page the following information about the book is given -
 - i) the year of publication
 - ii) the edition
- c) The table of contents or Index
- d) The preface foreword or introduction

- e) On the last page you are likely to get -
 - i) general information about the book
 - ii) information about the writer
 - iii) extracts of reviews about the book
- f) The subject index
- g) An appendix

Information Technology : The term 'Information Technology' (IT) refers to the use of electronic equipment, especially computers, for storing, analysing and distributing information of all kinds, including words, numbers and pictures. Previously, apart from written documents, information could be recorded in the form of audio - visual cassettes, but with the advent of computer technology and mass communication we have found ourselves in the vast ocean of infinite information of multiple dimensions. A computer is like an 'Alladin's lamp,' which is ready to serve every moment and produce any piece of information through the internet at the press of a button. You can collect any amount of information on any subject from a variety of websites available on almost everything under the Sun and even beyond, retain the obtained information as long as you want and utilise it according to your convenience. Obtaining information is no problem. The problem is to know the new ways and means of information and how to make use of it strategically. Information is your strength. It will not come automatically; you must gain access to information, you must be able to retrieve information, protect database, do data processing and use information appropriately. You should know how to use computer - operated articles like a calculator, an electronic diary and so on.

Libraries have also been computerised nowadays. To be able to operate and use a computer is an inevitable reference skill.

INFORMATION TRANSFER

Introduction : Information can be presented in different ways depending on the demand of the situation. For example, information displayed in tabular form in a college Principal's office helps every visitor to quickly get an idea about the facultywise strength of students and teachers. Graphs and charts in books and magazines contain a lot of condensed information in a visible form and a reader, just at a glance, can draw comparisons and contrast and evaluate the situation depicted in them.

Information which is available in the verbal form can always be presented in a tabular or graphic form depending not the needs.

Structure :

- 26.8 A Bar chart
- 26.9 A Pie chart
- 26.10 A Flow chart
- 26.11 Graphic to verbal
- 26.12 Verbal to Graphic

Read the following information about the teaching staff of a college.

The total teaching staff of the college is 300 of which one - sixth ie 52 are women teachers.

The teachers who have obtained higher qualifications, ie. higher than their postgraduation are very few. They constitute just 20% of the total staff. Among them. 15 teachers have qualified themselves for the M.Phil degree and 10 for the Ph.d. degree.

A majority of teachers are permanent and their number is 238. The rest of the teachers. are appointed on a temporary basis.

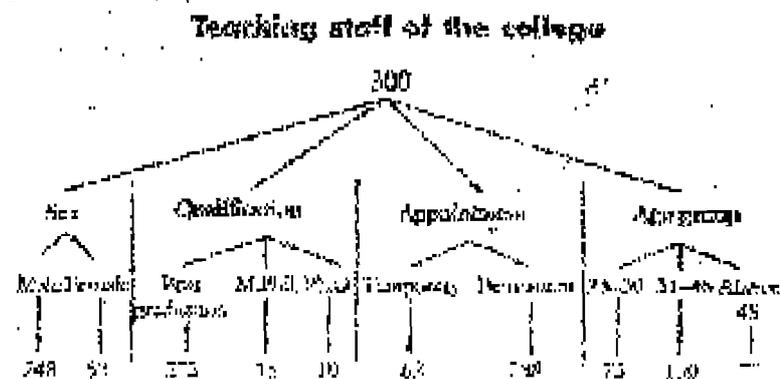
As far as age is concerned about half of the teachers are middle - aged ie. between 31 and 45 years. The number of younger teachers, ie. those between 25 to 35 and older ones, ie. those above 45 is approximately the same. They are 73 and 77 respectively. If the same information is put in the tabular form it is easy to read, understand and remember and the time required to do this is much less than the required to go through time the information given in the above passage.

Look at the following table :

Teaching staff of the college (Total staff : 300)

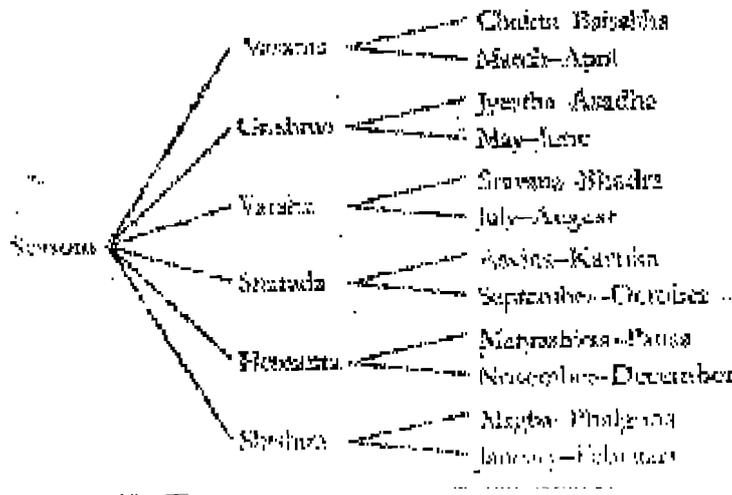
Sex		Qualification			Appointment		Age group		
Male	Female	Post graduation	M.Phil	Ph.D.	Temporary	Permanent	25-30	31-45	Above 45
248	52	275	15	10	62	238	73	150	77

The information given in the tabular form above can also be presented in the form of a tree diagram as shown below.



When the information is communicated through tables, charts and graphs, you should be able to interpret or analyse it and make observations about it. For example, one of the pieces of information given is about the age group of the staff. The number of teachers between 31 to 45 is 150 and we can instantly draw a conclusion that half the teachers are middle - aged. In terms of percentage the number is 50%. The number of teachers between 25 and 30 is 73 and of those above 45 is more or less the same. The numbers 73 as well as 77 are close to one-fourth of the total. So the generalisation

could be that the younger and older teachers are one-fourth each of the total, which is 25%. This also means that the number of the middle - aged teachers is double the number of younger or older teachers.



The information conveyed by the diagram totally corresponds to the information given in the text below

Indian seasons with months according to Indian calendar and (ii) English calendar.

Source : General Geography of India, NCERT

According to the Indian convention the year is divided into the following six seasons (ritus) :

Vasanta is the first season of the year and roughly corresponds to spring. The season, however, does not fully coincide with the English months of March and April as it extends over the period mid-February to mid-April. The Vasanta is replaced by Grishma (summer) occurring during the months of April, May and June.

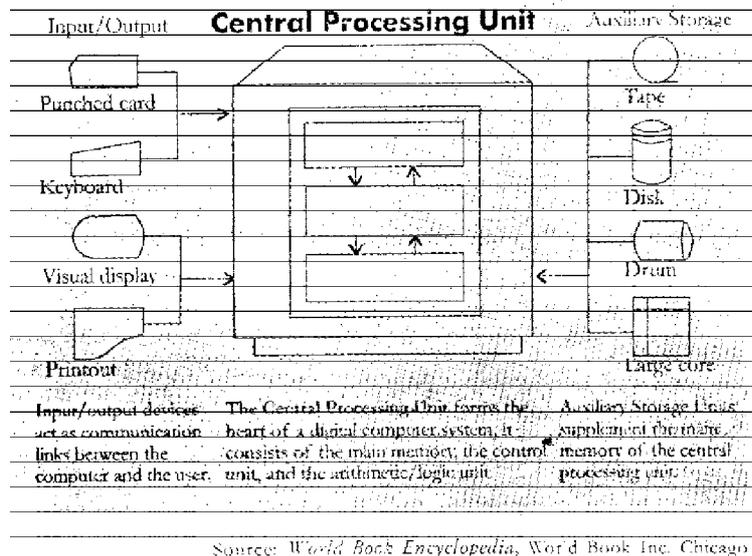
The Sharada Ritu occurs in Asvina-Kartika (mid-September to mid-November). However, there is no clear distinction between the Sharada and the following Hemanta (Margashirsa-Pausa) except that the cold weather is rigorous during the latter. The Sharada is clearly a transition between the Varsha and the Hemantha.

The Hemanta is followed by the Shishira Jyestha and Asadha (mid-April to mid-June). The Varsha Ritu (rainy season) of the Indian tradition extends over Sravana - Bhadrapada (July - August). The rainy season may, however, set in by the middle of June and May and continue upto the middle of September with marginal variations and occurs in Magha and Phalguna (January - February). During Shishira the cold weather gradually gives way to the spring (Vasanta) itself transitional to summer (Grishma).

It is interesting to note that this view of seasons holds good in north and central parts of India. There are some variations in seasons in the southern region of the peninsula.

Read the information about 'How a Digital Computer Works' and correlate it with the graphic presentation of the same.

How a Digital Computer Works : An input device sends data and instructions to the main memory of a computer. The control unit then directs the data to the arithmetic /logic unit for processing. Finally, the control unit routes the processed data to an output device or an auxiliary storage unit, or back to the main memory.



Although digital computers differ in size, they all have five basic parts : (1) The input equipment (2) the main memory (3) the control unit (4) the arithmetic/logic unit and (5) the output equipment. In a mainframe, the main memory, control unit, and arithmetic/logic unit form a single unit called the central processing unit (CPU). Some mainframes have more than one CPU, which allows a number of operations to be performed at one

The input equipment transforms instructions and data into a code understandable to a computer. This code consists of electrical signals that correspond to the 0s and 1s of the binary system.

There are various kinds of input devices. A card reader takes input information from punched cards. The pattern of punches represents letters, numbers, and other symbols. A related device is the paper tape reader, which senses data from holes in a paper tape.

Most computers have a keyboard that enables the operator to enter alphabetical characters and numerals directly into the computer. Many keyboard units have a visual display, which consists of a cathode-ray tube (CRT). A CRT is a vacuum tube like a screen like that of a TV set (see vacuum tube). The CRT display makes it possible for the keyboard operator to check and correct if necessary the data being equipment is connected with a CPU, it is said to be online. If the equipment operates independently, it is off-line. Radio signals or telephone line may link a CPU in one city with peripheral equipment in another city. Such equipment provides remote terminals for the CPU. entered into the computer. Some keyboard terminals of this type have a built-in microcomputer that controls their basic operations independently of the main computer. Input units with CRT displays called interactive graphic devices enable the user to communicate with the main computer by drawing a diagram on the screen with a light pen.

Some computers use optical scanners to change input data into electrical signals. The scanners optically sense bar codes and marks printed on grocery items, identification cards, and certain documents. Other digital computers are connected to touchtone telephones. By pressing the buttons on the phone, the user can enter data into the computer.

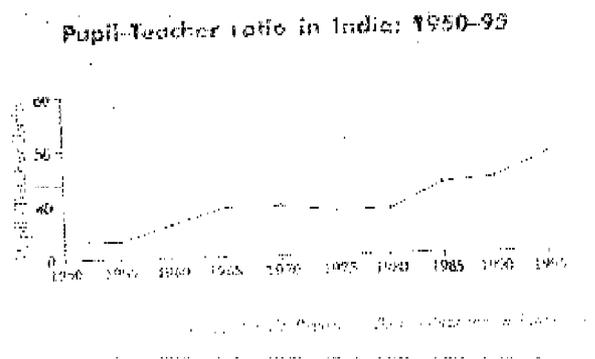
Certain types of equipment handle input information and also function as output devices and auxiliary storage units. Auxiliary storage units or auxiliary memories can store more information than a computer's main memory but do not operate as fast. The major types of auxiliary memories include (1) magnetic tape units (2) magnetic disk units (3) magnetic drum units, and (4) large-core storage units.

The information presented in the form of Tables, graphs and charts has the following advantages.

1. The data is presented vividly. Tables, graphs and charts highlight the main points and avoid repetition of words and sentences.
2. They require comparatively less space because the information presented is very concise.
3. Precision, clarity and simplicity of the forms make complicated matter easy to understand.
4. They are easy to remember because of their visual effect.
5. Analysis of the information can be done and generalisations can be arrived at without much difficulty.
6. Transparencies of the forms can be used for oral presentations and this saves time and produces a clear cut picture of the subject matter.

A graph is a drawing which consists of a line or lines, sometimes curved, showing how two or more sets of numbers relate to each other. A graph has vertical axis and a horizontal axis. Each of them represent an important point of information. A straight or curved line is drawn between these two axes connecting a series of points which represent the varying values of two related items.

Look at the following graph.



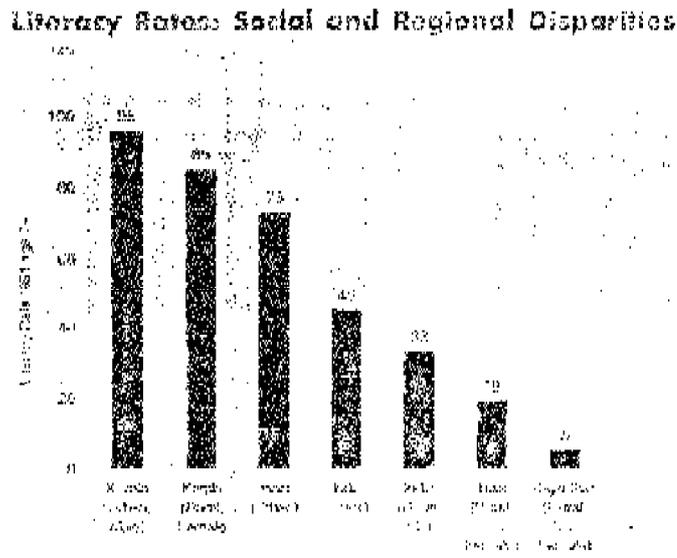
Source : Public Report on Basic Education in India OUP

In this graph the vertical axis shows the number of students while the horizontal axis shows the year. The curved line between the axes connects the number of students and the year. The graph indicates that in the year 1955 the pupil teacher ratio was 5:1 while in 1995 it was about 45 : 1

The term chart refers to information presented in the form of a diagram or a picture for the purpose of illustration. There are 3 types of charts. They are as follows.

26.8 1. A Bar Chart : It is a diagram on which narrow strips which are of equal width but of varying height are used to represent quantities.

Look at the below bar chart

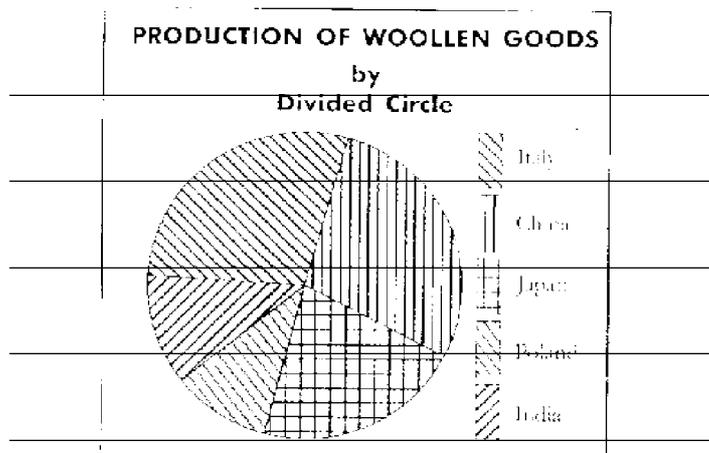


Source : Public Report on Basic Education in India OUP

This bar chart has vertical bars. It can have horizontal bars too.

26.9 A Pie Chart : A pie chart is a diagram which consists of a circle divided into parts and each part represents a specific proportion of the whole.

Look at the following :

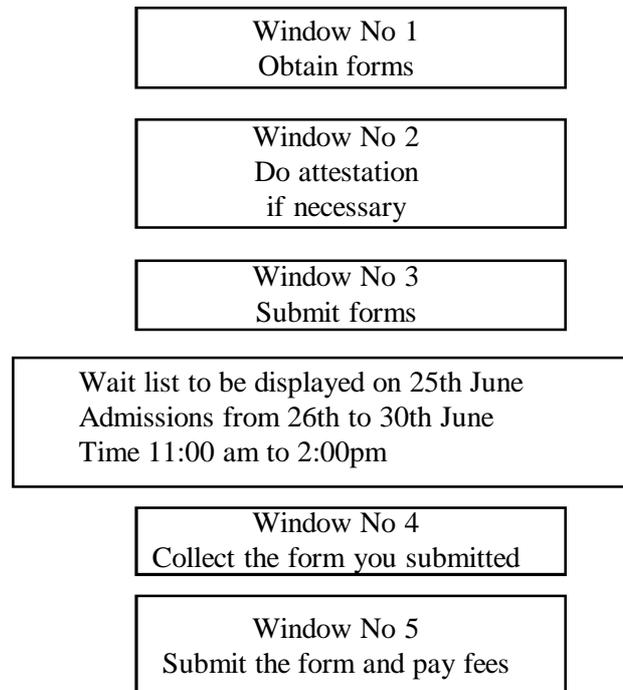


Source : *Text Book of Practical Geography*, Md. Zulfikar Ali and Shariq, Concept Publishing Company, New Delhi, 1995

26.10 A Flow Chart : A flow chart is a diagram that indicates different stages or processes of something, for example, communication process.

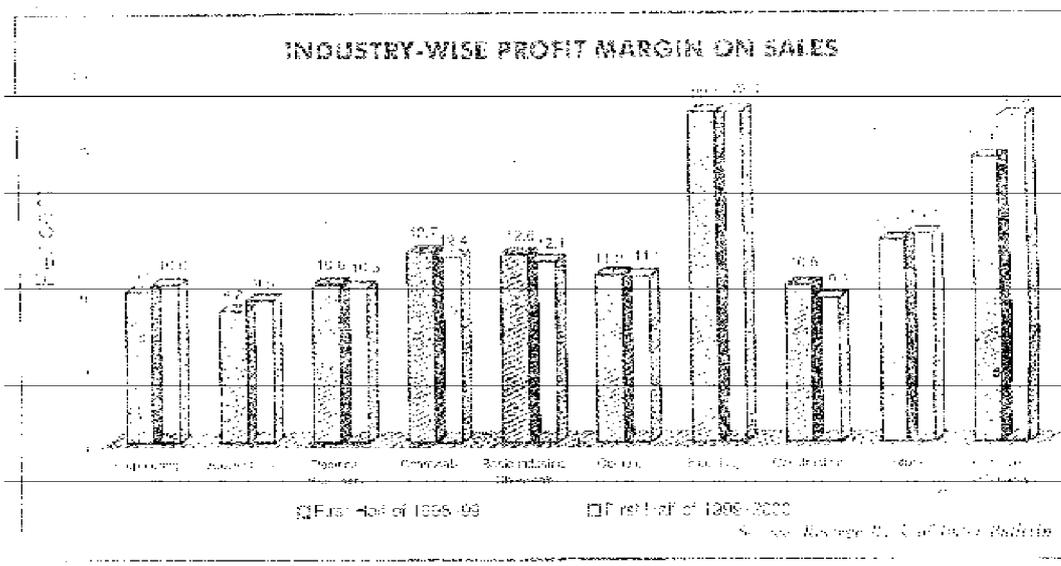
Source coding Transmitting channel Receiving Decoding Destination. The admission procedure for class XI in a junior college is as follows

Admission procedure for class XI



26.11 Graphic to verbal : Information presented in the form of graphs and charts can be put in the verbal form.

The information given in the chart can be put in words as follows.



In the first half of 1998 - 99 engineering industries got 10.1% profit margin while automobiles got 8.8%....

Thus, you can go on writing down items of information. It could also be just a list of items. For example,

Industry - wise Profit Margin on Sales - First half of 1998 - 99

1. engineering : 10.1%
2. automobiles : 8.8%
3. electrical machinery 10.6% and so on

You should be able to interpret the graphic information and make generalisations on the basis of your observation and analysis of the given information.

The following questions related to the above chart will help you understand the significant points of information you should take into account.

1. Has the profit margin reduced in the first half of 1999-2000% ?
2. What is the range of profit margin in the first half of 1998 - 99?
3. Which industries got a profit margin above 12% ?
4. Which industries got the highest profit margin ?
5. What is the minimum profit margin for the given industries ?

26.12 Verbal to Graphic

You should learn to present information in the graphic form. Now we will discuss how to draw a bar chart.

The following information shows the number of university departments, P.G. centres and colleges of the University of Pune during the period 1990 - 1995

Year	University departments	PG centres	Colleges
1990-91	30	60	161
1991-92	38	72	166
1992-93	36	74	180
1993-94	36	78	193
1994-95	41	85	209

Note the following points while presenting this information in a bar chart.

Draw horizontal and vertical axes.

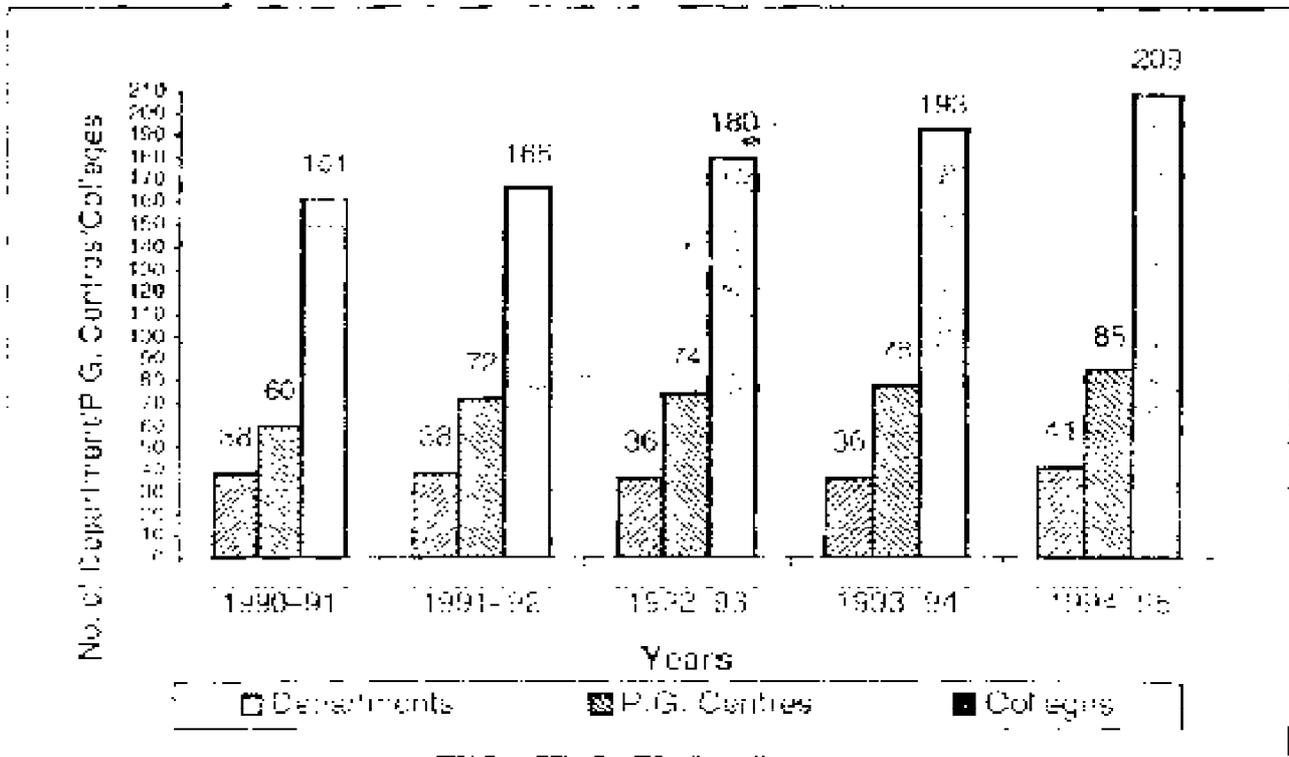
Let the horizontal axis indicate years and the vertical axis number

Show three different bars for university departments, P.G. centres and college

As far as possible draw the graph on a graph paper in order to be accurate in your presentation.

Your graph will look like the graph shown below.

No. of Departments/PG Centres/Colleges 1990-95



LESSON - 27

SUMMARISING, NOTE - MAKING AND NOTE - TAKING.

Objectives :

This lesson is included in order to

- (i) enable the students to be effective in their communication. and
- (ii) to make them give a gist of significant details clearly and accurately.

Introduction : It is always desirable that you should be effective in your communication. In our life which is moving at a quick pace, 'be brief' is an important slogan. If you are telling your friend about the book you have read, you have to be selective. Omission of irrelevant details and selection of important pieces of information is the principle at work. In all real life situations the only principle that pays dividends is 'speak what is required, write what is necessary'. Whether you are talking over a telephone, or chatting on the Internet, or sending a fax message a telex or a telegram, you have to be brief and precise. In any type of communication 'to be short' is to be sweet, to be long is tiring, boring and - time consuming. In order to be precise, you have to develop the summarising, note - making and note-taking skills.

Structure :

- 27.1 Summarising
- 27.2 Practical life and Summarising : some useful hints.
- 27.3 Note-making / Note-taking
- 27.4 Exercises

27.1 Summarising : To give a gist of significant details clearly and accurately is a skill and it can be developed through practice. Summarising is nothing but giving an abstract of carefully selected points of written or spoken matter. In our daily life all of us perform the task of making a summary through speech or writing on a number of occasions. We may not do it in a very formal way, but we do present things briefly in an informal and indirect way. In order to write the summary of a passage,

- i) You should first understand the text.
 - ii) After having understood it thoroughly, you should be able to pick out what is essential and reject what is not important. These are mental activities and they require concentration.
 - iii) The next important requirement is your ability to use language effectively in order to express the essence of the text. The final outcome of these three activities is a satisfactory summary. This shows that the process of summarising consists of comprehension, selection and clear and concise expression.
- a) Read the following extract carefully.

First, science has obviously multiplied the power of the war - makers. The weapons of the moment can kill more people more secretly and more unpleasantly than those of the past. This progress

– as for want of another word, I must call it this progress – has been going on for some time; for sometime it has been said, of each new weapon, that it is so destructive or so horrible that it will frighten people into their wits and force the nations to give up war for lack of cannon fodder. This hope has never been fulfilled, and I know no one who takes refuge in it today.

(Source : The Commonsense of Science by J. Browhoski, Heinemann Educational Books Ltd, London)

After reading the passage we know that the passage is about science. The writer is talking about how science has increased manifold the power of the weapons of mass destruction. Then he tells us about the merciless destruction brought about by modern weapons and says that they may create fear in people so that would give up war but that has not happened so far. In order to understand the passage better, it would be useful to look for the most important information. Every piece has a subject, a purpose and a tone. This is necessary to identify the topic, purpose and the tone of the text. It has a key idea. This is the topic sentence. The remaining sentences support the different aspects of the key idea. The topic sentence is “Science has obviously multiplied the power of the war makers.” The sentence “This hope has never been fulfilled.” is the conclusion which states the real state, that is, the production of destructive weapons has not fostered peace. The key words and topic sentence may be underlined.

The next important stage is to express what you have understood in your own words. The summary may be as follows :

“Science has multiplied the power of the war - makers. The modern weapons can destroy more people more secretly and more unpleasantly than before. Each new weapon is said to be so destructive and so horrible that it will frighten people and force nations to give up war. This hope, however, has never been fulfilled.” (54 words)

This is the gist of the passage; it is made up of the sentences and phrases lifted from the passage. This does not really indicate whether you have comprehended the passage thoroughly. There is still need to reduce the length and make the summary precise because usually the summary or precis is one third of the original. This can be tried in the first draft.

“Science has increased the power of the war-makers by making the modern weapons more destructive than before. This, however, has not frightened people and nations have not given up war.” (30 words)

Count the number of words in your first draft. If they are more than what is required you will have to think of details which could be omitted from your summary. If your draft is shorter than what is required think of some more details which need to be added.

Try for the final draft. It could be something like this : “Science has produced dangerous weapons which can be more destructive than before, yet it has failed to create any sort of fear among people and nations have not become wise enough to do away with war.” (37 words)

The final draft thus has to be in your own words but without changing the spirit of the original. There has to be clarity and directness.

b) Read the following passage which is a part of the message given by Dr. S. Radhakrishnan to the nation on the eve of Independence day in the year 1947.

Education is the instrument for social, economic and cultural change. If we are to work for social and national integration, if we are to foster moral and spiritual values, and increase productivity,

agricultural and industrial, we have to use education in a proper way. Science and technology will help us to solve the problems of hunger and poverty, of disease and illiteracy, of superstition and deadening custom, of vast resources running to waste, of a rich country inhabited by poor people. We have to free ourselves from the inertias and inefficiencies which have bogged down our programmes of development. Our administration, at all levels, should become clean and efficient (111 words)

The above passage talks about the change education can bring about in our life at all levels.

The topic sentence obviously is the first sentence. 'Education is the instrument of social, economic and cultural change'. Another important sentence is at the end. "Our administration at all levels, should become clean and efficient' Then there are key terms like 'national integration,' 'moral and spiritual values', we have to use education in a proper way', 'inertias and inefficiencies'. Now try the first draft. This draft includes all the important points in the extract. However it has to be reduced further. The first draft could be as follows.

"Education is a means for social, economic and cultural change. It has to be used properly for national integration. Science and technology can help to solve other problems, like poverty, illiteracy etc. We have to get over our reluctance to work and inefficiencies and make our administration clean and efficient. This is necessary for our progress." (56 words)

The final draft has to be of about 35 to 37 words for which sentence structures will have to be changed. The precis has to be still more compact. Look at the second draft.

"Education is a means of socio-economic and cultural change and can ensure national integration. Science and technology can solve our other national problems. We must get over our laziness that hampers our development and make our administration clear and efficient." (37 words)

27.2 Practical life and summarising : Some useful hints :

In order to make a summary you have to practise step by step. Make a rough draft first. Read the passage a few times and try to understand the gist of it. Write it out in your own words. Then make a final draft. You need to concentrate on the passage and understand its meaning. It takes time. In our daily life we may not have so much time as we are always in a hurry. For example, somebody has written a long letter complaining against your company and your employer asks for a gist of it immediately because he has no time to go through the letter. You have to go through the letter and give the gist of it as early as possible. This is so with the spoken language. You are supposed to attend a function and you are asked to give an account of it briefly. Or you are supposed to discuss some issue related to your business organisation and you are told to talk about the discussion briefly to your higher authority. On such occasions, you have to be very attentive while listening to spoken language, make mental notes, put significant points together, reorganise every thing mentally and then produce the summary of it orally. Whether you are listening to a lecture or discussion or reading a report or an article you have to know to take down notes or how to make notes from what you read. There are occasions when we are required to give a gist of what we have read or heard. The skill of summarising is helpful in such situations.

While summarising a written or spoken text you should bear in mind the following points:

- i) Pay attention to the important points and separate them from the ones that are less important.

- ii) Organise the ideas or points in a logical sequence.
- iii) Present the matter precisely and in clear language.
- iv) Do not explain the significant points or ideas given in the passage. Similarly, do not add your own views or comments on the given topic.
- v) Making notes / taking notes and presenting a summary are inter - related since in both the same procedure of selecting important points from the unimportant ones is followed. Thus, a summary can emerge from the notes.

27.3 Note - making and Note - taking

Introduction : Generally, you make notes from what you read and you take down notes from what you listen to. There are some common points between note - making and note - taking. A note is a brief written record made to assist the memory. Many successful speakers speak from the notes they make. The points they write down in their notes will be from reference books, textbooks or from their own experience. A scholar listening to a serious lecture or a journalist listening to a speech made by a speaker cannot write down everything he or she has heard. Instead they take notes. In other words they just jot down points on a piece of paper.

Note - making

Many lovers of learning acquire knowledge by careful study of books, observation, travel and listening to the conversation of others. The purpose of collecting information is to put it to use. At the collegiate and university level the students acquire information for the sake of coming out of their examinations with flying colours. To save time and energy, they can cultivate the habit of note - making. It is the art of jotting down the essential points while reading a book. While note - making we must list briefly the most important facts, arguments or views in a book which contribute to the main theme of our study material. They should be arranged in logical and chronological pattern. Repetition of ideas must be avoided. As men of a busy life find no time to go through all the account furnished to them, the points noted down will be of immense use. Speakers and lecturers at academic institutions derive great help from a quick revision of the points noted down before delivering a lecture. Students while going to examinations have a quick and easy revision by this note - making.

Note - taking : Note - taking is the art of scribbling the important points while a lecture, a radio programme or a telecast of a social or cultural or sports programme is in progress. One should be very vigilant and attentive while taking notes. A good knowledge of short-hand helps greatly in this process. Abbreviations used in note - taking must be clear and not obscure. Even a wink or a moment of forgetfulness or negligence will tell upon the process of note - taking and produce adverse effects.

Some of the common points between note-making and note-taking are :

- i) Read or listen carefully.
- ii) Mark the topic sentences, key words and phrases. In case of reading, underline them and if you are listening take them down.
- iii) Try to establish a logical link between the significant points.
- iv) The process of note making starts after you have carefully read or listened to a text. It would be beneficial if you read the written / printed matter twice and then make notes. But for

listening, you have to be very alert in writing down the significant points since what you listen to cannot be heard again unless it is recorded.

v) Notes can be made printwise or in a tabular form or in the form of a tree diagram. This is important because, whatever the notes, you should be able to reconstruct the main points. For example, you should be able to deliver a lecture on the basis of notes you have made.

vi) Making/taking notes is an interactive process. Mentally you interact with the writer / spoken matter constantly, try to comprehend the matter as much as possible and write down important points in such a way that you would be able to reconstruct the matter as accurately as possible.

a) Read the following passage carefully. Then try to make notes of it.

Drug - related health disorders are many and varied (1) Dirty needles and solutions used for injecting drugs can easily cause abscesses in the arms and veins, liver, disease, venereal disease, disease and infection of the kidneys and brain. 2) Sniffing cocaine and amphetamines can damage the tissue of the nose and (3) Marijuana and tobacco smoking can cause lung diseases. Heavy users of (4) alcohol, volatile solvents, amphetamines or marijuana may find that their livers are permanently damaged. Babies of women addicted to (5) opiates are likely to be born addicted and to suffer from withdrawal symptoms (6) cocaine and amphetamines can cause hair loss. Recent research has indicated that (7) Marijuana can damage cells. A drug user's way of life makes him more susceptible to pneumonia, tuberculosis, malnutrition and weight loss. Finally, an overdose of any of the sensual drugs can lead to respiratory or cardiac failure and death.

You can underline important expressions while reading. It has already been done for you in the above passage.

The notes could be made in the following way:

Drug related health disorders :

1) Dirty needle, solutions used for injecting drugs.

_____ abscesses (arms, veins)

_____ liver diseases

_____ infection of the kidneys, brain

2) Cocaine and amphetamines :

_____ damage of the nose tissues

_____ hair loss

3) Marijuana and tobacco smoking :

_____ lung diseases

4) alcohol, volatile solvents, amphetamines, marijuana (heavy use) :

_____ permanent liver damage.

5) opiates (women)

_____ babies born addicted, suffer from withdrawal symptoms

6) Marijuana :

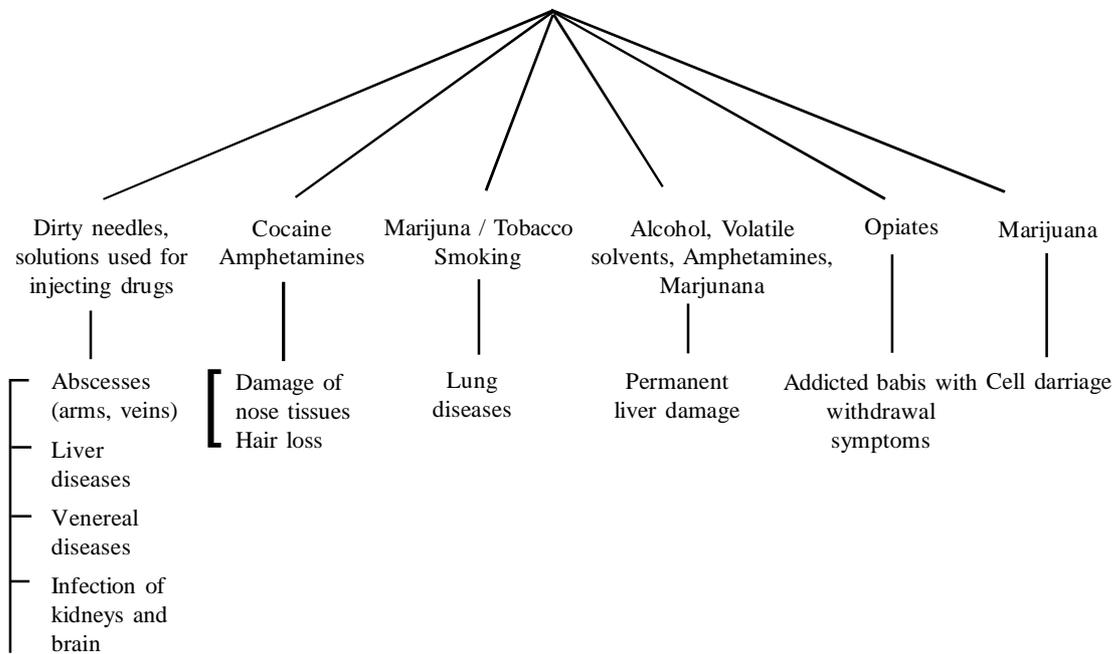
_____ cell damage.

Drug users are susceptible to :

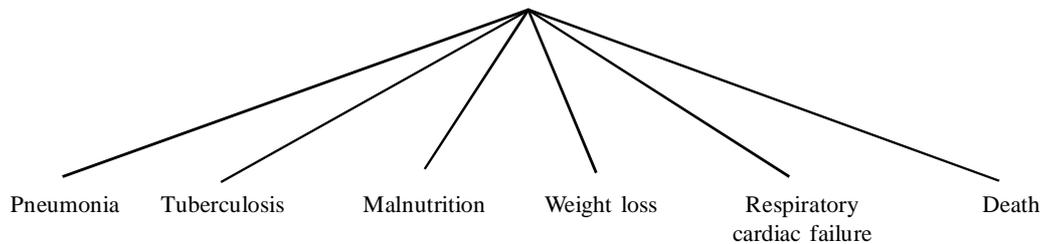
- _____ pneumonia
- _____ tuberculosis
- _____ malnutrition
- _____ weight loss.
- _____ respiratory / cardiac failure
- _____ death.

The same information can be put in the form of a tree diagram:

Drug-related health disorders



Drug users are susceptible to



27.4 Exercise A : Summarise the following passages :

1. Philosopher and writer of inspirational literature, William James once said, 'The deepest principle in human nature is the craving to be appreciated'. To be appreciative of the world has often been described as one way to stay happy in life. While most people feel that their efforts and work are not duly recognised, experts suggest a solution - start complimenting others, or praise that which is good in them. As the saying goes, 'If you don't appreciate, you don't deserve it either'. Mahatma Gandhi, too, has said that a person should bring about the change he or she wishes to see in the world.

So, even if life appears to be an unending saga of problems, philosophers point out that there is always something for which it is worth showing one's gratitude. 'And once we discover how to appreciate the timeless values in our daily experiences, we can enjoy the best things in life', one observes. Moreover, brightening a person's day by uttering a few sincere words of appreciation can be uplifting. Writer and personality development guru Dale Carnegie has said, 'Perhaps you will forget tomorrow the kind words you say today, but the recipient may cherish them over a lifetime'. And a few words of encouragement might just help one face the odds of life and achieve a cherished goal.

It is also observed that nothing works like appreciation, especially when a person is lonely or discouraged. Spiritual teachers have explained that the power to make the world a happier place lies with humanity and it is possible only when people respect their human connections. Philosophers observe that no one achieves success without acknowledging the help of others and that the wise acknowledge this help with gratitude. Echoing the same thought is the saying, 'Give to the world the best you have and the best will come to you'. In his writings, George Bernard Shaw has described the 'essence of inhumanity' as 'not to hate fellow creatures but to be indifferent to them.' (334 words)

Answer : William James once said that the important principle in human nature is craving to be appreciated. Most people feel that their efforts and work are not duly recognised. A saying goes 'If you don't appreciate you don't deserve it either'. We should appreciate the good. Life is a saga of unending problems. It is worth showing one's gratitude. A few sincere words of appreciation can be uplifting. Perhaps we may forget but the recipient remembers them throughout life. Nothing works like appreciation especially when one is lonely or discouraged. We must give the world the best. G.B. Shaw said that the essence of inhumanity is not to hate fellow creatures but to be indifferent to them.

2. Civilised man is by now well aware of the more obvious symptoms of water pollution : scum-covered rivers, stinking bays, and shorelines littered with bloated fish. The cause of much of it is equally clear : the indiscriminate dumping of raw sewage and industrial sludge into the nearest body of water has exceeded the absorptive capacity of the environment. Because the symptoms of this overflow are so compelling, it seems likely that we shall finally attempt to do something about it. But continued population growth makes it improbable that we shall find the funds to do more than skim off the chunks.

Unfortunately, the most serious water-pollution threats are those which cannot be seen, smelt, or picked up by the handful. The organic content in many domestic water supplies which have been

treated to some degree is apparently still high enough to protect viruses from the effects of chlorine. Hence tap water is a suspected transmission route for the alarming rise of infectious hepatitis in the United States today. Moreover, the vast array of chemicals which industry spews into the environment in many cases defies filtration. These chemicals now pervade not only rivers, lakes and even oceans, but also vast reservoirs of ground water. As with air pollutants, their possible toxic effects have in most cases not even been adequately catalogued. Many, of course, are known to be fatal to fish, the mainstay of high quality protein supplies in much of the world.

Answer : Civilised man is well aware of symptoms of water pollution. The most serious water - pollution threats are those which cannot be seen, smelt or picked up by the handful. It is caused by indiscriminate dumping of raw sewage and industrial sludge into the nearest body of water. The organic content in domestic water supplies protect viruses from the effects of chlorine. Tap water is a suspected transmission route for the alarming rise of infectious hepatitis in United States. The chemicals pollute not only river, lakes and ocean but also vast reservoirs of ground water. These are fatal to human, animal and plant life of the world.

3. Let your classmate read out the following passage. While he reads it out you make notes from it. (In a regular class, a teacher/student can read out the passage to the whole class and the class can make notes)

The functions of universities have steadily increased over the centuries and today they have to enact a variety of roles. These are :

First , to foster the spirit of free enquiry, and promote independent and critical thinking;

Second, to be a repository of knowledge, responsible for its transmission through teaching and extra-mural programmes;

Third, to be the place for the pursuit, generation and application of new knowledge;

Fourth, to be the training ground for competent professionals, including doctors, engineers, business managers and administrators;

Fifth, to render service to society, anticipating its needs and assisting in the fulfilment of social and economic objectives;

Sixth, to promote values and assist in the preservation of culture and traditions.

Answer : The functions of universities are

a) First

i) to foster the spirit of free enquiry

ii) promote independent and critical thinking

b) Second

i) to be a repository of knowledge

ii) transmission through teaching and extra - mural programmes

c) Third

- i) to be the place for the pursuit,
- ii) application of new knowledge.

d) Fourth.

- i) training ground for competent professionals **eg:** doctors, engineers, business managers and administrators.

e) Fifth

- i) to render service to society
- ii) fulfil the social and economic objectives

f) Sixth

- i) promotes values
- ii) preservation of culture and tradition.

G. Sujatha

LESSON - 28**ESSAY WRITING AND REPORT – WRITING****PART - I ESSAY WRITING**

Objectives : This lesson is included in order

- i) to enable the students to express their feelings, ideas and thoughts in real life situations mainly through writing.
- ii) to develop the skill of thinking and self understanding.
- iii) to develop the skills such as playing with words, spelling accurately, punctuating meaningfully.
- iv) to use range of sentence structures, linking ideas and information and organising the content convincingly.

Introduction :

In real - life situations we express our feelings, ideas and thoughts largely through the spoken medium whereas in academic situations expressing and thinking is done mainly through writing. The ability to collect, select, arrange and use information is developed through essay writing. While writing an essay students are constantly judging, analysing, self examining and self-correcting.

An 'essay' literally means an 'attempt'. It is an analytic or interpretative literary composition usually dealing with its subject from a limited or personal point of view. It is adaptable to all subjects, imposes no restrictions and conveys information in a clear, easy and pleasant manner. Its scope is unlimited. An essayist can write an essay on 'nothing'. Whatever might be the subject of the essay, an essayist should display clear thinking, vivid exposition and an individual mode of expression.

Structure :

- 28.1 How do we write essays ?
 - 28.1.1 Preparation
 - 28.1.2 Planning
 - 28.1.3 Drafting
- 28.2. Reflective and Argumentative Essays
- 28.3 Specimen Essays.

28.1. How do we write essays ?

Writing an essay is not merely adding one sentence to another. You may write good sentences, but the problem is how to arrange them logically. The best solution to this problem is to look at sentences as parts of the overall plan of an essay. In other words instead of beginning with sentences we should think of the entire essay and then break it down into paragraphs and then into sentences. Thus essay writing is a systematic process involving the following steps.

Preparation → Planning → Drafting

28.1.1. Preparation :

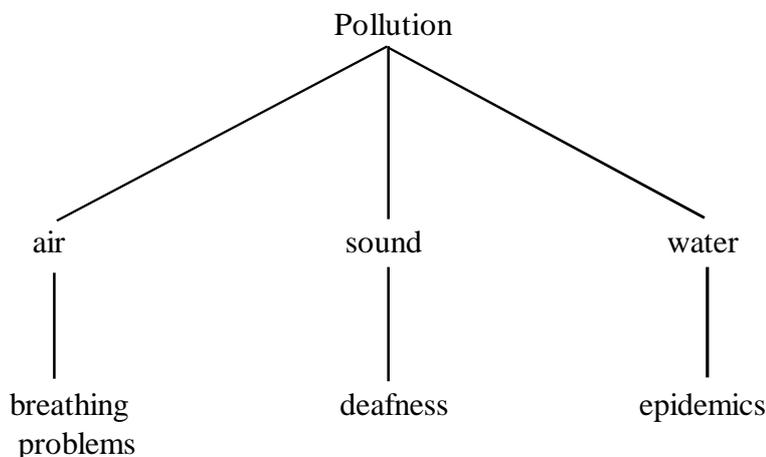
Any piece of composition has a topic, a purpose, a point of view and an intended reader. When we write an essay we have a definite purpose like narrating, persuading or writing an exposition. Our reading, experiences and imagination help us develop an approach which decides the treatment given to a topic of the essay. By keeping the reader in mind we decide the appropriate organisation and style. The following are the major activities performed during essay writing.

a) Defining the topic : Asking different questions about the topic helps define the topic and understand its different aspects. Look at the following questions that we may ask ourselves about the topic, “Empowerment of women.”

- i) What is meant by empowerment ?
- ii) What are the weaknesses and strengths of the female sex ?
- iii) Do women need generous help from men ?

Question i) demands definition, question (ii) expects a list of characteristics and question (iii) introduces an argument.

b) Generating ideas : Answers to these questions provide us ideas. The more questions we ask ourselves the more ideas are generated. List all these as they occur to you. For jotting down, you can use tree diagrams, tables or columns. Look at the following example relevant to the topic “Pollution.”



28.1.2. Planning :

The ideas thus generated need to be logically arranged. Main ideas and supporting ideas need to be properly grouped together. Identify main ideas and group the relevant ideas around each of them. Develop each main idea into an independent paragraph. This will help you to decide on how many paragraphs your essay will have. While planning you can use tree diagrams, a table column or note form as follows.

Topic : English in the 21st century

Introduction :

English as the world language

Spread of English - an overview

Facts about English :

1. Users of English
2. English as a window to the world.
 - Literature
 - Culture
 - Ideas.
3. Use in business, trade and industry.

Information Technology :

1. Dominance of Information Technology
2. Role of English in IT

Conclusion

Drafting :

Having outlined your ideas as above, you are now well equipped for writing the essay. You have to execute your plan through paragraphs. Each paragraph normally deals with one key point and the supporting information or ideas as pointed out earlier. As long as you observe this principle your sentences will be automatically linked to each other. A few paragraphs and an appropriate introduction and conclusion make a good essay.

a) Paragraph writing : Each paragraph will have a beginning, a middle and an end, Generally you should begin a paragraph with a topic sentence. Supporting information or ideas can be given in the succeeding sentences either in a parallel manner or linked to each other in a chained manner.

b) Introduction and conclusion : Introduction is one of the most challenging sections to write. It has to catch the attention of the reader, establish a relationship with him/her, introduce the topic, set the tone and by doing that, control the reader's expectations.

Concluding an essay is equally challenging. It has to appropriately summarise the essay or highlight the main points. At the same time it is advisable to make the conclusion interesting. An essay can also be concluded with a moral or a striking contrast with something that has gone before in the essay.

28.2 Reflective and Argumentative Essays :

We can classify essays as formal and informal or as long and short depending on the style and length. Essays can also be classified into types as descriptive, narrative, reflective and argumentative depending on the writer's purpose. In this section we shall discuss reflective and argumentative types of essays.

The term 'reflect' means to think carefully and 'reflection' means 'a statement which is a result of deep and careful thought.' Thus a reflective essay can be looked at as a piece of composition which is the result of a writer's deep thinking. The main purpose is the exposition of an idea or theory developed on the basis of a writer's knowledge, experience and imagination. In this kind of essay, usually an aspect of a topic is selected and developed or expanded.

The following paragraph can be looked at as an example of reflective writing.

Examinations : Teaching is intended to bring about a desirable change in a learner's behaviour. Examinations determine whether this change has taken place. Thus examinations are an instrument to measure the progress made by the student at different stages of education.

Reflective essays generally tend to be philosophical and the writer's perception is reflected through out the essay.

The chief aim of an argumentative essay is to persuade. It is a kind of a reasoned debate on a subject having opposite sides. The dictionary meaning of the term 'argue' is 'to maintain a case', give reasons in support of, for, against.' In other words the writer of an argumentative essay intends to persuade by giving reasons. Often a case is logically and forcefully put forward; debating or arguing for and against is common. The material for an argumentative essay is provided by the writer's knowledge of the facts or really about the subject and his point of view. Generally, an argument is systematically built and the essay ends with a solution, an observation or a suggestion.

Look at the following paragraph.

Examination : Examinations are intended to measure the progress made by the learner in their studies. But, in reality, they have reduced learners to mere examinees. Instead of determining the amount of learning that has taken place, examinations merely foster rote - learning. The results are mechanical and temporary. Therefore the present examination system needs to be radically reformed.

This paragraph brings out the contrast between the expectations and the reality of examinations and ends with a valid suggestion.

28.3. Specimen Essays

Reflective Essay

a) English in the 21st Century

One of the characteristic features of this age is the dominance and the spread of English in almost all parts of the world. It is being used in all walks of life : education, administration, business, industry, and so on. The fact that two-thirds of the world's scientific papers published annually are written in English speaks for the pre-eminent role the English language is designed to play in the 21st century.

The seeds for the spread of English were sown between AD 1600 and AD 1700, when Britain established its colonies in a number of countries. Gradually the language acquired local colours and spread into fields other than administration. After the colonies regained their political independence, the role and function of English in these countries went through further changes. Because of its use in

administration and education, English came to be looked upon as a vehicle of upward mobility, an instrument of progress and a window to the world. The advancement of science and technology in the 21st century has further strengthened the language. Consequently, English has spread to countries like China, Japan, France and Spain where it was not used before.

Today there are about two billion users of English. Around forty-five countries whose population constitutes one-third of the world population have accepted English as their official language. This shows that English is a language with an inherent strength and has adapted itself to different circumstances and needs in different parts of the world.

Such a language has a greater role to play in the 21st century when globalisation has made the boundaries between countries shrink. Multinational companies are the new business leaders. A need for a common code for communication is more acutely felt than ever before. English provides an easy solution to this problem. In fact English has been very adequately performing the role of a link language on international platforms.

The Internet has brought about a revolution in the world of information technology. E-mail and e-commerce are set to change the nature of communication. The language of these powerful tools is English. If these tools are going to radically transform the nature of information flow and human communication in all the spheres, English will have a significant role in this transformation.

b) Empowerment of Women

Equality of men and women has been a subject of debate since ancient times. Various aspects and various effects of this debate are seen in different periods in the history of mankind. Recently we have started talking about the empowerment of women. The term 'empower' means to make able, or to give power to. It includes intellectual, social, economic and political power. A woman empowered in this sense can effectively participate in decision-making process and exercise the right of self-actualisation alongside men. Here, precisely, are sown the seeds of the conflict. Share in power is the most unacceptable phenomenon, both for men and women. Historically, man has dominated decision-making in all walks of life and naturally he would like to protect his hegemony. Consequently all the attempts at empowering women are half-heartedly made. The postponement of the Women's Reservation Bill in the Indian parliament is a case in hand.

But the real question is does a woman need to be empowered by a man? If real and lasting 'empowerment' is to be achieved, the answer to this question has to be no. Man empowering woman is like a generous millionaire condescendingly parting with a certain (upto acceptable extent) portion of his property. In this case woman will have to be contented with whatever is given to her. The more desired process, therefore, is self-empowerment.

Another question is whether empowering women means weakening men? This question is based on the hypothesis that the main result of empowerment is dominance. This very hypothesis needs to be re-existence, understanding and tolerance are the basic tenets of human society. Self-actualisation and empowerment are to be achieved against this background i.e., within the limits set by social norms. Thus empowerment of women is a solution to human and societal problems. It should not be looked at as a threat to the existence and freedom of the male population. In order to

establish equality, both men and women need to whole-heartedly participate in the process of empowerment of women.

Argumentative Essay

a) Can Computers Ever Replace People

Computers have brought a revolution in human life. To begin with, computers took over different human activities. Now even thinking and problem - solving are being done by computers. This has culminated into automation of offices and manufacturing processes resulting in drastic reduction of manpower in administration, business and industry. Speed and accuracy are other advantages. So much is the human reliance on computers that they are being used on a large scale even in fields like music, sculpture and architecture. The growing use of computers in teaching might one day render teachers, classrooms and libraries redundant. This situation makes many of us believe that computers are likely to replace human beings in every walk of life.

But every coin has two sides. However useful they may be, computers cannot replace human beings. Human life is not a mechanical affair. A pearl-like tear silently rolls down the cheek at the memory of a loved one. A compliment by an elderly person restores the confidence of a depressed person. A simple touch of the mother silences a crying baby. Can a computer perform these and many such other miracles ? Nowadays, teaching is being done by computers. Computer-lovers claim that they can learn everything with the help of a computer. Computers also administer tests, declare results and award certificates. But imagine the difference between the two situations, i.e. sitting before a computer and sitting in a classroom with dozens of students around and in the presence of a teacher. The pains and pleasures of companionship, the repudiating as well as encouraging expressions on the teacher's face, the direct interaction, eye contact, spontaneous smiles and abundant sharing and understanding set this living situation a world apart from the lonely, computer-controlled suffocating room.

Thus, despite the many advantages of a computer, wisdom lies in judiciously using it as a tool.

b) Should English be taught from the first standard

There is not much disagreement on whether English should be taught in this country or not. English being a world language of the twenty first century, we need it for communication with the outside world. In the context of globalisation we need it still more. However, the basic has been whether it should be taught right from the first standard. The arguments that are forwarded by many against the issue are as follows :

Doesn't it increase the burden of learning of the child that is already overburdened ? When our children are supposed to acquire their own mother tongue, why bring in English ? Children do not have a congenial atmosphere around them to learn English. At home, and in all walks of life, Telugu / Urdu is spoken. So what is the point in teaching English ? Moreover it is all right for children from Hyderabad but what will happen to those who live in remote tribal areas ? And where are the teachers to teach English to hundreds and thousands of children ? Many B.Ed. teachers are fresh from their twelfth standard and do not have sufficient exposure to English. What will they teach when they

themselves do not know English ? In addition, what will happen to Telugu ? English will strangle and finally kill it. We will only imbibe into children the slavish mentality perpetuated by the British.

Well, people may say anything they like. What the science of learning says matters here more than anything else. Theoretically a child can learn any language and any number of languages easily up to the age of six provided that that language is spoken around the child. That is why, children from the bordering areas of different states happily speak three to four languages. In the existing system we begin to teach English at the fifth standard when this innate capacity of the child to learn a new language is considerably reduced and children have to exert more to learn English. If this is so, why not teach English from the first standard ? Teachers can be trained, teaching materials can be produced. English is not going to be imposed on children throughout the day in school. It is just one of the subjects. Even if parents speak Telugu /Urdu, the child can always pick up some English at school. Children can improve further since they have a lot of exposure to English in the form of cable TV. If our children learn English, in course of time they will enrich their mother - tongue more. The earlier they learn English the better they will learn it. This will enable them to face the challenges of the fast - changing world where English is being used as a link language.

Introducing English right from the beginning of school is a revolutionary decision which should be applauded. The process of preparing children even from the remote areas for the new millennium has just begun. Instead of criticising it, let us accelerate it.

Exercise A

1. Prepare an outline of an essay on each of the following topics :

- i) Does education prepare students for life?
- ii) Can equality of sexes be achieved?
- iii) Advancement of science and human life
- iv) Environmental Pollution

Answers :

The following outlines can be used.

- i) Does education prepare students for life ?
 - a) What is education? definition?
 - b) Advantages of education
 - c) Problems of unemployment
 - d) How to develop self-help schemes
 - e) Conclusion
- ii) Can equality of sexes be achieved?
 - a) Man and woman - their role in the society - equality
 - b) Reasons for the backwardness of women.
 - c) How manpower can be raised if both the sexes involve in societal activities

- d) Present day status of women in society
- e) Conclusion - How equality can be achieved
- iii) Advancement of science and human life
 - a) Science a blessing in disguise
 - b) Life of people before scientific achievements
 - c) Present day life of people
 - d) Achievements of science in different fields
 - e) Conclusion
- iv) Environmental Pollution
 - a) Introduction
 - b) Kinds of Pollution, Air, Water, Sound
 - c) Causes and effects of Pollution
 - d) Remedies to be adopted to escape it
 - e) Conclusion

2. Discuss the following topics with your friends and prepare outlines for writing essays.

- a) Menace of AIDS
- b) Drug addiction
- c) Women's education in India
- d) Population and Unemployment
- e) Punctuality
- f) Fast food
- g) Beauty contests
- h) Information technology
- i) Globalisation

Out lines :

The following outlines are possible.

- a) Menace of AIDS
 - i) Introduction - explanation
 - ii) How is it caused?
 - iii) Precautions to be taken
 - vi) How should we treat the patients ? Wrong notions
 - v) Conclusion
- b) Drug addiction
 - i) Introduction - a social evil
 - ii) Causes for drug addiction

- iii) Harmful effects
 - iv) Remedy and publicity in eradicating the problem
 - v) Conclusion
- c) Women's Education in India
- i) Need for women's education in India
 - ii) Position in the past days and evil effects
 - iii) Present day position and growing awareness
 - iv) Advantages.
 - v) Conclusion
- d) Population and unemployment :
- i) Introduction
 - ii) How population checks unemployment
 - iii) Need to avoid population explosion
 - iv) Means to check unemployment
 - v) Conclusion
- e) Punctuality
- i) Introduction - what is punctuality and its need
 - ii) Advantages
 - iii) How does punctuality lead to one's success ?
 - iv) Conclusion
- f) Fast foods
- i) Introduction
 - ii) The position in the past
 - iii) The present position
 - iv) Advantages and disadvantages
 - v) Conclusion
- g) Beauty contests
- i) Introduction
 - ii) Who are encouraging them ?
 - iii) Opposition from some people

- iv) Are they essential to be conducted ?
- v) Conclusion
- h) Information Technology
 - i) Introduction - definition
 - ii) Need and importance of it
 - iii) Opinions against it
 - iv) Advantages and Prospects
 - v) Conclusion
- I) Globalisation
 - i) Introduction
 - ii) Advantages
 - iii) Disadvantages
 - iv) Secret of world politics
 - v) Conclusion

PART II – REPORT WRITING

Objectives : The main objective of Report writing is to enable the student to achieve effective communication.

Introduction : Report writing is an important skill without which a course in communication skills is incomplete. The word ‘report’ is derived from the Latin ‘reportare’, which means ‘to carry back.’ A report, therefore is a description of an event carried back to someone who was not present in the scene. Most of us have to write reports of many kinds. It may be a report of a meeting in the capacity of a secretary or it may be a report as a business executive or an analysis of a situation as a journalist and so on. We should try to make reports constructive, factual, interesting and readable. It is good to offer vigorous and thought - provoking interpretations and ideas of our own.

Structure :

- 28.4 What is report writing ?
- 28.5 Kinds of Reports
- 28.6 Some hints to write good reports
- 28.7 Sample reports

28.4. What is report writing ? :

A report is “a formal account of what has been said or seen or done.” A report may be from a business executive, a journalist or an officer in a government department. A good report is accurate as regards information, interesting in its presentation, constructive in its suggestions and readable in its

style. The language used in a report should be easy, direct, concise and precise. To prepare a good report we need to cultivate the quality of dependability, resourcefulness and patience. We must work hard.

28.5. Kinds of Reports :

There are several types of reports but basically a report is a communication from someone who has information, to someone who wants to use the information and much depends on the 'specific requirement.'

The following tree diagram summarizes the various types of reports.

Reports

Formal	Informal
Newspaper Reports	
Business Reports	reports based on letters/notes
Minutes of a meeting	Telephonic messages
Reporting of experiments	Dialogues
Project Report / Survey	Oral Messages

28.6. Some hints to write good reports

- 1) collect information from reliable and authentic sources. This is the foundation of all good reporting.
- 2) You must be able to present a subject as accurately and as vividly as possible.
- 3) The report must be practical, concrete, clear, readable and concise.
- 4) There must be absolute intellectual honesty in your report.
- 5) You must be able to distinguish between factual and interpretative reporting.
- 6) There must be balance, unity, coherence and a sense of proportion in writing a report.
- 7) Whatever might be the topic or the theme of a report it must be instructive and entertaining and at the same time serve its intended purpose.

Important points to be kept in mind while preparing a report :

Basic information / Particular - place, date, time

Objective approach and impersonal voice

Orderly Presentation

Clear, brief and factual representation

28.7. Sample reports

a) Brave driver gets a pat, cash award.

The brave RTC driver who put up a spirited defence and prevented miscreants from torching a bus at Gamalapadu on Monday will be honoured with a cash award of Rs. 5,000 for his exceptional sense of duty.

The RTC driver - cum - conductor of Chilakaluripet depot, K.S. Rao, would be presented the cash award in appreciation of his bravery and sense of duty towards passengers and public property while facing armed miscreants, who attempted to burn the RTC bus in Guntur district.

Rao, in spite of sustaining an injury, resisted the attempt of the miscreants to snatch the cash bag and burn the bus. This inspired bus passengers to join him in preventing the miscreants from attacking them. As a result of this, five miscreants fled the scene and one was killed.

Meanwhile in a statement, APRTC Transport Mazdoor Sangh General Secretary said, burning a bus renders eight unemployed and result in a loss of Rs 10 lakhs.

b) A cricket match.

The stadium was fully packed with people and many people were waiting outside. Many other people sat before the T.Vs. and some other had the transistors near their ears. The attendance was thin in offices, colleges and schools. Everyone was interested in the final one-day cricket match between India and the West Indies. The earlier four matches were shared equally by both teams. Hence the great interest.

The Indian captain won the toss but put the West Indies to bat. Prasad opened the Indian bowling attack. The West Indies openers were shaky at first. But soon they began to send the ball to the boundary. But a brilliant catch by Dravid broke their partnership. The next batsman was run out because of a wonderful throw from Ganguly. Only Chander Paul scored well in the middle order. The tail - enders like Walsh batted for some time but they were all out for 178 in 42 overs. Joshi was the most successful bowler on our side.

Sachin opened the Indian innings along with Joshi. They batted well and sent the ball to the fence more than once. Siddu was the first to go as he was caught at long on when he tried to hit a six. Later the Indian batsmen collapsed due to the tight bowling of Walsh and Ambrose. The middle order batsman failed. Only Dravid put up a brave fight. He remained not out at one end and the wickets fell at the other end. At one stage India was 140 for 7. But Mongia hit twenty runs taking the total to 160 with only two overs to go. The match was full of suspense. Joshi made a brave knock of 10 runs before he was bowled. Still India needed nine runs with one wicket in hand. Dravid hit a six and a four in the last over leading India to victory.

c) A report on Satellites.

India has put one more satellite into orbit this morning from the Thumba Rocket station. This is India's third consecutive launching in the past one year. Honourable Union Minister for Satellites and Rockets expressed his pride in the achievement of Indian scientists. Quoting Sri Jawaharlal

Nehru, he said, these achievements are our new temples and added that miracles were being performed by the sages, that is the scientists, in these stations.

It was only two and a half ton satellite and it carried delicate instruments of the finest sensitivity to measure the radiation effect of the distant star Betelgeuse. Credit should be added to physics departments of the various research institutions in India. They had contributed to the original planning of the satellite by deputing their research scientists periodically, to assist in this project. This satellite had made 297 revolutions round the earth within thirty days. The scientific data received from this satellite subject to internal security requirements, would be shared with all nations.

d) A report on the student union elections by a student.

The students of our college behaved in a highly disciplined manner before and during the elections. The usual propaganda and publicity for the candidates went on. The outstanding attraction was Ramesh, a candidate for the Secretary's post. He had hired an elephant from a circus as well as a huge lorry. There were placards on the elephants and the lorry with names of the candidates. The college campus was full of slogan - shouting with the students running hither and thither. No ugly incident was reported to have occurred.

Results :

1. A. Ramu won as President
2. B. Ramesh won as Secretary
3. V. Raju won as Joint Secretary
4. J. Prasad won as Cultural Secretary
5. V. Mahesh won as Sports Secretary

Once again, it has been established that the students are extremely disciplined. They tried their level best to keep up the reputation of our college.

G. Sujatha.

LESSON - 29**DIALOGUE WRITING AND LETTER WRITING****SECTION A - DIALOGUE WRITING**

Objective : This lesson is introduced with an aim

- i) to make the learner a good conversationalist.
- ii) to develop the skill of the learner in speech and also in writing.

Introduction :

Every language learner wishes to be a good conversationalist. A good conversationalist is often able to express meanings effectively and convincingly. He can derive pleasure from the act of conversing and his conversation can be a source of pleasure for others as well. A conversation is an informal spoken exchange of information feelings, thoughts and ideas. It usually takes place among persons who know each other very well. eg : friends, acquaintances and relatives. Conversations use speech as the medium of language and are therefore, spontaneous and unplanned.

A dialogue is a written piece of conversation. In other words, it is a written version of something which is essentially spoken. Therefore, it has features of both speech and writing in it. Dialogues are less spontaneous and more planned. But we need to be careful and ensure that dialogues do not turn into artificial speech. They should sound like genuine conversation. Dialogue writing is a skill that helps us in developing both our speech and writing. It may be looked upon as a preparation for a conversation.

Structure :

- 29.1 Essential features of dialogues / conversations
- 29.2 Some examples of dialogue writing
- 29.3 Exercises.

29.1 Essential features of dialogues / conversations :

The essential features of dialogues and conversations are the same. There are two or more participants in a dialogue and each participant reflects his / her own point of view depending on his / her experience in life. In a dialogue, speakers and listeners keep changing their roles i.e. speaker becomes a listener and a listener becomes a speaker. Therefore, one person does not continue to speak endlessly in a dialogue. The shortest dialogue consists of two utterances by two different speakers. For example.

A : May I know your name, please ?

B : Rajiv Agarwal

Of course, a dialogue can be very long as well. It may run into pages. But when we practise dialogue writing we must ensure that each speaker is able to have his / her turn at speaking and that each speaker's contribution to the conversation is interesting and relevant.

Another feature of a dialogue is that a dialogue does not always contain grammatically complete sentences. For example,

A : Posted my letter ?
B : Not yet.

It would be rather artificial to have the same dialogue in grammatically complete sentences. Compare the dialogue given above with the one given below.

A : Have you posted my letter ?
B : I have not posted it yet.

The point is that we must not always insist on grammatically complete sentences in conversations. Most of the time conversations make use of the informal style. However the formality or informality of a conversation depends on a number of factors and there are also degrees of formality and informality. The following are the main factors that determine the level of formality or informality of a conversation.

a) Topic or subject matter : Some topics tend to be associated with a certain kind of style. For example, if the topic of conversation is - 'How to make a computer virus free' it is likely to be a formal conversation, but if the topic is planning for a picnic, it is likely to be an informal conversation.

b) Purpose of communication : The formal style is usually associated with public purposes and the informal style with private or personal purposes. For example, the announcement regarding the schedule of elections on the radio or television is always in the informal style, but if you want to give the same information to your close friend, it is likely to be done using the informal style.

c) Relationship between participants : The formal style is generally used when we communicate with higher authorities, our superiors or strangers. The informal style is used when we communicate with our friends, relations or close acquaintances. For example, if we wish to ask a stranger to go upstairs for a certain purpose, we are likely to say something like "Could you go upstairs?" or "May I request you to kindly move upstairs?" However if we wish to communicate the same message to a close friend or acquaintance we are likely to say something like "why don't you go upstairs now?" It is necessary to use the most appropriate kind of style to the occasion, considering the three factors given above.

Contracted forms like I'm, It's and you're are generally preferred in informal speech because the accent is placed on words which are more important in communication. A good dialogue often brings out the individuality of the speakers. Each of us is a unique individual and has a unique way of perceiving and responding to reality. In order to be interesting a dialogue must have the element of surprise or shock. Dialogue must not be totally predictable.

29.2 Some examples of dialogue writing

a) Getting relevant information from the Enquiry Clerk.

Rajiv : Excuse me, I need some information regarding trains from Hyderabad.

Clerk : Certainly. You see there are two direct trains to Hyderabad every day. The first is Mumbai - Hyderabad Express.

Rajiv : When does it leave Pune ?

Clerk : At 5.20 in the evening.

Rajiv : And when does it reach Hyderabad ?

Clerk : At 5.30 next morning.

Rajiv : It seems to be a little too slow.

Clerk : Yes, it is slower than Minar Express, which leaves Pune at 2.30 p.m. and reaches Secunderabad at 11.15 a.m. the next morning.

Rajiv : But, you see, I want to go to Hyderabad and not to Secunderabad.

Clerk : But you know, practically it's the same. Hyderabad and Secunderabad are just twin cities and you can easily move from one to the other.

Rajiv : Oh, I didn't know this. Thanks a lot for this information. Are there any other trains ?

Clerk : These days there's a holiday special train to Hyderabad. It leaves Pune at 2.30 p.m every Thursday.

Rajiv : I think my chances of getting a reservation on this train are brighter. Not many people would know about this train.

Clerk : I believe so.

Rajiv : Thank you once again for very useful information.

Clerk : You're welcome.

Note that a dialogue must sound like a natural conversation and there should be no element artificiality in it.

b) Discussing one's career

Manoj : You know I am fascinated by music. I would certainly like to make music my career.

Rajesh : I can appreciate your interest in music, but I doubt whether you should neglect your studies for the sake of music.

Manoj : So you don't believe I can make a career out of it.

Rajesh : No, I only want you to understand how difficult it is. There is tremendous competition and I know many talented musicians who can't earn their living easily.

Manoj : But do you think I will surely get a job if I concentrate on my studies ?

Rajesh : No one can guarantee anything.

Manoj : In that case, I feel there are very good opportunities now in the field of music. Do you remember I sent my cassette to the producer of one of the TV programmes ? I have just got an invitation from him asking me to participate in their T.V programme. I'll really put in my best into the programme. May be some music director or producer will watch the programme and give me an opportunity to sing for him.

Rajesh : I think you are just carried away by your dreams.

Manoj : But there's nothing wrong with dreaming. Let me dream and then let me do my best to realise my dreams.

Rajesh : All right, Best of luck to you.

c) Introducing your friend to your father :

You : Good morning, dad. Here is Satish

Father : Good morning, my son. Glad to meet you, Satish. It seems that both of you are close friends.

Satish : Yes, sir

You : Dad, Satish lives very near to us. His father is a doctor.

Father : Oh, I see.

You : Satish helps me in my home work. He teaches me playing chess.

Father : That is fine, Satish. Have a good day. See you later.

d) A dialogue between a customer and the shopkeeper :

Complaint about a T.V. that is not functioning well.

Customer : Good evening.

Shopkeeper : Good evening. What can I do for you, sir ?

Customer : Didn't you recognize me? On 12th of this month I bought a T.V. of 28 inches in your shop.

- Shopkpeer : Oh! on that day you came with your friends.
- Customer : Exactly. I am sorry to tell you that clarity of the picture is not upto the mark. Sometimes some lines and tiny spots appear on the screen.
- Shopkeeper : I think the defect lies with the picture tube. I shall get it repaired.
- Customer : Can't you give me a new one ?
- Shopkeeper : I have to contact the manager. Please leave the set and the warranty card here.
- Customer : When should I come again?
- Shopkeeper : Please come on Saturday. I shall get it repaired or I shall give you another T.V.
- Customer : Thank you very much.

29.3. Exercise A

1. In the following dialogue only some of the statements are given. Supply the missing responses.

- Rita : Is today a very special day ?
- Smita :
- Rita : I see that you have put on a fascinating new dress. You look gorgeous in this dress.
- Smita :
- Rita :
- Smita : In fact, I didn't buy it at all. It was a present from my cousin.
- Rita : What was the occasion?
- Smita :
- Rita : I would like to buy a similar dress. Do you think it will be available in the local market here?
- Smita :

Answers

- Smita : No, nothing why do you say so?
- Smita : Thank you. Do you like to have one?
- Rita : By the by, where did you buy this one?

Smita : Today is my birthday, Rita.

Smita : Yes. They are available in our local markets.

2. In the following exercise, only the first few sentences of the dialogue are given. Imagine the necessary details and develop it.

Manoj : I think I must go out again to buy some more cigarettes.

Abhay : But you have already smoked three cigarettes. Can't you give up smoking altogether?

Answers

Manoj : You are right. It's a bad habit. But I'll try to stop smoking.

Abhay : You have to immediately give it up. It is very bad habit.

Manoj : Yes, I will try.

Abhay : It is injurious to health. Try to give up gradually.

Manoj : Yes, I shall give it up slowly.

3. In the following exercise, only the first few sentences of the dialogue are given. Imagine the necessary details and develop it.

Rajani : You know, Prabhakar has just got his fourth degree. He is already M.A., M.Com and L.L.B. He has just been awarded his M.Phil.

Sarita : I think some people are just mad after degrees. I don't know what they do with them.

Rajani : It is not like that. Education is something which is very valuable.

Sarita : What do you say ? Should education be a continuous process ?

Rajani : It is not that. One can be good at any number of subjects.

Sarita : Yes I understand that. A knowledgeable person is an asset to the institution where he is working.

Rajani : Knowledge is power. It enhances one's talent and skill. We should possess it.

Sarita : You are right. I don't think he should run after degrees.

Rajani : He is a lecturer and he should have a number of degrees.

Sarita : Let us go and congratulate him.

SECTION B - LETTER WRITING

Objectives: This topic is included in the course

- to enable the students to learn to write good letters which are readable and which communicate clearly the necessary information to the recipient of the letter or the addressee.

Introduction : People have been writing letters in one form or another for a long time. It has become a necessity for modern man, both for his personal and professional life. You must have written letters to your relatives or friends and all of you might have learnt in your earlier classes the principles of letter writing.

Structure :

- 29.4 Letter writing and its importance.
- 29.5 Types of letters
- 29.6 Components of the letter
- 29.7 Some model letters

29.4 Letter writing and its importance :

Correspondence is mainly through the process of writing letters. They are very essential in the practical life of every man. Letter writing is an art and situations demand us to write letters. It is necessary for us to cultivate the habit of writing good letters. Some letters have become immortal or famous for their literary merit or other intrinsic qualities. Jawaharlal Nehru's personal letters to his daughter, Indira Priyadarshini have become world famous for their literary excellence. Lord Chesterton's letters are equally famous although they were written in the eighteenth century. Though our letters may not achieve immortality we should be able to write good letters.

29.5 Types of letters :

A letter is a brief communication in prose addressed to a person at a distance. There are three kinds of letters.

Personal letters: The letters which are addressed to members of the same family, relatives or friends on personal matters are called personal letters.

Official Letters : The letters which are addressed to officials by designation on official matters are called official letters.

Commercial or Business letters : The letters which are addressed to commercial enterprises or business firms on commercial or business matters are called commercial or business letters.

29.6 Components of letters :

Letter-writing, like any other art or craft or activity, requires two basic things: knowledge and practice. You should acquire the necessary knowledge by going through the rules that govern letter

writing. You should often write in order to be good at writing letters. It is convenient to divide a letter into its components and then see how they are arranged. There are nine parts of a letter. (i) address (ii) data (iii) direction (iv) salutation (v) heading (vi) body (vii) subscription (viii) signature (ix) the envelope.

(i) The address of the writer should be written in the top right hand corner of the letter. It is customary to end each line of the address with a comma, except the last line which will end with a full stop.

*6/12 Brodipet,
Guntur.*

ii) The next part of your letter is the date. The date should be written underneath the address. There are many ways of writing a date.

January 20, 1985 or Jan. 20, 1983, or 20th January, 1983

iii) Next comes the direction: This means the name and the address of the person or company to whom you are writing. You need not put a direction at all if you are writing to your relatives or friends. It should be written on the left-hand side of the page on the line below the date or on the bottom left-hand corner of the page, after signature at the end of the letter.

*The Manager,
Andhra Bank,
17, North Beach Road,
Madras- 600 001.*

iv) The salutation or greeting is written underneath the name and address of the recipient:

a) *My dear* and *Dear* are friendly greetings. They are followed by the name, or relationship : *My dear Krishna, My dear Brother, Dear Uncle*, etc.

b) *Dear Mr. Gopalan, Dear sir, Dear Madam*, are the usual salutations in business and other formal letters.

c) *Dear Sirs or gentlemen* is the correct salutation of the letter if addressed to "The Directors " or "A firm of solicitors," etc.

d) *Sir* or *Madam* is very formal and now used mainly in letters to and from government officials.

v) It is fairly general practice in writing professional or commercial letters to put a heading above the body, stating the subject of the letter or the reference number of the letter of which yours is a reply.

Dear Krishna Rao,

Furniture Delivery

We regret the inconvenience.

vi) The body of the letter begins just to the right of and below, the end of the salutation.

Dear Miss Jaya,

Thank you for your letter of December 2nd.

vii). The subscription or the ending of the letter must bear a close relation to the salutation. Here are some subscriptions under their appropriate headings:

Informal letters :

Formal Letters:

Yours sincerely,

Yours affectionately,

Your affectionate Friend,

Your loving son,

Very sincerely yours,

Yours ever,

Yours,

Yours faithfully

Yours truly

viii) The signature of the writer is placed on the line after the subscription.

*Yours Sincerely,
G. Mohan*

ix) The address on the envelope should be written very clearly.

*Miss V. Sangeetha,
31\3 Civil lines,
Model Town,
Nagpur.*

Some Model letters.:-

a) Letter to a friend about the college anniversary which has been celebrated recently.

Vijayapuri,
February 2, 1985.

Dear Kumar,

I wish to write a few lines on the college anniversary which we have celebrated recently. The District Collector was the chief guest. He made an inspiring speech on the student participation in nation-building activities. We really enjoyed his speech. Our Principal read the annual report. A cultural programme was organised and many students took part in it. I also presented a mimicry item. I am glad to inform you that I have received several prizes in debating, essay writing, high jump, long jump etc. We all enjoyed the programme. My pranams to your parents and wishes to your brother.

Your affectionate friend,
Satish.

*D. Kumar,
C/o D. V. Prasad,
220 A/1, Munirca,
New Delhi-67.*

b) Letter to you father explaining to him the goal in your life and how you will work to achieve that.

Vizag,
1st Jan, 97.

Dear Father,

I have been busy all these days and so I could not write to you. In your last letter you asked me about my goal in life.

I intend to tell you about it now in this letter. to become an IAS Officer is my goal in my life. I will work hard to achieve this. As soon as I complete my degree, I shall join some reputed study circle. I will choose indian History besides General Studies in my prelims.

A simultaneous preparation for both prelims and main is quite essential, as both are interlinked in view of both contents being identical. I strongly believe that it is our sustained hardwork with a systematic approach which will help me to get through the IAS.

Yours Sincerely,
V. Kiran

Address :

V. Ram Mohan,
47, Garden Street,
Ayodhya Nagar,
Vijayawada.

c) Letter to the Chairman of your municipality.

Gaddiannarram,
14th November, 1993.

To

The Chairman,
Gaddiannaram Municipality,
Hyderabad.

Sir,

I am sorry to inform you that the sanitary conditions are very bad in our street. The gutters are always overflowing. The scavenger hardly ever comes to clean the street. The rubbish can be seen in every corner of the street. The condition of our colony is deplorable. I am afraid that due to these conditions people will be infected with many diseases.

Please see to it that things are set right as soon as possible.

Yours faithfully,
Malati.

d) Letter of complaint to the Depot Manager, RTC regarding the loss of your suitcase in the bus.

Vijayawada,
Dated 2nd Jan 97

To

The Depot Manager,
Pandit Nehru Bus Depot,
Vijayawada.

Sir,

On 31st Dec. 96 I boarded the 2300 hours High Tech Bus bearing No : APZ 1105 to Hyderabad. I was allotted seat No. 10.

On reaching Hyderabad in the early hours I had forgotten my Alfa suitcase under key chain. My suitcase contained Rs 500/- in cash, two pairs of dresses and my certificates.

Hence I request you to look into the matter to trace my suitcase and restore it to me at an early date.

Yours faithfully,
Y. Ramu

Address on the Envelope.

To

The Depot Manager,
Pandit Nehru Bus Depot,
Vijayawada - 1

e) A letter to a book shop ordering some books.

Narasapur,
April 16, 1999

From

V. B. Rao,
62, Tank Road,
Narasapur.

To

The Manager,
Venkareswara Book Depot,
Kandulavari Street,
Vijayawada.

Sir,

Please send the following books by V.P.P. to the address given above.

II B.Com. English Textbooks	10 copies
II B.A. Telugu Textbooks	10 copies
II B.Sc English Non - detaild Textbooks	10 copies

Early despatch of the books is requested.

Yours faithfully,
V.B. Rao

f) Letter to the Manager, applying for appointment in response to an advertisement.

Karimnagar,
10-2-2004.

From

G. Rama Krishna,
62, Tank Road,
Karimnagar.

To

The Manager,
Best Books Ltd,
Kachiguda,
Hyderabad.

Sir,

Sub : Application for appointment as sales promoter - submitted.

Ref : Your advertisement dated 15-2-2004.

I have come to know from your advertisement that there are vacancies for the post of sales promoter in your company. I offer myself as a candidate for one of them.

I passed B.Com. Degree course in first class from Osmania University. I have also passed Higher Grade Examination in Typewriting.

I know English, Hindi and Urdu besides Telugu. When I was a student, I took part successfully in many co-curricular activities, like Debating and Essay writing. Previously I worked in S.Chand and Co. for two years as a sales promoter, in a temporary vacancy. I am 24 years of age. My date of Birth is 5-6-80. If I am appointed, I shall discharge my duties to your satisfaction.

Thanking you,

Yours faithfully,

G. Rama Krishna.

G. Sujatha

