

BS English

ENGLISH LITERATURE

Course Code: 1426/9416

Study Guide



Department of English
Faculty of Social Sciences and Humanities
ALLAMA IQBAL OPEN UNIVERSITY

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INTRODUCTION TO THE COURSE

Dear Student:

Welcome to the English Literature course prepared by the Department of English Language & Applied Linguistics, Allama Iqbal Open University, Islamabad.

In this course, you will be exposed to an interesting and diverse collection of literary classics and contemporary literature. Selections from poetry, short stories, novels, and drama will give you a chance to read and understand works of authors from all around the world, especially British, American and South Asian writers and we hope while going through the nine units, you will acquire a great personal involvement and response.

Literature involves emotion; it is a perfect medium for involving students personally. Literary texts are not trivial; rather they require your imaginative interpretations and interaction. With this objective before us, we have designed this course somewhat differently from the literature courses that different educational institutions offer as we have primarily used literary texts as a language learning resource. We have devised exercises that are motivating, enjoyable, and creative and we hope that these will not only delight, engage and inform you but will also provide you with opportunities for multiple interpretations.

We hope that the explanations given in the nine units and the various exercises that we have designed will engage you in the careful reading

and critical analysis of imaginative literature. Through this careful reading of selected texts, you will deepen your understanding of the ways writers use language to provide both meaning and pleasure to their readers.

As you explore the units of this book, you will learn to use the language to communicate and at the same time appreciate different ways of seeing the world through literature. The main task of this course is therefore, twofold: deriving pleasure while reading selected literary samples and the development of the four language skills (reading, writing, listening and speaking). Besides you are also encouraged to apply critical skills and sensitive response to literature and acquire vocabulary specific to literature. As you will go through the course, you will realise that we have focused on a work's structure, setting, style and themes as well as such small scale elements as the use of figurative language, imagery, symbolism, and tone etc.

We wish you best of luck in your study of this course.

Farzana Ursani

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www.Google.com

www.teacherlink.edu.edu

www.languagearts.com

www.tlsbooks.com

www.litplans.com

www.cummingsstudyguides.net

www.enotes.com

www.scribd.com

www.englishexercises.itgo.com

www.literature-study-online.com

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“An Introduction to the Study of English Literature” (2nd edition) by W.H Hudson, 2009.

“Pakistani Literature” (spring 1994 edition) published by The Pakistan Academy of Letters.

“Literature” (2nd edition) by Alan Duff & Alan Maley, OUP, 2007-2008

“Routledge A -Level English Guides- The Language of Literature” by Adrian Bread, 2003

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UNIT 1

Introduction to Literature

Introduction



Teaching of English in colleges and universities always meant the teaching of English literature. But now there is a strong realisation to learn English Language for communicative purposes. Students in general are required to master the basic language skills, such as listening, speaking, reading, and writing, communication tools whereas, studying English literature is considered difficult and complex. **The main purpose of this course is to help you acquire competence in the four language skills as well as appreciate and enjoy literature as a form of creative art.**

In the nine (9) units of this course, you will come across a variety of literary texts such as poems, short stories, extracts from novels, etc. and we will try to use these types of literature to help you learn the language skills.

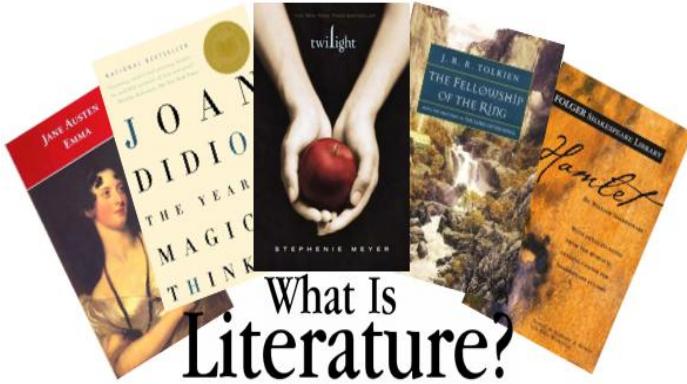
Let us repeat that this course book is going to teach you to read and enjoy literature. How could you read and enjoy literature if you do not have adequate command and understanding of English language? Well, English literature is a vast term and this book is only meant for you who are students of BA/BS level, therefore **we will not be dealing with the study of literature in great depth but use selected samples of literature, exploit them to give you enough practice in language skills, read, understand and interpret and in the process, we assure you that you will enjoy and derive pleasure from reading the samples taken from famous literary works.**

This is the introductory unit of your course. This unit will be primarily theoretical with samples of literary pieces. In this unit we will briefly tell you:

1. **What is literature?**
2. **Why study literature?**
3. **What are the different types or genres of literature?**
4. **What are the most common elements found in literature?**
5. **What are literary devices or figures of speech or figurative language?**

1. What is literature?

The term English literature refers to literature written in the English language, written in English by writers not necessarily from England or from America but from all around the world.

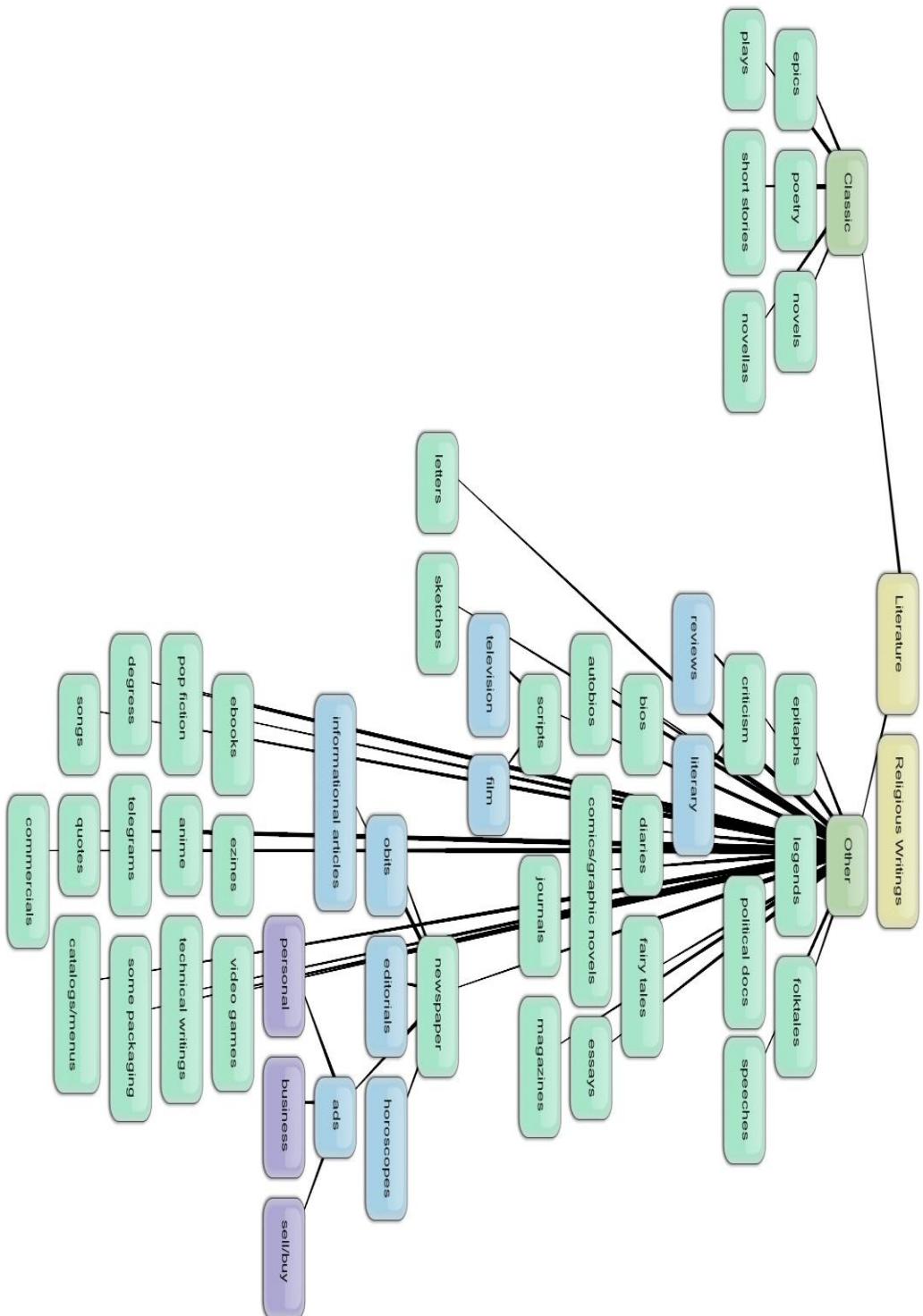


English language is no more the property of people living or writing from England or in America or from other English speaking countries in Europe but it has become an international language and now we have English literature coming from almost every corner of the world, including Pakistan.

- Literature is a term that is used to describe anything which is creative.
- The term "literature" is most commonly used to refer to works of poetry, drama, fiction, and nonfiction.
- Literature is considered as a mirror of life and society.
- Literature depicts society in all its hues and colours.
- Literature is a source or means through which a community defines, describes, and identifies itself.
- Literature means novels, short stories, plays and poems which convey message through language which is rich and multilayered.

Questions:

1. After reading the above explanation, can you write what have you understand by the term "literature"?
2. It is commonly believed that "literature is a mirror of life and society". What is meant by this statement? Why is literature considered as a reflection of what happens around us?





As students of English language, you are primarily concerned with becoming competent in the four English language skills such as reading, writing, speaking, listening, and grammar. We normally think that the main reason or purpose of studying English is to acquire functional or communication skills of the language that would help us in dealing with challenges of everyday life. Studying and reading literature also serve multiple purposes, such as:

2. Why study literature?



- Literature is a composition that tells a story, dramatises a situation, expresses emotions, and advocates ideas.
- Literature introduces us to new worlds of experience.
- Literature encourages us to read classics; enjoy comedies and tragedies, stories, plays and poetry.
- Literature is important to us because it speaks to us, it has a universal appeal, and it influences us.
- Literature represents language of people, their cultures and traditions and therefore gives us an opportunity to know about different societies and cultures.
- Studying and reading literature can make us more articulate writers, speakers, critical readers and thinkers.

- Literature opens up our minds to new things that we may have never even considered before.
- Literature develops an interest in books and exposes us to a wide range of reading material.
- Literature encourages us to become more actively involved, both intellectually and emotionally.
- Literature provides us with a fresh and creative angle with which to approach our studies in particular and our lives in general.

Most of us consider literature as a separate subject that has nothing to do with language learning. The fact, however remains that there are several benefits that you as a language learner can derive from studying literature. Students who study only English language, with its emphasis on reading, writing, and grammar sometimes fail to see the usefulness of studying English literature or for that matter literature in any language can introduce you to a range of features, not only of the English language but also the varied cultures of the world.

Let us read a list of reasons that a group of students has given for reading or studying literature:

1. helps us grow personally and intellectually
2. gives insight into the thoughts and actions of other people
3. makes us relaxed
4. gives all-round education
5. brings us closer to reality
6. gives new ideas and suggestions
7. gives enjoyment
8. helps us to deal with personal problems
9. acquaints us with the style of language
10. gives information about people and cultures
11. adds to our personal development
12. immerses us in the unreal fictional world of writers.

So far we have defined literature and have given a few reasons for reading or studying literature. Let us move on!

3. What are the different types or genres of literature?



Let us now concentrate on what constitutes English literature? Broadly speaking English literature consists of **poetry, drama, novel, prose**.

Poetry

Poetry is a form of literary art in which language is used for its aesthetic and emotional qualities. Poetry is an art of writing thoughts, ideas, and dreams into imaginative language which can contain verse, meter, repetition, and rhyme. Poets use words that are called "figures of speech". These words appeal to the reader's emotions. Read a poem written by a famous English poet William Wordsworth. This poem popularly has two titles; "Daffodils" and "I Wandered Lonely as a Cloud".



Daffodils

By William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed---and gazed---but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Drama

Drama is a form of literature acted out by characters. Drama differs from short stories and novels because it is made to be performed by different actors in different locations. There are numerous great dramatists in English literature. Read a drama extract taken from **William Shakespeare's** longest play "**Hamlet**" which is among the most powerful tragedies in the English language. As you read it, notice the language that used to be spoken and written during those times.



Horatio:

Tush, tush, 'twill not appear.

Bernardo:

Sit down awhile,
And let us once again assail your ears,
That are so fortified against our story,
What we two nights have seen.

Horatio:

Well, sit we down,
And let us hear Bernardo speak of this.

Bernardo:

Last night of all,
When yond same star that's westward from the pole
Had made his course to illume that part of heaven
Where now it burns, Marcellus and myself,
The bell then beating one,--

Marcellus:

Peace, break thee off; look where it comes again!

Bernardo:

In the same figure, like the king that's dead.

Marcellus:

Thou art a scholar; speak to it, Horatio.

Bernardo:

Looks it not like the King? mark it, Horatio.

Horatio:

Most like:--it harrows me with fear and wonder.

Bernardo:

It would be spoke to.

Marcellus:

Question it, Horatio.

Horatio:

What art thou, that usurp'st this time of night,
Together with that fair and warlike form
In which the majesty of buried Denmark
Did sometimes march? By heaven I charge thee, speak!

Marcellus:

It is offended.

Bernardo:

See, it stalks away!

Horatio:

Stay! speak, speak! I charge thee speak!

[Exit Ghost.]

Novel

Novel is an invented story presented in a book form. Writers of novels are often referred to as novelists. Novel is often defined as fiction of a certain length with characters, incidents and a plot. Read a short extract taken from English classic **"Pride and Prejudice"** written by Jane Austin. As you read it, focus your attention on the language, tone and characters presented. This extract present two characters; Mr and Mrs Bennet.

Pride and Prejudice

It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"You want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"



PENGUIN CLASSICS

JANE AUSTEN
Pride and Prejudice

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. I certainly have had my share of beauty, but I do not pretend to be any thing extraordinary now. When a woman has five grown up daughters, she ought to give over thinking of her own beauty."

"In such cases, a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general you know they visit no new comers. Indeed you must go, for it will be impossible for us to visit him, if you do not."

Prose

It is a short piece of nonfiction, written about a single subject. An essay or a prose piece often expresses a person point of view or gives information about a subject. Prose is composed in ordinary language that people use in writing such as in short stories, editorials, books, etc. It is a literary medium that attempts to mirror the language of everyday speech consisting of logically related sentences. Prose is usually grouped into paragraphs that form a cohesive whole. Read a sample and as you read it, notice its simplicity of language.

Kasur

By Zia Mohyeddin

It is uncanny: the swirl of dead leaves pulled along by the wind in the heat of the wind in the heat of the day reminds me of Kasur, a small provincial town that I have not visited since I was a school boy.

What can I tell you about Kasur? Very little except that it is my ancestral town. My father had a house there, which I never saw, but my two elder brothers were born and died in that house. This much I learnt from my mother, just as I learnt from others that he sold his house because he needed the money to provide dowries for his daughters. After he sold his house, his visits to Kasur became rarer. Once a year he would take his family to visit his sister, my aunt Ruqaiya - and his sister-in-law, whose small two-roomed house was not too far from my aunt's.

My aunt Ruqaiya's relatively spacious house was on the Circular Road overlooking a bare, bald field that stretched for miles and then merged into the sky. The rickety, creaky front door opened into a porch from which you stepped down to a large inner courtyard, which was not paved. The sweepress used to cover her mouth and nose with her veil before sweeping it with a heavy broom with sharp, spiky reeds. Clouds of dust rose from the earth and wafted in the air, leaving the earthen floor spotless.

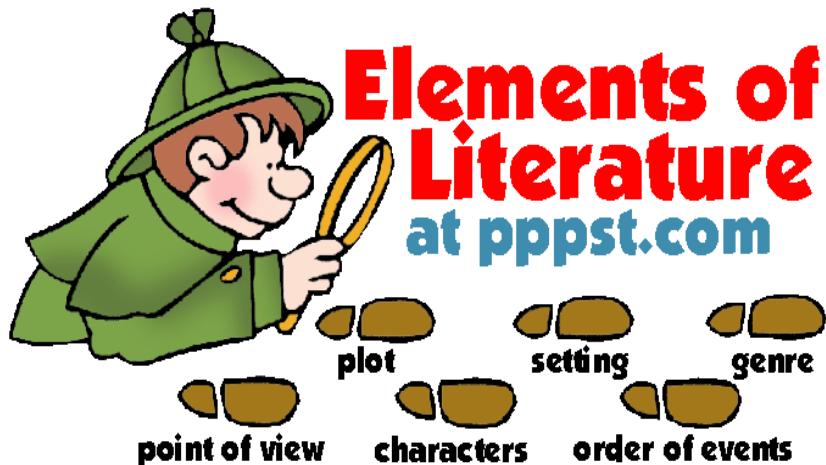
Cool air floated in when the front door was left open; there was a lovely, soft breeze even when it was oppressively hot. I used to sit on the uneven brick floor in the porch and watched long lines of ants moving purposefully in between the bricks, which were flaking at the edges. Outside, on the bald field, a cluster of dead leaves drifted in from nowhere, whispered among themselves and flew away in different directions. It was the most idyllic, somnolent setting.

The top of the house was approached through a step ladder that had been placed on the landing where people slept at night. Children were forbidden to go the roof because their presence agitated the weird, mad woman who lived next door. I once climbed the ladder when no one was around. There was a boundary wall, almost my own height. From over the wall you looked into a backyard full of rubble and mounds of rubbish.

The yard was usually deserted, but sometimes, the woman, in tattered rags, could be seen there crouching and looking intently into the debris. She looked a witch incarnate. Everyone called her a dain.

Question

1. What are the four types of literature that we have discussed above?
Write one main difference between all these genres.



4. What are the most common elements found in literature?

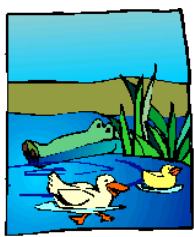
The following glossary of terms includes some of the important elements of literature that the literary writers use to create a literary piece. You as a student should also be familiar with these terms because they will help you understand and analyse a piece of literature, whether it is poem, a short story, a novel, drama or a prose piece. Let us try and understand what each of the following term means and how it contributes to our understanding a literary piece.

- Setting
- Character
- Plot
- Point of View
- Symbolism
- Style
- Theme



Setting: If you talk about the **where** and **when** of a story, what you're really talking about is the story's setting. Understanding a story's setting means understanding the **context or situation** where the story takes place. Setting also gives clues about the mood or atmosphere of a story.

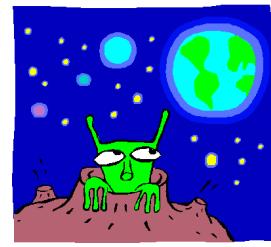
at a lake



in school



in outer space



in the past



in the future



during the day



Character: A character is a person, an animal, or an imaginary character that takes part or plays a role in the story. Sometimes the author will directly describe a character's appearance, personality, or feelings. Other times the author will give clues and expect you to draw conclusions about what the character is like. An author can give information about by describing several aspects of the character, such as:

- physical appearance and personality
- speech, behaviour, and actions
- thoughts and feelings
- interactions with other characters

Characters are the vehicles that often help to drive the plot. They make readers understand what happens in the story, and one may grow emotionally attached to them (wishing for their happiness and success). Most stories have main and minor characters. **The main character, or protagonist, is the most important character.** The protagonist is often a good or heroic character. The action of the plot revolves around him or her. **The antagonist is the person or force that fights against the hero or protagonist in a story.** Often the antagonist, the person or thing working against the protagonist, is also a main character.



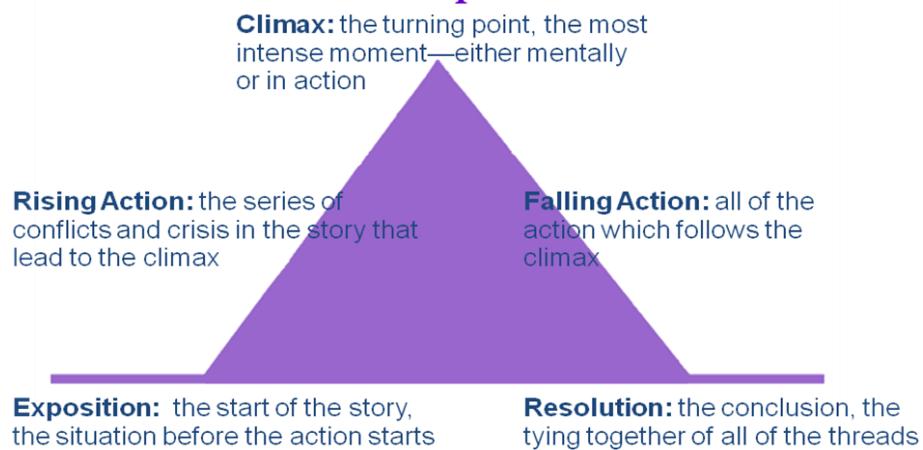
Plot: Plot is the action of a story. It is the series of related events that the author describes from the beginning of the story to the end. Most plots follow a chronological order. In other words, they proceed in the order in which the events happen. There are different stages in a plot and these are:

1. **Exposition.** This is where the story begins. At this stage, the characters and the setting are introduced. Most importantly, we are introduced to the main conflict (main problem).
2. **Rising Action.** At this stage the story begins to develop, basically the conflict(s) become prominent. The expectations of the readers build and they take interest in the story.
3. **Climax.** This is the turning point of the story. Usually the main character comes face to face with a conflict and most probably will change in some way.
4. **Falling Action.** All loose ends of the plot are tied up. At this stage, the conflict(s) and climax are taken care of.
5. **Resolution.** The story comes to a reasonable ending.

Putting It All Together

- | | |
|--------------------|-----------------------------|
| 1. Exposition: | Beginning of Story |
| 2. Rising Action: | Story progresses |
| 3. Climax: | The crucial moment of Story |
| 4. Falling Action: | Coming closer to the end |
| 5. Resolution: | End of Story |

Plot Components



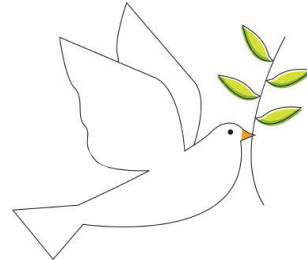
 **Point View:** This refers to speaker, narrator, persona or voice created by the author to tell the story. The story is told by a **narrator** or the person or character. That narrator or character can speak in the **first-person point of view or the third- person point of view**.

- first person = I, we
- second person = you (uncommon)
- third person = he, she, they (most common)

 **Symbolism:** A symbol is often an ordinary object, event, person, or animal to which we attach extraordinary meaning and significance. Symbols allow writers to suggest layers and layers of meaning that a simple, literal statement could never convey. A symbol

is like a pebble cast into a pond, it sends out ever widening ripples of meaning. Sometimes we may not be able to understand what a certain symbol means, but if it is powerful and well chosen, a symbol will speak forcefully to our emotions and to our imagination. The following are some of the common symbols that we associate with:

- Flag stands for national identity and patriotism.
- A picture of skull and crossbones to symbolise poison or danger.
- A red rose as a symbol of love.
- A crown symbolises royalty.
- An olive branch symbolises peace.



Style: Style is the choice of words or figures of speech that writers use to express their ideas. Its HOW they say something, not WHAT they say. The way writers assemble words to tell the story, to develop an argument, dramatize the play, compose the poem is what we call "style". Style involves these three elements:

- word choice
- sentence structure and length

- literary devices, such as figurative language, symbols, dialogue, and imagery

The words that a writer uses create a tone and mood in the literary piece. Writers can choose words, phrases, and images to create a whole range of moods or tone from anger and sadness to excitement and fear. A writer's mood or tone can be serious, funny, and so on.



Theme: A writer's message or main point is the theme of the literary work. You will need to infer what the theme is from the work's title, key scenes, characters, symbols, and plot events. Literature represents values along with ideas. It is important to consider the meaning, the moral, and the theme of what you have read. Theme can be found in any of these:

- direct statements by the writer's voice
- direct statements by a first-person speaker
- dramatic statements by characters

Whether you're the reader, or the writer, a great story includes all these literary elements!!!

Question

1. Read this short extract and then decide what you think about the setting. What time of the day is given?

In Other Rooms, Other Wonders
By Daniyal Mueenuddin

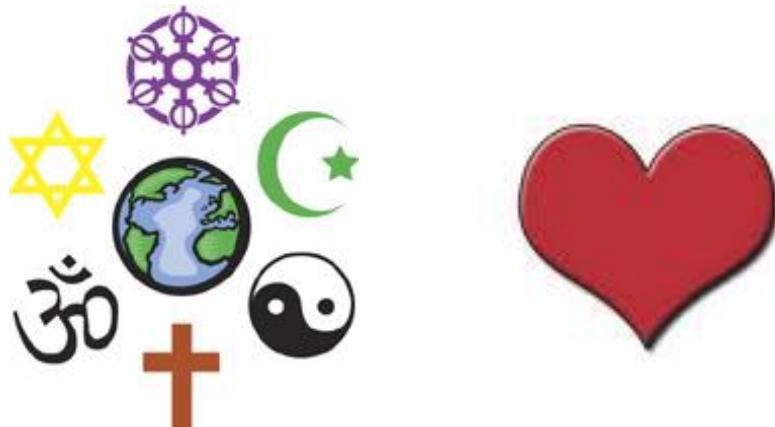
Husna needed a job. She stole up the long drive to the Lahore house of the retired civil servant and landlord K. K. Harouni,

.....
Ushered into the living room by the secretary after a quarter of an hour, Husna gazed around her, taking in the worn gold brocade on the sofa, a large Chinese painting of horsemen over the rosewood mantel. Her attention was drawn to ranks of black-and-white photographs in silver frames—hunters in shooting caps, posing with strings of birds or piles of game; women in saris, their hair piled high in the style of the fifties, one in riding breeches, with an oversized dedication in looping script. To one side stood a photo of a youthful Harouni in a receiving line shaking the hand of Jawaharlal Nehru.....

..... Outside the living room, which overlooked a side patio, a gardener switched on the yard lights, illuminating a concrete swimming pool half filled with rainwater and leaves. A servant entered the room with an armload of wood, threw it with a crash into the fireplace, then took a bottle of kerosene and poured a liberal splash. He tossed in a match, and the fire roared up. For a moment, he rested on his haunches by the fire, grave before this immemorial mystery, then rose, breaking the spell, and left the room. A car drove up the circular driveway.

Question

- How would you interpret the following religious symbols? What does the "heart" symbolise?

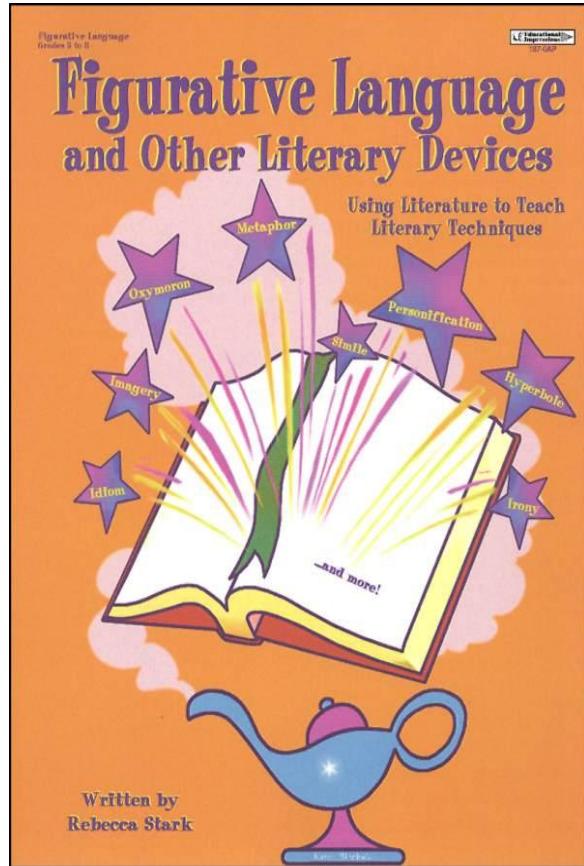


5. What are literary devices or figures of speech?

Literary devices, figures of speech, figurative language, poetic devices are one of the same. Literary devices or figures of speech refer to specific aspects of literature, which expresses ideas through language and which we readers can recognise, identify, interpret and/or analyse. Literary devices or figures of speech are the means by which authors, who can be novelists, poets, dramatists or prose writers, create meaning through language, and by which readers can understand and appreciate their works.

A figure of speech or a literary device is a word or words that writers use to create an effect on readers' minds. A figure of speech is a use of a word or a phrase with a specialised meaning. Figures of speech often provide emphasis, freshness of expression, or clarity. For example:

- If someone says that he or she is “starving”, it does not mean that the person is in fact dying of hunger, but that the person is very or extremely hungry. This is a simple example of a figure of speech, where the word “starving” is used to heighten or exaggerate the state that the person is describing.
- A greedy money lender is described as a “vulture”. It does not mean that the person is actually the animal “vulture” but since the connotation of this word is very negative, calling a greedy person “vulture” exaggerates the image and this is what we call a figure of speech.



Now let us discuss some common types of literary devices or figures of speech or figurative Language that you will mostly find in poetry:

simile assonance

Figurative Language

personification

metaphor

Alliteration

onomatopoeia



Alliteration: When two or more words in a poem begin with the same letter or sound. Read a the short poem to understand alliteration:

My Mom
made me me
smiles sunshine
holds my heart
loves life and laughter
walks without weight
faithful friend
happy hugs
kisses, kisses, kisses
wise woman
marvellous magnificent mother



Hyperbole: Hyperbole is exaggeration in literature especially in prose and poetry which is used to express humour and emphasize interesting and vibrant images. Read examples of hyperbole or exaggeration used for effect.

- He weighs a ton.
- That building can touch the clouds.
- I could eat a horse!
- My school bag weighs a ton.
- The mountain of paperwork weighed heavily on the teacher's desk.
- Their house was so big that it took a week to walk from one end to the other.
- The leaves danced in the summer breeze.



Imagery: the use of descriptive details that helps create images in the minds of readers. **Imagery helps us see, hear, feel, smell, or taste.** So we can say that imagery is the use of vivid description, usually rich in sensory words, to create pictures, or images, in the reader's mind. Creating poetry requires the use of imagery. Go back and read the poem "Daffodils" by Wordsworth. Here are a few lines from the poem to illustrate imagery in that poem:

A host of golden daffodils
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way
They stretched in never-ending line
Along the margin of a bay.



Irony: It is a figure of speech which depicts contradiction, that is, the opposite of what is meant. It is a contradictory statement. We often use irony in our day-to-day lives, especially when it comes to passing a sarcastic remark to someone we don't like. An ironic remark or statement has two meanings. To be more specific, there is a difference between what the statement means and what the speaker wants to convey. In other words the statement has a double meaning. Read a few examples of ironic statements:

- The water is as pure and transparent as the mud.
What is conveyed in this statement is the degree of impurity in the water.

- I couldn't win the match, thanks to the correct decisions of the Umpire.

The statement clearly indicates that the player was not at all satisfied with the decisions made by the Umpire.

- The boy is so intelligent that he failed in all the subjects.

The suggestion is that the boy is dull.

- The task is as simple as performing a brain tumor surgery.

We all know, brain surgery is a complicated task and by no means easy. But, still the speaker uses the word 'simple' to describe a brain surgery in order to indicate the difficulty in performing the task.



Metaphor: A metaphor is a comparison between two unrelated objects showing how they can be similar yet very different. A metaphor is a literary term that is used to relate two objects to one another by comparison. Unlike similes that use the words "as" or "like" to make a comparison, metaphors state that something is something else. Read some interesting examples of metaphors:

- Behram ran like the wind. The sentence has a simile because it compares Behram to the wind using the word "like".
- Behram is the racehorse. The sentence has metaphor because there is a comparison between two unrelated things or ideas, a person (Behram) and an animal (racehorse)
- Life is a journey. This too is a metaphor.
- The room was a refrigerator. A refrigerator is very cold. In this example, "refrigerator" is a metaphor because it is being applied to "the room" to imply that the room was very cold.
- The teenage boy's stomach was a bottomless pit. A bottomless pit can never be filled. In this example, "bottomless pit" is a metaphor because it is being applied to "the teenage boy's stomach" to imply that his appetite could never be satisfied (that is, his stomach could never be filled).





Simile: A simile is a comparison using “like” or “as”. It usually compares two dissimilar objects. For example:

- His feet were **as** big boats.

A metaphor states that one thing is something else. It is a comparison, but it does NOT use like or as to make the comparison. Metaphors are comparisons that show how two things that are not alike in most ways are similar in one important way. Metaphors are a way to describe something. Authors use them to make their writing more interesting or entertaining. For example:



- Her hair is silk. The sentence is comparing (or stating) that hair is silk.
- The water is **like** the sun.

Some students find it difficult to understand the difference between a metaphor and a simile. **Metaphor and simile are quite different, but are commonly confused simply because they are so very similar in nature.** Let us read two more examples.

SIMILES & METAPHORS

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- A **good book** is **like a good meal**. This is a simile suggesting that a book may be as (mentally) nourishing and satisfying as a meal.
- A **vein** is a **road** for blood cells. This is a metaphor suggesting that veins in our body are like a road network transporting blood to different parts of the body.

Read a few more examples of simile:

- She swims like a fish.
- He's as hairy as a gorilla.
- The test was as easy as ABC.
- I was embarrassed and my face was as red as a ripe tomato.
- My love is like a red, red rose.
- The world is like a stage.



Onomatopoeia: Onomatopoeia is a word which imitates a noise or action. Words such as **buzz** or **murmur** imitate the sounds associated with the objects or actions they refer to.

Onomatopoeia:
Words that are
sounds

- The fly buzzed past. The word “buzzed” is a word which sounds like a fly flying.
Here are other onomatopoeia words:
- **Boom, bang, slash, slurp, gurgle, meow, and woof.**

Read a short interesting and unusual poem that has onomatopoeia:

Cafeteria

Boom!
Went the food
trays.
Clap! Clap!
Goes the teacher.
Rip!
Went the
plastic bag.
Munch! Munch!
Go the students.
Slurp!!!
Went the straws.
Whisper
Is what half the kids
in the room
are doing.
Crunch!
Crunch!
go
the candy bars.



Personification: Sometimes a writer will give human characteristics to nonhuman things. Objects, ideas, places or animals may be given human qualities. They may perform human actions. This type of figurative language is called **personification**. It helps the writer create an exciting picture in the reader's mind. It is literary device or figure of speech literary artists especially poets use to attribute human characteristics to non-living

objects, animals, or abstract ideas. Read the following examples that illustrate personification:

- The **sailboat danced** gracefully past us. (how can a sailboat dance?)
- The **flames ate** hungrily at the burning house.
- The once-**proud trees bent** meekly before the storm.
- The broad, flat **rock lay sunning** itself by the stream.



Pun: A pun is a type of word play where one word has two meanings. Pun gives a humorous effect to the sentence. A pun is a word or words, which are formed or sounded alike, but have different meaning. Given below are a few pun examples that will help you understand this widely used figure of speech better. Read them carefully!

A gossip is someone with a great sense of **rumor**.

- Dieting is a matter of life and **breadth**.
- Speaking ill of the dead is a **grave mistake**.
- A chicken crossing the road is pure **poultry** (poetry) in motion.
- I recently spent money on detergent to unclog my kitchen sink. It was **money down the drain**.
- Our social studies teacher says that her globe means the **world** to her.
- I once had a very bad dream about my horse. It was a **knight mare**.
- Today I've got a **pressing** engagement. I must go to the dry cleaners.
- What is the difference between a conductor and a teacher?
The conductor **minds** the **train** and a teacher **trains** the **mind**.

Now its time for some practice in order to make you realise how much you have understood the various figures of speech.

1. Read the two examples of irony and then analyse each. What is the message? What is the irony hidden in both?

A mother rabbit was speaking, endlessly it seemed, to a lioness about the achievements of her many children. She asked if the lioness had any children. The lioness said. Yes, I have only one. But it's a lion.

In 1992 the Titanic was touted as "100% unsinkable", and yet the ship sank on its maiden voyage.

2. Read these sentences illustrating metaphors. The first two are analysed for your help. Write what do words given in bold imply in each sentence.
 - i. The teacher got to the **bottom** of the problem. (This implies that the teacher got to the source of the problem.)
 - ii. My dad was **boiling mad**. (This implies that my dad was very, very angry.)
 - iii. His idea was **difficult to swallow**.
 - iv. The homework was a **breeze**.
 - v. They **showered** the birthday girl with gifts.
 - vi. My memory of the event is **foggy**.
 - vii. Her little girl is the **sunshine** of their life.
 - viii. The singer **stole the spotlight** with her performance.
 - ix. After graduating from college, Salman decided to **market** himself as a computer specialist.
 - x. Amna was thrilled when her idea began to **bear fruit**.
 - xi. Umar and Ajmal **hatched** a plan to help Ubaid become president of his class.
3. Decide whether each sentence contains a simile or a metaphor. Write the word SIMILE if the sentence contains a simile. Write the word METAPHOR if the sentence contains a metaphor.
 - i. As the teacher entered the room she uttered, "This class is like a three-ring circus!"
 - ii. The pillow was a cloud when I put my head upon it after a long day.
 - iii. Those girls are like two peas in a pod.
 - iv. My father has a mind like a computer.

4. Read the sentences, notice how personification creates a word picture. Identify the personification in each sentence.

- i. The fog crept silently into the valley.
- ii. The tree fought the wind with its branches.
- iii. The wind sang her mournful song through the falling leaves.
- iv. The microwave timer told me it was time to turn it off.
- v. The video camera observed the whole scene.
- vi. The rain kissed my cheeks as it fell.
- vii. The snow whispered as it fell to the ground during the early morning hours.
- viii. The Chinese vase danced on the shelf during the earthquake.
- ix. The car engine coughed and sputtered when it started during the blizzard.

Now we are at the end of the unit. We have so far discussed:

- What is literature?
- Why studying literature is important?
- What are the different types or genres of literature, such as poetry, novel, drama, and prose?
- What are the most common elements found in literature, such as setting, character, plot, point of view, symbolism, style, and theme?
- What are literary devices or figures of speech or figurative language, for example, simile, metaphor, personification, etc?

We are now going to give you a practical demonstration about how to enjoy a folk story by employing most of the literary devices or figures of speech. For this purpose, we have chosen a popular folktale "Sohni Mahiwal". We would advise you to pay very close attention to its analysis because in coming units you will be doing the same independently.

Sohni Mahiwal

There lived in a town on the banks of River Chenab, (The town is identified either as present day Gujrat or one of the nearby towns.) a potter (kumhar) named Tulla. Tulla was a master craftsman and his earthenware were bought and sold throughout Northern India and even exported to Central Asia. To the potter and his wife was born a daughter. She was such a beautiful child that they named her Sohni (meaning beautiful in Punjabi).



Sohni spent her childhood playing and observing things in her father's workshop. She watched pots being made from clay and shaped on the wheel, dried in the sun and then fired and baked in the furnace. Sohni grew up to be not only a beautiful young woman but also an accomplished artist who made floral designs on the pots and pitchers that came off her father's wheel.

Sohni's town was located on the trading route between Delhi and Central Asia and trading caravans passed through it. One such caravan that made a stopover included a young handsome trader from Bukhara, named Izzat Baig. While checking out the merchandize in the town Izzat Baig came upon Tulla's workshop where he spotted Sohni sitting in a corner of the workshop painting floral designs on the earthenware.

Izzat Baig was immediately taken by Sohni's rustic beauty and charm and couldn't take his eyes off her. In order to linger at the workshop he started purchasing random pieces of pottery as if he were buying them for trading. He returned the next day and made some more purchases at Tulla's shop. His purchases were a pretext to be around Sohni for as long as he could. This became Izzat Baig's routine until he had squandered most of his money.

When the time came for his caravan to leave, Izzat Baig found it impossible to leave Sohni's town. He told his companions to leave without him and that he would follow later. He took up permanent residence in the town and would visit Sohni at her father's shop on one pretext or the

other. Sohni also began to feel the heat of Izzat Baig's love and gradually began to melt, so to speak. The two started meeting secretly.

Izzat Baig soon ran out of money and started taking up odd jobs with different people including Sohni's father. One such job was that of grazing people's cattle - buffaloes. Because of his newfound occupation people started calling him Mahiwal: a short variation of *MajhaNwala* or the buffalo-man. That name stayed with him for the rest of his life and even after.

Sohni and Mahiwal's clandestine meetings soon became the talk of the town. When Sohni's father came to know about the affair he hurriedly arranged Sohni's marriage with one of her cousins, also a potter, and, against Sohni's protests and entreaties, bundled her off to her new home in a village somewhere on the other side of the river.

When Mahiwal came to know of Sohni's marriage he was devastated. He left town and became a wanderer searching for Sohni's whereabouts. Eventually he found her house and managed to meet her in the guise of a beggar and gave her his new address - a hut across the river. Sohni's husband, meanwhile, had discovered that he could not win Sohni's heart no matter what he did to please her and started spending more time away from home on business trips. Taking advantage of her husband's absence Sohni started meeting Mahiwal regularly.

She would swim across the river at night with the help of a large water pitcher (gharra), a common swimming aid in the villages even today. They would spend most of the time together in Mahiwal's hut and before the crack of dawn Sohni would swim back home. She would hide the pitcher in a bush for her next trip the following night. One day, Sohni's sister-in-law (her husband's sister) came visiting.

Suspecting something unusual about Sohni's nocturnal movements, she started spying on her. She followed Sohni one night and saw her take out the pitcher from the bush, wade into the river and then swim across. She reported the matter to her mother (Sohni's mother-in-law) and both of them, rather than informing Sohni's husband, decided to get rid of Sohni. This, they believed, was the best way to save the family from bad name. The sister-in-law secretly took out the pitcher from the bush and replaced it with one that was not baked but only sun-dried. As usual, Sohni

got out at night for her meeting with Mahiwal, picked the pitcher from the bush, as she always did, and entered the river. It was a stormy night and the river was in flood. Sohni was soon engulfed in water and discovered, to her horror, that her pitcher was an un-baked one that would soon dissolve and disintegrate.

What shall she do now? Abandon the trip and go back or continue trying to swim without the pitcher and drown? Her inner struggle at this point - her fear of not being able to make the trip and thus not living up to the test of true love, her hope of making it, somehow, with the help of the pitcher - are best expressed in the song where Sohni, addressing the pitcher says:

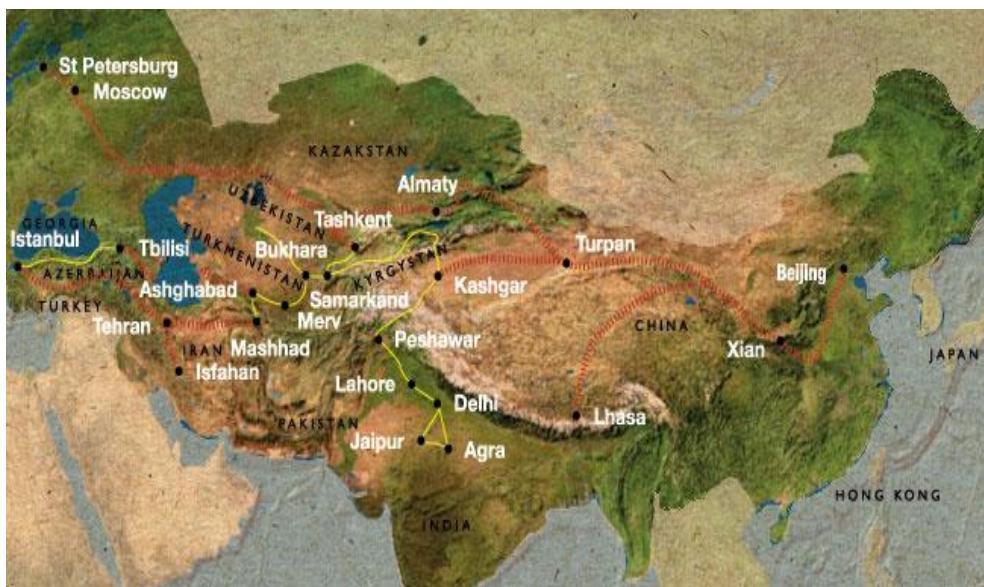
It's dark and the river is in flood
There is water all around.
How am I going to meet my Mahiwal?
If I keep going I will surely drown
And if I turn back
I wouldn't be living up to my promise to Mahiwal
I beg you, with folded hands
Help me cross the river and meet my Mahiwal
You always did it. Please do it tonight, too.

Let us discuss and recreate the **setting of the story**, i.e. the time and place of a story. Where does the story take place?

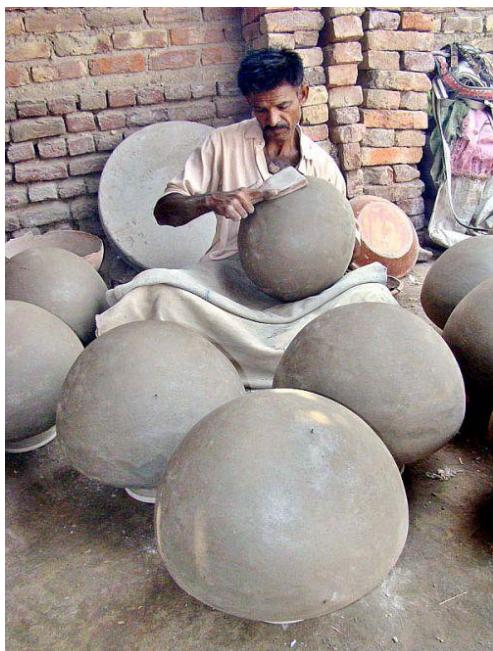
The Setting

See this collage of pictures and match it with the setting given in the story. You would feel that after looking at the pictures, you can visualise the setting or the scene of the story “Sohni Mahiwal”.

- The story takes place in a town on the banks of River Chenab, which might be a nearby town in a present day Gujarat. This setting, locale or backdrop gives us a feeling of rustic or rural beauty and helps us visualise the surroundings where Sohni lived.
- Izzat baig came from Bukhara. The town was located on the trading route between Delhi and Central Asia and trading caravans passed through it.



- Tulla's workshop where Sohni sat painting floral designs on the earthenware.



- Sohni would swim across the river with the help of a large water pitcher or gharra.



- A stormy night and the river in flood.



- Mahiwal's hut.

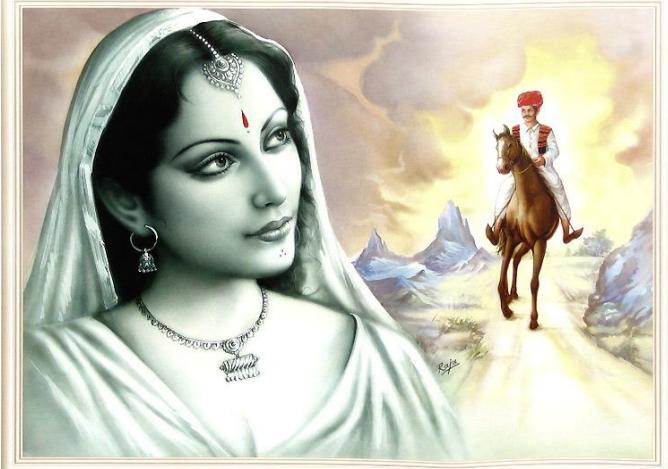


The Characters

Now let us talk about the characters in the folk story. How many characters are there in the story? Let us first identify and write the names and the relationships of characters with each other.

- Tulla is a potter. He is Sohni's father.
- Sohni is Tulla's daughter.
- Mahiwal is a young handsome trader from Bukhara. His real name is Izzat Baig.
- Sohni's husband. His name is not mentioned in the story.
- Sohni sister in law. Her name is also not mentioned in the story.
- Sohni's mother in law. Her name too is not mentioned in the story.

The main characters or protagonists in the story are Sohni and Mahiwal. We will only analyse Sohni's character. As you read the character sketch, find the traces or explanation of the physical appearance and personality, speech, behaviour, actions, thoughts, feelings, and interactions of both the main characters.



Sohni was a beautiful girl. The parents named her so because in Punjabi language Sohni means beautiful. Sohni grew up to be not only a beautiful young woman but also an accomplished artist. Sohni had a rustic beauty and charm.

She was a keen observer and learner and she learned how to make pots from clay, shape them on the potter's wheel, and make floral designs on these pots and pitchers.

The young handsome trader from Bukhara, named Izzat Baig (Mahiwal) fell in love with Sohni and she also reciprocated his love and began to feel the heat of Izzat Baig's love and gradually began to melt.

Their clandestine meetings soon became the talk of the town which panicked Sohni's father who quickly married her off with one of her cousins. Sohni was not willing to marry her cousin and she pleaded, protested and requested her father not to marry her off against her will as her love and commitment were towards Mahiwal and she could not give up her love for him. But eventually she was married to her cousin.

She was helplessly in love with Mahiwal and met him secretly. She was a brave and daring woman who would swim across the river at night in a large water pitcher (gharra), and spend most of the time together in Mahiwal's hut. At the crack of dawn, she would swim back home after hiding the pitcher in a bush.

We might call her adventuress or bold and courageous because even on a stormy night and river was in high flood, she could not prevent herself from meeting Mahiwal. Sohni soon realised the danger she has put herself into but the looming danger and threat to her life did not deter her resolve to meet mahiwal.

Her pitcher started to disintegrate. "What shall she do now? 'Abandon the trip

and go back or continue trying to swim without the pitcher and drown? These lines show her inner struggle. What should she do now? Continue her swim to the other end of the river to prove her commitment and love for Mahiwal and in the process get drowned. Sohni in the end proved that nothing can prevent her from meeting Mahiwal and she continued to wade through the violent river and gave her life in the struggle to meet her love Mahiwal and became an immortal character in history.

The Climax

Remember we have told you that “climax” is the turning point or the dramatic high point of a plot or story. So which is that turning or dramatic high point in the folk story “Sohni Mahiwal”? The climax is when Sohni swims across the river and realises that the pitcher is flawed and she is going to drown and die. The dilemma she faces whether to swim through or abandon her journey is the high point of the story.

The Plot

Plot is the series of related events that the author describes from the beginning of the story to the end.

Sequence

- i. Sohni was born in the family of a potter Tulla.
- ii. Sohni spent her childhood playing and observing things in her father's workshop.
- iii. A young handsome trader from Bukhara, named Izzat Baig arrives in a caravan.
- iv. Izzat Baig and Sohni fall in love with each other.
- v. Izzat Baig started to live in Sohni's town.
- vi. Izzat Baig squanders his money, takes odd jobs such as grazing buffaloes and was given a name “Mahiwal”.
- vii. Sohni and Mahiwal meet secretly.
- viii. Sohni's father marries her off to her cousin.
- ix. Mahiwal leaves town and becomes a wanderer.
- x. Eventually he finds a hut across the river.
- xi. Sohni crosses the river Chenab to meet Mahiwal secretly.

- xii. Sohni's sister-in-law spies on her.
- xiii. The sister in law and mother in law make a plan and replace her pitcher with one that has a fault.
- xiv. Sohni as usual goes out at night to meet Mahiwal.
- xv. Her pitcher sinks and she drowns.

Point of View

The story is told by a narrator, who is not a character in the story and therefore you would notice the use of pronouns **she, he, and they**.

Symbolism

In the story we can say that there are three symbols, such as:

- **The river Chenab** symbolises purification, depth, movement in life, the ups and down of life, and immortality. The life of Sohni and Mahiwal portray pure, deep, and immortal love.
- **The Potter's wheel** symbolises the wheel of life.
- **The earthenware or pots** made from clay shaped on the wheel, dried in the sun and then fired and baked in the furnace symbolises the many phases or stages in life when we encounter the ups and down that shape our lives and make us more serious, hardened, strong, and patient.



Style

Style is the way writers express their ideas. It's how they say something, not what they say. **The word choice** in the story creates great images in readers' minds. Let us pick out some **phrases and sentences which in true sense are figures of speech which help us visualise the scene.**

- Taken by Sohni's rustic beauty and charm.....
- Couldn't take his eyes off her.....
- The heat of Izzat Baig's love
- Gradually began to melt.....
- Squandered most of his money.....
- Clandestine meetings
- Became the talk of the town.....
- Bundled her off to her new home.....
- Guise of a beggar....
- Could not win Sohni's heart.....
- Crack of dawn.....
- Engulfed in water....
- Discovered to her horror....
- Her inner struggle.....
- Living up to the test of true love....

Then there are many **descriptive details** that also help create images in readers' minds. Here are just a few examples:

- The place where the story takes place. The town on the banks of River Chenab, which may be the present day Gujrat or one of the nearby towns.
- Sohni's description in words like beautiful young woman, an accomplished artist, rustic beauty and charm.
- The name 'Sohni' meaning beautiful in Punjabi.
- Clay shaped on the wheel, dried in the sun and then fired and baked in the furnace.
- Floral designs on the pots and pitchers.

- Trading route between Delhi and Central Asia.
- Passing caravans.
- Young handsome trader from Bukhara who becomes a wanderer and a beggar.

Theme, Mood and Moral

We have already talked about and analysed some key elements of the story such as characters, symbols, and plot events. All these details help us understand the main point, or the theme of the story. What do you think is the Theme of the story? We leave you to come up with your interpretations.

The mood or tone is the atmosphere that a writer creates by the choice of words. We have already discussed the choice of words above that helps in creating the mood or tone. The mood of the story “Sohni Mahiwal” is mellow and sad.

The moral or lesson that the story “Sohni Mahiwal” teaches is that love is above every thing else in life. Sohni gave her life to pursue love and Mahiwal became a wanderer and beggar in pursuit of Sohni’s love. What’s your idea about the moral of the story? It can be different from ours. So think about what lesson one can derive from this folktale?

UNIT 2

Introduction to Poetry

Introduction



Long before human beings could read or write; they created, understood and valued poetry. Historical moments, merry making ceremonies, rise and falls of the empires, events of religious significance were remembered and celebrated in verses. In these old times, early poets recited or sung their verses in front of live audience and it was basically a part of the oral tradition which still exists in many societies of the world including Pakistan. Poetry is one of the oldest literatures - oral poetry existed before written literature

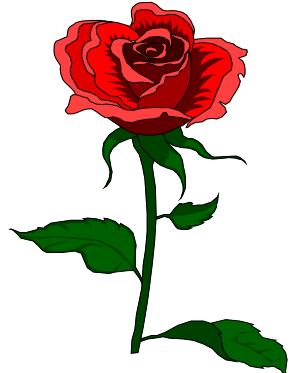
Poetry has always remained the most popular form of literary convention, more than fiction, drama or any other art form and is often referred to as the "**crown of literature**".

There are as many definitions of poetry as there are poets.

- Wordsworth defined poetry as "the spontaneous overflow of powerful feelings".
- Samuel Johnson says: "The end of writing is to instruct; the end of poetry is to instruct by pleasing".
- Robert Frost defines says: "A poem begins with a lump in the throat, a home-sickness or a love-sickness. It is a reaching-out toward expression; an effort to find fulfillment. A complete poem is one where the emotion has found its thought and the thought has found the words."

In unit 1, you have read a brief explanation on poetry. We would encourage you to go back and read unit 1 again to revise what we have said there about poetry. We have said that:

"Poetry is a form of literary art in which language is used for its aesthetic and emotional qualities. Poetry has no one set definition. Poetry is an art of writing thoughts, ideas, and dreams into imaginative language which can contain verse, pause, meter, repetition, and rhyme. It uses figures of speech. Each figure of speech suggests several meanings with only a few words. Poetry uses many words with strong connotations. These words appeal to the reader's emotions. The language of poetry is strong".



Read the following definitions of poetry:



- Poetry is a type of literature that expresses ideas, feelings, or tells a story in a specific form (usually using lines and stanzas).
- Poetry is a way to put your feelings or expressions into words.
- Poetry is a short piece of imaginative writing of a personal nature and is laid out in lines.
- Poetry is the most compressed form of literature.
- Poetry is composed of carefully chosen words expressing great depth of meaning.
- A poem begins in delight and ends in wisdom.
- Poetry is ordinary language raised to power.
- Poetry is boned with ideas, nerved and blooded with emotions, all held together by the delicate skin of words.

- Like butterflies in spring, poetry awakens the spirit, stirs the imagination and explores the possibilities with each stroke of its rhythmic wings.
- A poet is, before anything else, a person who is passionately in love with language.

Poetry has....

- words
- rhythm
- punctuation
- stanzas
- refrain

Stanzas are....

- | | | |
|------------|---|----------------------|
| • couplet | = | a two line stanza |
| • triplet | = | a three line stanza |
| • quatrain | = | a four line stanza |
| • quintet | = | a five line stanza |
| • sestet | = | a six line stanza |
| • septet | = | a seven line stanza |
| • octave | = | an eight line stanza |

Poetry has sound effects created by....

RHYTHM

- the beat created by the sounds of the words in a poem
- rhythm can be created by meter, rhyme, alliteration and refrain.

METER

- a pattern of stressed and unstressed syllables
- meter occurs when the stressed and unstressed syllables of the words in a poem are arranged in a repeating pattern.

- when poets write in meter, they count out the number of stressed (strong) syllables and unstressed (weak) syllables for each line and they repeat the pattern throughout the poem.

RHYME

- words that sound alike because they share the same ending vowel and consonant sounds. For example: LAMP and STAMP. These words share the short “a” vowel sound and share the combined “mp” consonant sound.

Poems can be...

FREE VERSE

- do not rhyme
- do not have rhythm
- do not have pattern
- do not have structure

RHYMING VERSE

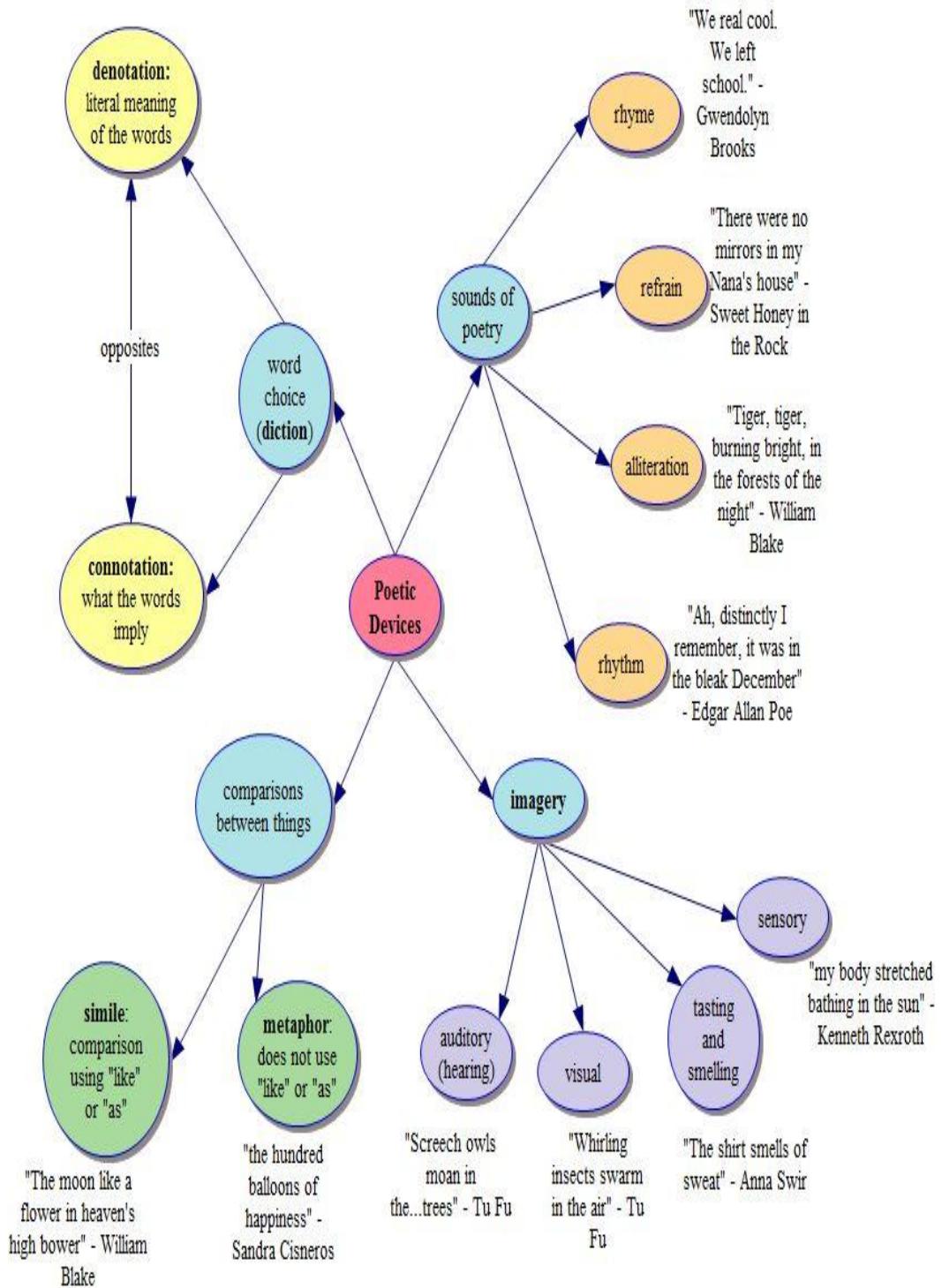
- has rhyme
- has rhythm
- may have pattern
- may have structure

The subject of a poem can be anything. Poems are written about the important aspects of life such as marriage, death, love, hate, jealousy, revenge, hurt, and the beauty of nature. A poem should be read several times in order to “hear” it and “feel” its emotions. The more you read the poem, the more you can analyse and understand the subtle and finest shades of meaning in a poem.

In unit 1, we have discussed the **literary devices, figures of speech or figurative language**. They are all the same! We have also briefly explained some common types of literary devices that you will mostly find in poetry. **Poets convey meaning through specific literary devices; let us now call them “poetic devices”**. Here is a list of some important poetic devices, though most of these you have already read about in unit 1.

- Alliteration
- Rhyme
- Rhythm
- Sound
- Diction
- Hyperbole
- Imagery
- Irony
- Metaphor
- Simile
- Personification
- Speaker
- Symbol
- Syntax
- Theme
- Tone

POETIC DEVICES



Alliteration – Is one of the sound devices which is the repetition of the same consonant sounds at the beginning of words.

Read the examples.

- Lady lounges lazily
And sings a solitary song that whistles in the wind.
- She was wide-eyed and wondering while she waited for Walter to waken.

We can say that when writers use two or more words together that have the same beginning sounds, they are using **alliteration**. Poets especially like to use alliteration because it adds sound quality to their poems. Alliteration is used in a way that the sentence becomes a “tongue twister”. You might enjoy the following examples of alliteration or rather tongue twisters in Urdu:

- aik chinee aurat chinee kay pialay main chinee lai.
- Chunnu kay chacha ne, chunnu ki chachi ko, chandni raat mein, chandi ki chamach se, chatni chatai.
- phool ley ker phool aya phool ker may nay kaha, phool kyoон laay ho sahib tum to khud hi phool ho.

Here are some examples of alliteration:

- He received a **brilliant, blue bird** for his **birthday**.
- The **four firefighters** rushed to **find** the victims in the burning house.
- She **picked** up the **plump peach**.
- The **solitary child sang a song**.
- She sells sea shells on the sea shore.
- Tinker, tailor, soldier, sailor!.
- Peter piper picked a peck of pickled pepper.

Exercise 1

Identify examples of alliteration in the following.

1. Sometimes snakes slithered past.
2. A majestic mountain was visible in the distance.
3. He hopped about happily.
4. The baker busily kneaded the bread.
5. They stayed up while the moon mounted in the sky.
6. A lily lying all alone along the lane.
7. Morose mariners and magnanimous men make much magnetism.
8. Nine neutral nations negotiated numerous nuptials.
9. Round the rough and rugged rocks the ragged rascals rudely ran.



Rhyme – Rhyme is perhaps the most recognisable convention of poetry. The basic definition of rhyme is two words that sound alike and the effect caused by matching vowel and consonant sounds at the end of words such as:

- song and long
- hope and cope
- sat and cat
- love and dove

I miss you in the morning;
I miss you late at night.
Just to think about you
Is my joy and my delight.
I can't wait to see you;
Please hurry and come back.
You always make me happy;
You have that special knack!

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers, and sees,
Silver fruit upon silver trees;

Rhythm – is a musical quality produced by the repetition of stressed and unstressed syllables. Rhythm is particularly important in poetry. Poets also create rhythm by repeating words and phrases or even by repeating whole lines and sentences.

Sound – the use of specific vowels, consonants, accents and the combination of these three make up the sound of the poem. Most poetry is composed to be read aloud. Sound devices can influence the reader/listener's perception of the poem.

Diction – the poet's choice of words. The language of poetry is sometimes different from the language of everyday life. The poet chooses each word carefully so that both its meaning and sound contribute to the tone and feeling of the poem. **Poetic diction** is the term used to refer to the style, vocabulary, and the metaphors used in poetry. Here are a few lines from T.S. Eliot's famous poem "The Waste Land" that uses high diction:

The Chair she sat it, like a burnished throne,
Glowed on the marble, where the glass
Held up by standards wrought with fruited vines
From which a golden Cupidon peeped out
Another hid his eyes behind his wing
Doubled the flames of seven branched
candelabra . . .

Read another samples taken from W.B. Yeats "The Wild Swans at Coole":

The trees are in their autumn beauty,
The woodland paths are dry,
Under the October twilight the water
Mirrors a still sky;
Upon the brimming water among the stones
Are nine-and-fifty swans.
The trees are in their autumn beauty,
The woodland paths are dry
Under the October twilight the water
Mirrors a still sky.

Hyperbole – is a figure of speech or poetic device in which statements are exaggerated for emphasis or effect. Hyperboles are used to aid imagery, usually used in humorous poems or light-hearted prose. Comedians also use it to make jokes. It is using exaggerations to make writing more interesting. We can therefore say that hyperboles are used to evoke strong feelings or to create a strong impression, but are not meant to be taken literally. Some examples of hyperboles are:

- These books weigh a ton. (These books are heavy.)
- I could sleep for a year. (I could sleep for a long time.)

- The path went on forever. (The path was really long.)
- I'm doing a million things right now. (I'm busy.)
- I could eat a horse. (I'm hungry.)

Hyperbole can make a point in an entertaining way, or it can be used to make fun of someone or something. You must have come across the following expressions:

- I nearly died laughing.
- I tried a thousand times.
- I'm so hungry, I can eat a horse.

Such statements are not literally true, but people make them to sound impressive or to emphasise something, such as a feeling, effort, or reaction.

Let us do an exercise to make you understand how writers use hyperboles in their writing.

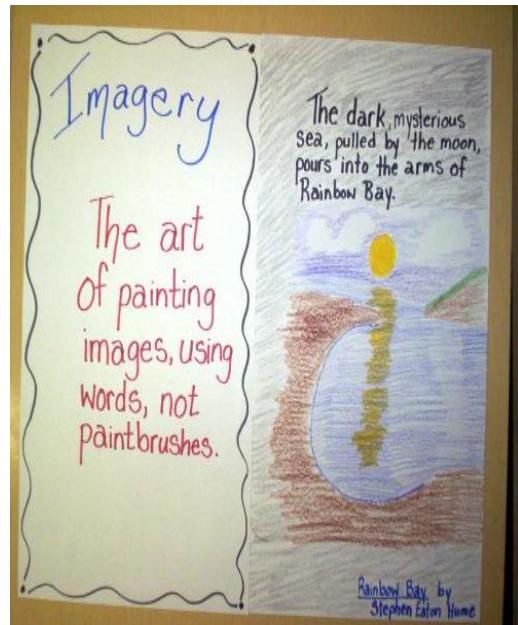
Exercise 2

In the following sentences, **underline** the **hyperbole** and write what actually that particular hyperbole trying to convey.

1. My teacher is so old; they have already nailed the coffin shut.
2. The town I grew up in is so isolated; it makes ghost towns look popular.
3. I think of you a million times a day.
4. My best friend is so forgetful, I have to remind her what her name is.
5. My teacher is so old, she remembers when the dinosaurs died.
6. My mother is so tall, that she looks down at the mother giraffe at the zoo.
7. My father sleeps so soundly, he has to have four alarms clocks to wake him up every morning.
8. The mountain of paperwork weighed heavily on the teacher's desk.
9. The engagement ring Suhail gave to Maryum was so small that a magnifying glass was needed to see it.



Imagery - words and phrases used specifically to allow the reader experience the sense of smell, touch, sight, hearing, and taste. Our senses are even more powerful than our memories. Mention the smell of someone eating freshly baked cake, or hot and juicy kebabs, and suddenly these aromas magically fill the air. Poets use language or imagery to engage the senses and attract a reader into the scene.



Imagery is language that appeals to any of the five senses. The five senses are:

- Sight
- Touch
- Taste
- Sound
- Smell

To make an imaginary world seem real, an author; novelist or a poet, often makes use of words and phrases that appeal to the senses. These words and phrases, called "images" help a reader mentally experience what the characters in the literary selection are actually experiencing.

Images fill **Robert Frost's** poem "**Stopping By Woods on a Snowy Evening**". As you read it try and underline the words or phrases that create images in your mind.

Stopping By Woods on a Snowy Evening

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep.

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

Exercise 3

Identify the imagery used in the following. Do these images excite your sense of sight, sound, taste, touch, or smell?

1. He was a shaggy, thick-fellow; his coat was greasy about the lapels and pockets, and his hands played over the cane's crook with a futile sort of clinging.
2. Strong melodious songs and crackling splinters of glass.
3. Juicy yet a sharp-tasting Berries.
4. Roll, rumble and crash.
5. Leaves were green and stirring.

Exercise 4

Read the short description and then write which words appeal to your sense of smell, sense of taste, sense of sight, sense of sound, and sense of touch?

Senses	Words
sight	
smell	
taste	
touch	
sound	

The hot July sun beat relentlessly down, casting an orange glare over the farm buildings, the fields, the pond. Even the usually cool green willows bordering the pond hung wilted and dry. Our sun-baked backs ached for relief. We quickly pulled off our sweaty clothes and plunged into the pond, but the tepid water only stifled us and we soon climbed onto the brown, dusty bank. Our parched throats longed for something cool--a strawberry ice, a tall frosted glass of lemonade. We pulled on our clothes, crackling underbrush, the sharp briars pulling at our damp jeans, until we reached the watermelon patch. As we began to cut open the nearest melon, we could smell the pungent skin mingling with the dusty odor of the dry earth. Suddenly, the melon gave way with a crack, revealing the deep, pink sweetness inside.



Irony - is a literary, poetic device or a figure of speech used to say one thing but to mean something else. Writers use irony to express something different and often opposite to what they mean to say exactly or literally. Irony therefore is an expression or utterance when words are used to convey the opposite of their literal meaning. For example:

- Referring to a tall person: "Now here's a midget".

Metaphor – is a figure of speech, literary or poetic device that show how two different things are similar in one important way. Metaphors are a way to describe something. A metaphor is a brief, compressed comparison that talks about one thing as if it were another but the comparison is implied without the use of words "like" or "as". Authors use them to make their writing more interesting or entertaining. For example:

- Love is a jewel.
- Life is a journey, travel it well.
- All the world's a stage, And all the men and women merely players.
- His house was now his prison.

Metaphor as we have said earlier is a figure of speech or literary device that show how two things that are different but are similar in one important way. Some metaphors have been used so many times that they are just a part of everyday language, such as:

- Stone hearted.
- Apple of my eye.
- Boiling mad.

Exercise 5

Here are some sentences. In each sentence a metaphor is used. **Identify the metaphor in each sentence and then write what the metaphor implies.**

1. It was the evening of his life.
2. Mrs Siraj has such great taste in furniture that I'm sure her home is beautiful.
3. Your voice is music to my ears.
4. My colleague gave me information which I could not digest.
5. My younger sister has such a bubbly personality that she has lots of friends.
6. I would like to help you, but my plate is full on Sundays.



Smilie - is a figure of speech in which two different things are compared. Unlike the metaphor, a simile uses the words "like" "as" or "as if" to tell us that a comparison will follow. Read the examples:

- His temper is **as** explosive **as** a volcano. (His temper is being compared to a volcano that is it can be sudden and violent).
- He fights like a lion.
- He swims as fast as a fish.
- He runs like a cheetah.

Exercise 6

Underline the words or phrases that are being described in each sentence and the corresponding simile. The first two have been done for you.

1. The doctor said that taking drugs is like playing with fire.
2. For Asif solving math questions is like playing a game of chess.
3. There is so much to do in a day and I'm busy as a bee.
4. Since you are new in this class you are a fish out of water.
5. She didn't eat for two days; she fainted and looked as white as a ghost.
6. When the bell rang, every one ran out of the class like a bullet.
7. After working in the garage his hands were as black as coal.

Exercise 7

Fill in the blanks with a suitable word to complete these well known similes.

picture	fish	feather	monkey	ocean	hawk
---------	------	---------	--------	-------	------

1. The swimmer dives well and swims like a _____.
2. He saw the Eid moon before anyone else, he has eyes like a _____.
3. Don't call them over, because their young baby chatters like a _____.
4. In her new dress she looked as pretty as a _____.
5. The cake my mother baked is as light as a _____.
6. Her eyes are as deep as the _____.

Exercise 8

Decide whether each sentence contains a simile or a metaphor. Write the word SIMILE if the sentence contains a simile. Write the word METAPHOR if the sentence contains a metaphor.

1. As the teacher entered the room she muttered under her breath, "This class is like a circus!"
2. The giant's steps were thunder as he ran toward Jack.
3. The pillow was a cloud when I put my head upon it after a long day.
4. Those girls are like two peas in a pod.
5. No one invites Haadi to parties because he's a parasite.
6. The traffic on Murree road is murder.
7. "Juliet is the sun."
8. "Life's but a walking shadow."
9. She ran like the wind.
10. After exams, I feel as light as a feather.
11. Kinza is the apple of her mother's eye.
12. Your beauty shines like the sun.
13. Love is blind.
14. She looked as cool as a cucumber.
15. "It's been hard! And I've been working like a dog."



Personification - is literary or poetic device which writers especially poets use to give human characteristics to a non-living object, animal, or abstract idea. We can therefore say that personification is giving non-living objects, abstract concepts or actions, human or near human characteristics. For example:

- The wind yells while blowing.
(The wind cannot yell. Only a living thing can yell).

Read some interesting examples where objects, concepts, animals are personified or given human characteristics.



- The **lights blinked** in the distance.
- Your **computer hates** me.
- The **pencil flew out** of my hand.
- **Time marches** on.
- Mother **nature strikes back** in force.
- My **thoughts explode**.
- The **birds expressed** their joy.
- The **mirror smiled** at me.
- **Trees whisper** in the breeze.
- **Fear knocked** on the door.
- The **rain kissed** my cheeks.
- The **car engine coughed**.
- The **snow whispered**.

Read a poem that illustrates personification.

Two Sunflowers Move in the Yellow Room

"Ah, William, we're weary of weather,"
said the sunflowers, shining with dew.
"Our traveling habits have tired us.
Can you give us a room with a view?"
They arranged themselves at the window
and counted the steps of the sun,
and they both took root in the carpet
where the topaz tortoises run.

PERSONIFICATION

The sun peeked happily from behind a cloud.



The trees danced back and forth in the wind.



The car happily squealed down the highway.



It was time to go home, but the bell refused to ring.



The warm fireplace seemed to be calling my name.



The angry sky roared and threw lightning around.



The gentle wind softly kissed my cheeks as I walked.



The delicious smell of cookies pulled me to the kitchen.



That chocolate ice cream cone is really tempting me.



I can see that news travels quickly.



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Here is an example of an object “Cell phone” and how this non living object has been given human characteristics.



Exercise 9

Identify the examples of personification in the sentences below.
Underline the non-human thing and circle the human quality. The first two are done as examples.

1. The winter wrapped its icy around North of Pakistan.
2. The alarm clock shrieked that it was time to get up.
3. Fear grabbed me as I heard footsteps behind me.
4. The flood waters swallowed the trees in one big gulp.
5. The stars winked at us from the night sky.
6. Listening to the piano sing its happy tune made me want to dance.
7. The wind sang her mournful song through the falling leaves.

8. The video camera observed the whole scene.
9. The rain kissed my cheeks as it fell.
10. The water beckoned invitingly the swimmers.
11. The snow whispered as it fell to the ground during the early morning hours.
12. The china danced on the shelves during the earthquake.
13. The car engine coughed and sputtered when it started during the blizzard.
14. The egg was frying in the pan, and it made a lot of noise.
15. The boat was swinging back and forth in the water.

Exercise 10

Read the poem "Summer Grass" by Carl Sandburg and notice how personification is used to make the poem more descriptive. Write what object, animal, or abstract idea is personified and what human qualities are given to that non living idea.

Summer Grass
by Carl Sandburg

Summer grass aches and whispers
It wants something: it calls and sings; it pours
out wishes to the overhead stars.
The rain hears; the rain answers; the rain is slow
coming; the rain wets the face of the grass.



Onomatopoeia – Remember in unit 1 we have briefly explained what onomatopoeia is. Well, let us recall that we have explained that basically, onomatopoeia is a word which imitates a noise or action. Such as in these sentences:

- The fly buzzed past. The word “buzzed” is a word which sounds like a fly flying.
- She clattered and clanged as she washed the dishes. “Clattered” and “clanged” are onomatopoeic since they imitate the actual sounds.



Onomatopoeia is a word or a group of words that imitates the sound it is describing. Read the sound effects created by words.

Bow-wow, says the dog,
Mew, mew says the cat,
Grunt, grunt, goes the hog,
And squeak goes the rat.
Tu, whu, says the owl,
Quack, quack, says the duck,
And what the cuckoo says you know.

Read the poem given below that depicts onomatopoeia.

Crack an egg.
Stir the butter.
Break the yolk.
Make it flutter.
Stoke the heat.
Hear it sizzle.
Shake the salt,
just a drizzle.
Flip it over,
just like that.
Press it down.
Squeeze it flat.
Pop the toast.
Spread jam thin.
Say the word.
Breakfast's in.



Exercise 11

Now here is a poem. Find the examples of onomatopoeia.

ELECTRIC KETTLE CLICKS OFF

electric kettle clicks off
washing machine churns and spins
computer whirrs to new page
morning's busy bustle begins

stomping in leather boots
friend revs up motor bike
accelerates, at full throttle
roars off to next leg of hike

machine's cycle crescendos
like siren, progressively slows
then stops, bell thrice dings
grey water gurgles down hose

Speaker - the narrator or the voice of the poem that is the person who is talking to us. The speaker is NOT necessarily the poet. The poet often invents a speaker for the poem who is called the “**persona**”. So a persona is a character created by the poet to narrate the poem.

Symbol – is the use of images to represent reality. In **Robert Frost** poem “**Road Not Taken**”, the “**road**” is a symbol of life’s choices. Read this poem to understand how “**road**” is used as a symbol to represent the choices we have and have to make in life. (This poem will be analysed in detail in the next unit).

The Road Not Taken
By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

Read the poem “A Red Red Rose” by Robert Burns where “rose” is the central symbol. The poet’s choice of a “rose” and the color “red” are symbols of love and passion.

A Red, Red Rose
by Robert Burns

O my luve's like a red, red rose.
That's newly sprung in June;
O my luve's like a melodie
That's sweetly play'd in tune.
As fair art thou, my bonnie lass,
So deep in luve am I;
And I will love thee still, my Dear,
Till a'the seas gang dry.
Till a' the seas gang dry, my Dear,
And the rocks melt wi' the sun.
I will luve thee still, my Dear,
While the sands o'lfe shall run.
And fare thee weel my only Luve!
And fare thee weel a while!
And I will come again, my Luve,
Tho' it were ten thousand mile!



Brothers*fit

Syntax – the way poet organises words, phrases and clauses and arranges word order to convey meaning.

Theme – the general or specific topic of the poem that is what the poem is about. Theme is the main idea of the poem that the poet wants to convey.

Tone – the poet’s attitude or mood in the poem. Tone is the manner in which a poet makes his or her statement. It reflects the poet’s attitude towards the subject. We can identify the tone of the poem by noticing the use of poetic devices such as the use of words or diction, rhyme, rhythm and syntax, etc.

UNIT 3

Learning and Enjoying Poetry

Introduction



In the previous two units (units 1- 2) we have explained to you about literary or poetic devices or figures of speech. You have done quite a few exercises that, we are sure, have given you adequate practice in understanding these devices. You have understood how creative writers use language devices, such as similes, metaphors, imagery, personification, irony, etc to make a poem come alive for the reader. If we know how poets use these devices, we will not only understand the poem better but enjoy it fully.

Poetry teaches word economy. In a poem, not a single word is wasted. Poets strive for finding the most effective words to convey thoughts, emotions and ideas. Poetry uses powerful imagery. Poems are examples of "SHOW, NOT TELL". In a poem, poets don't have a lot of time or space to spend narrating or telling the reader what's happening. Poetry is inspiring. Love it or hate it, poetry elicits powerful emotions. A well-crafted line of poetry can stick with us for a long time.



Let us begin the unit by studying a poem. We have taken a very simple poem "**Daffodils**" written by the English poet William Wordsworth in 1804. The poem is also known by the title "**I Wandered Lonely as a Cloud**". William Wordsworth's poem, "Daffodils", is one of the most famous poems in the English language. Many generations of school children have learnt the poem. The title, "Daffodils" is a simple word that reminds us about the arrival of the spring season. Daffodils are yellow flowers, having an amazing shape and beautiful fragrance. Although in Pakistani context, people cannot relate to this particular variety of flower, yet "Daffodils" is one of the most popular and widely read poems in Pakistan and is included in most textbooks.

Let us first read the poem:

Daffodils

By William Wordsworth

I wandered lonely as a cloud
That floats on high o'er
vales and hills,
When all at once I saw
a crowd,
A host, of golden daffodils;
Beside the lake, beneath
the trees,
Fluttering and dancing in
the breeze.



Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed---and gazed---but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Glossary

- Vales: valleys
- Flutter: move up and down or from side to side
- Twinkle: shine from bright to faint
- Sprightly: cheerful, active
- Glee: delight
- Jocund: merry, cheerful
- Oft: often
- Vacant: empty, unoccupied
- Pensive: sad, lost in thoughts

Summary

The theme of the poem "Daffodils" is human emotions inspired by nature that we neglect due to our busy lives.

The speaker says that, wandering like a cloud floating above hills and valleys, he came across a field of daffodils beside a lake. The dancing, fluttering flowers were stretched endlessly along the shore. Though the waves of the lake danced beside the flowers, the daffodils were matchless in their happiness.

The speaker says that a poet could not help but be happy in such a joyful company of flowers. Whenever he feels "vacant" or



"pensive," the memory flashes upon "that inward eye", and his heart fills with pleasure.

There are four stanzas in the poem. Let us read the summary of each stanza.

1

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.....6

Summary

While wandering like a cloud, the speaker happens to see golden daffodils not one but many (a host) fluttering in a breeze on the shore of a lake, which was beneath the trees.

2

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.....12

Summary

The speaker says that when he saw so many daffodils, he was reminded of stars that shine just like in a milky way; the galaxy that scientists say contains about one trillion stars, including the sun. The speaker uses personification here when he says that the daffodils were tossing their heads as if they were dancing. (How can flowers dance?)

3

The waves beside them danced; but they
Out-did the sparkling waves in glee:

A poet could not but be gay
In such a jocund company:
I gazed – and gazed – but little thought
What wealth the show to me had brought:.....18

Summary

The speaker says that the waves of the lake danced along with the daffodils (personification). But in their joyful fluttering and dancing, the daffodils outdid the waves of the lake. The speaker says that how can anybody not enjoy and appreciate this beautiful scene.

4

For oft when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the daffodils.....24

Summary

The speaker says that whenever he is lost in his thoughts or in a pensive mood, his memory takes him back to that beautiful scene when he saw daffodils in their glory and this particular thought gives him immense pleasure.

Examples of figures of speech or poetic devices:

In the poem, Wordsworth has primarily made use of some of the following **poetic devices**:

- Alliteration
- Simile
- Hyperbole
- Personification
- Imagery
- Symbol

Alliteration

- lonely as a cloud (line 1).
- high o'er vales and Hills (line 2).
- When all at once (line 3). (Note that the *w* and *o* have the same consonant sound.)
- Golden Daffodils (line 4).
- Beside the Lake, beneath the trees (line 5)

Simile

Here is a very clear simile used in the poem:

- I wandered lonely as a cloud. The poet compares his free nature of wandering around alone with the freedom a cloud enjoys. Other options could be:

Exercise 1

There are a few more comparisons in the poem. They are not given in form of similes by using words "like" and "as". **How would you rewrite the following lines taken from the poem making them sound and look like "similes"?** Follow the example.

Example

- Continuous as the stars that shine.
 - Daffodils are arranged in a continuous line as the stars line up in the sky.
1. And twinkle on the milky way.....
 2. They stretched in never-ending line.....
 3. They out-did the sparkling waves in glee.....

Hyperbole



The line "Ten thousand saw I at a glance" is an exaggeration and a hyperbole, describing the scene of ten thousand daffodils, all together. No hillside could contain as many flowers.

Personification

- Read the opening line of the poem: "I wandered lonely as a cloud". This line makes nice use of personification as well as simile.
- The poet assumes himself to be a cloud (simile) floating in the sky. "Lonely as a cloud" is personification because how can a cloud acquire a human state of being "lonely".
- The speaker uses personification when he says that the daffodils were tossing their heads as if they were dancing. (how can flowers dance?)
- "The waves beside them danced" is also another example of personification. (How can waves dance?)

Imagery

The poem is rich in imagery. His choice of words is soft and gentle, simple and melodious and it is almost as if there is silent music in the background to which the daffodils are dancing. The poem paints images of lakes, fields, trees, stars. Wordsworth continuously praises the daffodils, comparing them to:

- A crowd, a host, of golden daffodils.

Exercise 2

Can you identify the lines where Wordsworth uses words that create images in readers' minds? The first one is an example. Find at least five or more such lines that appeal to our senses.

1. Beside the lake, beneath the trees...
2. _____.
3. _____.
4. _____.
5. _____.

Exercise 3

1. Read the poem carefully and take out all **verbs of movement** and **verbs of sight** from the poem and put them in two lists. Follow the example:

Verbs of movement

Wandered lonely as a cloud

Verbs of sight

I saw a crowd, a host, of golden daffodils

Symbols



The poet uses Daffodils as a symbol for rebirth, a new beginning for human beings who are blessed with the beautiful and graceful nature. Since the flower "Daffodils" has a very short life, the poet has chosen this particular flower to symbolise that life is short and that we must use the short time which we have to make the most of it.

Themes

The main idea or theme of the poem "Daffodils" is the wonderful experience and joy one can derive from the immense beauty of nature. For

Wordsworth, nature and its beauty is a source of lasting joy. The poet has a strong belief that nature's beauty uplifts the human spirit. He wants his readers to consider that we sometimes fail to appreciate nature's wonders as we go about our daily routines, yet nature flourishes unattended.

We have tried to explain to you the poem "Daffodils". We are sure that after going through this explanation, you are now capable of understanding and enjoying the poem and can also answer the questions that we have given below.

Exercise 4

1. Can you as a reader describe the landscape of the poem?
2. What is the poet's relationship with nature?
3. What kind of mood does this poem bring to mind?
4. What do you think the speaker is referring to when he speaks of "that inward eye"?

About the poet



William Wordsworth was one of the great Romantic poets of 19th-century England. His poems celebrated the glories of nature and the human spirit while using the simple language of the common man.

William Wordsworth believed in conveying simple and creative expressions through his poems. His popular quotation about poetry is, "Poetry is the spontaneous overflow of powerful feelings". "Daffodils" is one of the most popular poems of the Romantic Age, unfolding the poet's excitement, love and praise for a field blossoming with daffodils. William Wordsworth wrote Daffodils on a day in spring, while walking along with his sister Dorothy



near Ullswater Lake, in England. He imagined that the daffodils were dancing and invoking him to join and enjoy the breezy nature of the fields.

Now read one more beautiful poem “**Beauty**” by **John Masefield** an English poet laureate.

BEAUTY

By John Masefield

Have seen dawn and sunset on moors and windy hills
Coming in solemn beauty like slow old tunes of Spain:
I have seen the lady April bringing in the daffodils,
Bringing the springing grass and the soft warm April rain.

I have heard the song of the blossoms and the old chant of the sea,
And seen strange lands from under the arched white sails of ships;
But the loveliest things of beauty God ever has showed to me
Are her voice, and her hair, and eyes, and the dear red curve of her lips.

We are giving you the summary and the analysis of the poem. After reading it, answer the questions:

Summary

The poem “Beauty” is written in the first person narrative (I), making it a purely personal poem. The poet says that he has seen a lot of beauty in his life for example he has seen beauty in dawn and sunsets, in moors and hills. He compares their “solemn” or sober beauty with the “slow old tunes of Spain”. The poet says that he has seen spring and with it the daffodils, grass and the soft warm April rain. The poet says I have heard the flowers singing and the sea chant and I have travelled strange places in ships. But he believes that although nature is most beautiful yet the loveliest things of beauty God ever has ever shown to him are “her voice, and her hair, and eyes, and the dear red curve of her lips”.

Analysis

The poet has used a few literary or poetic devices techniques including alliteration, similes and personification. The tone of the poem is more personal and romantic.

The poem also makes a heavy use of imagery and word association to convey emotions in an forceful manner.

The fact that the poem has been written in past tense giving us an impression that it is a nostalgic recollection.

Exercise 5

1. Find examples of alliteration, simile, and personification in the poem.
2. Identify the words that appeal to the senses of sight, touch, taste, sound, and smell (if any).
3. What idea can you form about the poet? Was he a wanderer, a sailor, a traveller, an explorer...what?
4. What does the poet mean when he says " And seen strange lands from under the arched white sails of ships"?
5. The poem also incorporates a number of adjectives. Can you identify these adjectives?
6. In the first line, we can find words like "dawn" and "sunset" on "moors" and "hills" which are opposite in meaning. Here are a few more words from the poem, write the opposite of each word:
 - Solemn, warm, arched, loveliest

About the Poet



John Edward Masefield was a British poet and writer, and Poet Laureate of the United Kingdom from 1930 until his death in 1967. He is remembered as the author of the classic children's novels "The Midnight Folk" and "The Box of Delights" and a great deal of memorable poetry, including "Sea Fever".

Masefield was born at Ledbury, in Herefordshire, a rural area of England. After education at the King's School in Warwickshire and on the school ship HMS Conway, he became a junior officer on an ocean liner. After being taken ill, he was forced to return home in 1897, and this is when his literary career began. His first collection of poetry was "Saltwater Ballads", published in 1902.

You have read two poems about nature and its beauty that fills our lives with pleasure and happiness. The text that you are going to read now is also related to the theme of happiness.



Now read this text and then answer questions that follow.

What makes people happy?

What gives you happiness, pleasure and joy? Different people have different opinions on what makes them happy. Some would say it's getting a good job, others would say it's having a wonderful and meaningful life. While everyone has their own opinion, some universal things like the ones below might be considered as what makes most of us happy.



Family and Friends

One of the things that make people happy is the company of family and friends. The emotional support these people give you is priceless. Having people around you that you love, trust and care for makes you feel that you're not alone.

Helping others

Helping others, whether in small or big ways, uplifts a person's spirit like nothing else. Doing something for nothing and acts of generosity always leave you with a warm feeling. Sharing your wealth or time with others puts you in a position to receive the same positive energy back from others.

Freedom

It's impossible to become truly happy when you don't have even a small ounce of freedom in your life. Whether it's being able to express yourself creatively or being able to make a choice for yourself, personal freedom is important. Suppressing yourself only brings forth a lot of negative emotions and discontentment with life.

Success

Who doesn't want to succeed? People who have achieved personal or professional success in their life are more inclined to happiness and willing to pursue other goals and try new experiences. They become more content with the direction their life is taking and are generally happier in the long run.

These are just some of what makes people happy. Not everything is about materialism. Happiness can be found in even the simplest, indescribable things.

Exercise 6

Answer these questions:

1. How can ones family and friends contribute in giving happiness?
2. What makes you happy other than friends, family, freedom, and success? Can you list a few more things that give you happiness and pleasure?
3. Different age groups have a different criteria of happiness. For example young children feel happy to when they are playing, when they have lots of toys, when their parents buy them things. Can you write what makes the following categories of people happy or what gives them pleasure
 - young adults between the age group of 16- 25)
 - middle age (30 - 50 plus)
 - senior people (60 plus)



Now let us read another famous poem "**The Road Not Taken**" by the American poet Robert Frost. Before you read and analyse the poem, we want you to answer the following **pre reading questions**. What is pre reading? Well, reading is a meaningful process and effective readers are actively involved with the text they are reading and not merely passive readers, reading line after line, paragraph after paragraph, chapter after chapter without absorbing or understanding the writer's message. Good readers normally take some time before they actually begin to read a text. As students, you also need to warm up or do some pre reading activities which will help you:

- activate your previous knowledge about the subject that you are about to read and make predictions about what the text will be about.

Exercise 7

1. Concentrate on the title of the poem: “**The Read Not Taken”, What do you think the poem will be about? Predict or guess the content/subject/theme of the poem?** Write at least two predictions or guesses.
2. What choices do we all have to make in life? **Can you list at least five choices that most people make in life?** For example:
 - subjects to study
3. What choices have you made in life? Why did you make those choices?
4. Following are some words that you will come across in the poem. What do these words mean? **Can you write synonyms of these words?**

Wood Diverged Trodden Worn Undergrowth

Forest

Jungle

Woodland

A cluster of trees

Read the poem:

Road Not Taken by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
two roads diverged in a wood, and I --
I took the one less traveled by,
And that has made all the difference.

Summary of the poem



Robert frost's poem "The Road Not Taken" was first published in 1916. It is one of Frost's most well-known poems. "The Road Not Taken" is set in a rural environment which encourages the speaker toward introspection or self examination.



"The Road Not Taken" is lyrical poem. What is a lyrical poem? Well, it is usually a short poem expressing personal thoughts and feelings. It is meditative. It is spoken by a single speaker who expresses his or her feelings for a person, object, event or idea. Frost is primarily a lyrical poet.

The literal meaning of this poem is quite obvious. A traveller comes to a fork, a circle or at a crossroad in middle of the road

and needs to decide which way to go to. After much mental debate or thinking, the traveller picks the road "less travelled by".

At first glance the subject matter of the poem seems to be about nature, about a man coming across "Two roads diverged in a yellow wood." This is where we have been introduced to the basic theme of the poem that is about life, the choices that we have to make every day. The roads represent the choices we have to make in day-to-day life. If we travel



down one, it leads to one place, if we travel the other it leads to a different place, but we may only choose one. We may wish to travel down both roads, but we cannot, as the speaker says in the poem "And sorry I could not travel both", we must only choose one. The poem "The Read Not Taken" therefore, is about decision making. The choice we make everyday. The theme of the poem therefore is about the tough choices people make in life. And once we make a decision there is no going back. "The Road Not Taken" seems to illustrate that once one takes a certain road, there's no turning back, although one might change paths later on, they still can't change the past because it's too late.

1. Describes Situation

TWO roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth; 5

In the first stanza, the speaker in the poem describes his position. He has been out walking through the woods and comes to a point where he sees two roads. He stands looking as far down each one as he can see. He wants to try out both, but doubts if he could do that, therefore he continues to look down the roads for a long time trying to make his decision about which road to take.

In the first line Frost introduces his metaphor, "the diverging roads". The speaker expresses his human limitations, that he must make a choice, yet, the choice is not easy, since "long I stood" before coming to a decision.

2. Decision to Take Less Traveled Road

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same, 10

In the second stanza, the speaker reports that he decides to take the other path, because it seemed to have been less traveled than the first. But then he goes on to say that they actually were similar and equally worn out. He realises that they were “really about the same”, not exactly that same but “about the same”.

3. Continue Description of Roads

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

15

The third stanza continues with the thought about the possible differences between the two roads. The speaker of the poem notices the leaves on both roads. They are still fresh and had not been walked on. He thinks of coming back but doubts if he would be able to, because in life one thing leads to another and time is short. So in this stanza the speaker makes his decision, trying to persuade himself that he will eventually satisfy his desire to travel both paths, but simultaneously admitting that such a hope is unrealistic. Notice the exclamation mark after line 13; such a punctuation mark conveys excitement.

4. Nostalgia

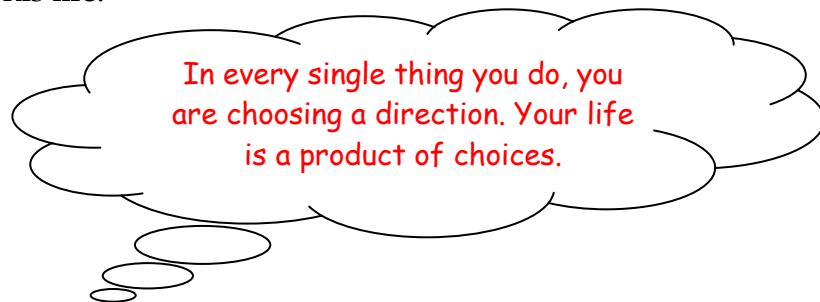
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference. 2

In this stanza, the tone clearly shifts, indicating a strong break from the previous ideas. The speaker imagines himself in the future, discussing his life. What he suggests, here, though, appears to contradict what he has said earlier. At the end of the poem, in the future, he will claim that the paths were different from each other and that he was courageous enough not to choose the conventional route. Perhaps he will actually believe this in the future; perhaps he only wishes that he could choose “the one less traveled by”.

The word “sigh” can be interpreted differently by different people. For some the “sigh” is one of nostalgic relief; however, for some it can also mean regret. Which one is it? We do not know. If it is the sigh of relief, then the speaker is glad he took the road he did; if it is the sigh of regret, and then the speaker is regretful and repentant. But the plain fact is we do not know what that sigh is.

Literary or Poetic Devices

Let us now discuss the literary, poetic devices or figures of speech used in the poem. There are plenty of literary devices in this poem to be discovered. Frost chooses his sounds, words, structure, and rhyme to represent a more conversational tone. His poem certainly appeals to the common man, someone who has to make an important decision at some point in his life.



Metaphor

The poem has a “metaphor” and that metaphor is the journey through life which is compared to a journey on a road. The speaker of the poem must choose one path instead of another. Although both the paths look equally attractive, the speaker has to decide which one to choose and his choice may lead to a significant influence on his future.

Imagery

The poet has also used imagery as a literary device. "Two roads diverged in a yellow wood" (from the first stanza), and "And both that morning equally lay/in leaves no step had trodden black" create a picture in the reader's mind.



Exercise 8

After reading the detailed summary of the poem given above, we are sure that now you will be able to answer the following questions.

1. What is a "wood"?
2. What did the poet see in the yellow wood?
3. What does the "diverged road" represent?
4. What does the colour "yellow" indicate? What feelings or images do you get from the colour "yellow"? What season is this? What time of a day?
5. Read the poem, and pick out a few words that create images in readers' minds.
6. How was one path different from the other?
7. Which path had been walked on that morning before the poet travelled on one?
8. When the poet chose one of the paths what did he hope to do?
9. Does the poet regret his decision?
10. When the speaker says, "I shall tell this with a sigh", is this a sigh of relief or of frustration?
11. Who is the speaker in the poem? Or who is the narrator or the voice of the poem?

Exercise 9

Here is another very simple multiple choice exercise which will further help you understand the poem.

1. The poet stood at the intersection of

- crossroads
- two roads
- a roundabout
- three roads

2. The poet felt sorry because

- he could not see the roads well
- he could not travel on both the roads
- he did not know the direction
- the roads were bumpy

3. The poet took the road

- to the right
- to the left
- the one less travelled by
- the one most people travelled by

4. The poem depicts

- conflicts in life
- choices we make in life
- confusion in ours life
- problems we face in life

5. The entire poem is

- simile
- metaphor
- personification
- lyric

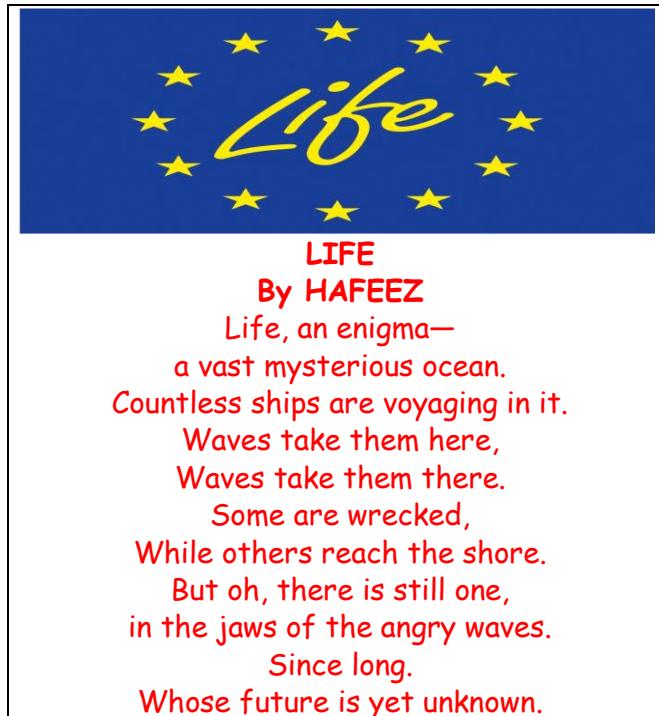
About the poet

Robert frost was born in San Francisco, USA. In 1892, Frost graduated from Lawrence High School. After graduation, he briefly attended Dartmouth College, taught at grammar schools, worked at a mill, and served as a newspaper reporter. In 1897, Frost entered Harvard University but left before completing degree requirements because of a bout with tuberculosis.



In 1912, frost moved his family to a farm in Buckinghamshire, England, where he wrote prolifically and over the years received numerous literary awards as well as honours from the United States government and American universities. He died in Boston in 1963.

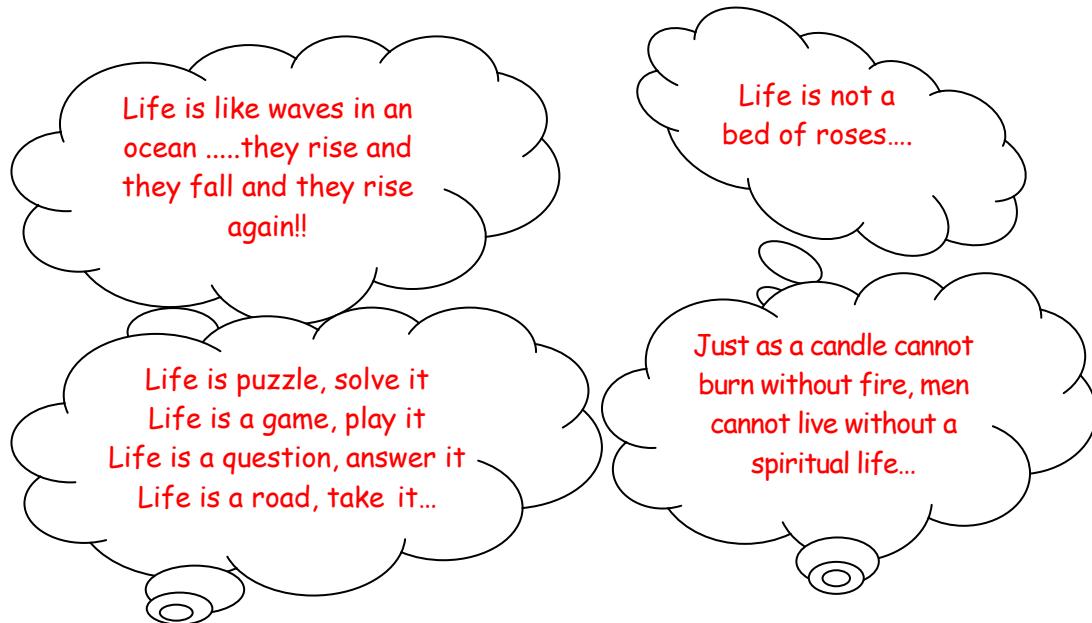
So far you have read poems written by different poets which are either from England or America. The poem that you are going to read is different in the respect that it is written by a Pakistani English poet Dr. Abdul Hafeez. This poem deals with a universal topic and its theme is "Life". Read the poem:



The title page features a blue background with yellow stars arranged in a pattern similar to the European Union flag. Overlaid on the stars is the word "Life" written in a stylized, flowing yellow script. Below this, the title "LIFE" is printed in red capital letters, followed by "By HAFEEZ" in red. The poem itself is written in red text, describing life as an enigma, a vast mysterious ocean, and a place where countless ships sail, some being wrecked and others reaching the shore, all while one ship remains lost in the angry waves.

LIFE
By HAFEEZ
Life, an enigma—
a vast mysterious ocean.
Countless ships are voyaging in it.
Waves take them here,
Waves take them there.
Some are wrecked,
While others reach the shore.
But oh, there is still one,
in the jaws of the angry waves.
Since long.
Whose future is yet unknown.

Life is a vast subject and so many poets like William Wordsworth, William Blake, Emily Dickinson, John Keats, P.B Shelly and many more poets have made use of this theme in their poems. Some treated life as a mystery; some treated life as full of thorns and for some life is beautiful. However, this poem treats life as a continuous struggle and a journey. Let us read some of the quotations about life:



In the poem "The Road not taken" life is compared to a journey, a road where one has to travel. Robert Frost's message in the poem is that life is all about choices that we have to make.

Read the poem "Life" again and then read all the quotations and then decide **which quote matches the theme or the main idea of the poem "Life".**

Exercise 10

Look at the following pictures. **What do they convey? What can you infer after looking at these pictures?** Can you write your opinions or your guesses in a few sentences? Please note that these pictures actually represent the theme or main idea of the poem “Life”.



Exercise 11

Let us study the literary devices in the poem.

1. There are a few metaphors in the poem. For example:

- Life.....an enigma

Find one more example of metaphor from the poem.

2. How would you write the above two metaphors as similes.
3. The poet has also given a few symbols that represent life and its struggle. One such symbol is “countless ships”. What does this term symbolise? What does this term point at or refer to? What does the poet mean by “ships”? What does “ships” stand for?
4. What do you think of the word “waves” which has been repeated twice in the poem? What does this word represent?
5. Why does the poet say that life is “a vast mysterious ocean”?
6. Poet says that “some ships are wrecked”, “while others reach the shore”. What does he mean by using these words? What is the symbolic meaning of “some ships are wrecked” and “while others reach the shore”?
7. Is the phrase “jaws of the angry waves” a symbol or personification?
8. “Waves take them here...Waves take them there”. The word “them” is used in these two lines. What do you think this word means or what does this word refer to?
9. The poet compares “life” with an “ocean”. What does the poet mean when he says “waves”? What do these “waves” stand for?
10. The poet in line 3 says, “Countless ships are voyaging in it”. What do “countless ships” symbolise?
11. Who speaks in the poem? Is it a first, second or third person? Remember we have told you in the previous two units about the voice, the speaker or the narrator.
12. What is the tone and mood of the poem? Is it is optimistic or pessimistic?

UNIT 4

Introduction to Novel

Introduction



In unit 2 and 3, you have read about one form of literature that is poetry. **This unit will introduce you to another form of literature that is novel.**

The world of fiction or novels is endless. There are thousands of novels that are masterpieces or classics and life is too short to read all of them. In this unit we will:

- Introduce you to some of the fictional masterpieces or classics so that you are encouraged to read and enjoy them and immerse yourself in the world of fiction.
- Familiarise you with the kinds of novels, such as detective, thriller, science fiction, historical and romantic novels.
- Teach you about the structure of a novel.
- Discuss some key elements of novel, such as plot, setting, character, etc.



What is a Novel? Well, a novel is different from poetry in its style and form but not in its purpose as both give pleasure to the reader along with wisdom.

Here are some definitions of novel:

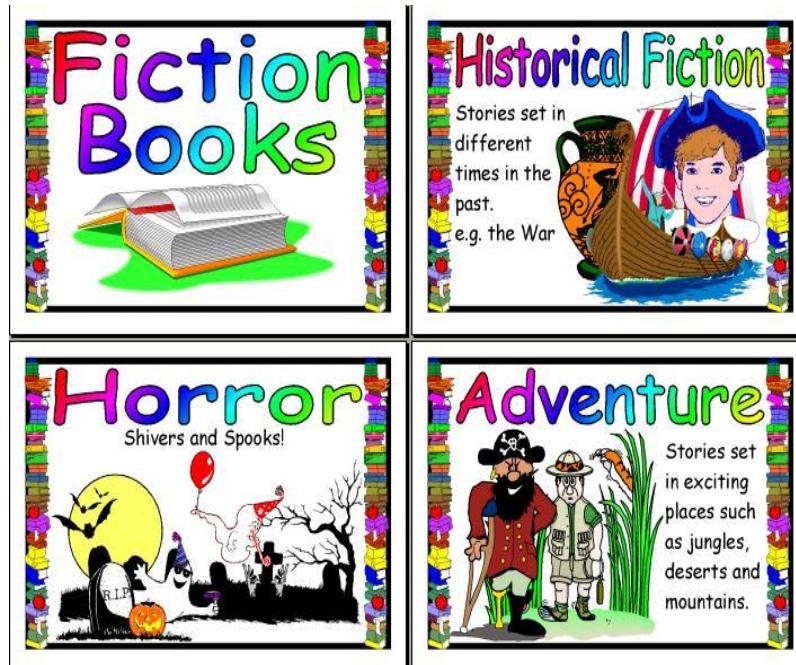
- A novel is a prose narrative work which is long enough to be printed as an entire book.
- A novel portrays characters and presents a sequential organisation of actions and scenes.
- A novel is usually divided into smaller portions, called chapters.
- Writers of novels are often referred to as novelists.
- A novel looks at the complexities of life.
- Most novels involve many characters and tell a complex story by placing the characters in a number of different situations.

- Novelists produce novels that have the tension of a drama, the type of commentary found in an essay, and the imagery and rhythm of a poem. Over the centuries, writers have continually experimented with the novel form, and it has constantly evolved in new directions.
- Like a short story, a novel tells a story, but unlike the short story, the novelist/ writer has the freedom to develop plot, characters, and theme slowly and in great detail. The novelist can also surround the main plot with subplots.

So we can say that a novel deals with **human characters** in **social situations**. Another major characteristic of the novel is its realism, which means that it is an authentic report of human life and society.

There are many **genres (kinds)** of novel. Here are just a few:

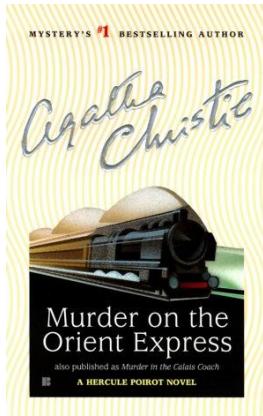
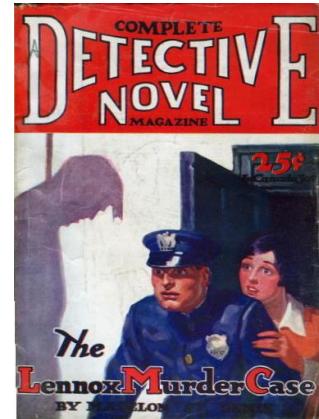
- Detective novel
- Romantic novel
- Horror, suspense and thriller novel
- Science fiction novel
- Historical novel



Let us give you a brief overview of the above kinds of novels .

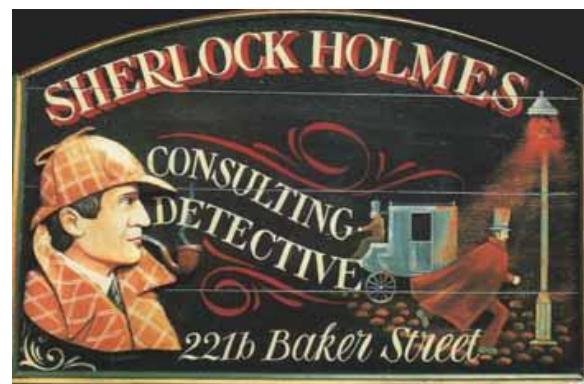
Detective Novel is a kind of novel in which a detective or detectives investigate(s) a crime, which is often murder. There are many famous detective novels in English which have a cult following. Some of the most popular detective novels and writers are given below:

Agatha Christie's detective novels are widely read all over the world and her novel "**Murder on the Orient Express**" still remains one of the popular detective or crime novels in English literature.

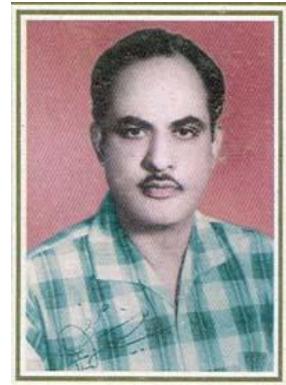


Sir Arthur Conan Doyle, creator of famous detective series "**Sherlock Holmes**" wrote a series of 60 stories published between 1887 and 1927. His central character **Sherlock Holmes** is famous for his extra keen powers of observation, which he used to solve crimes and mysteries. Sherlock Holmes operated from his flat at 221 Baker Street in London, assisted by his friend Dr. Watson. Holmes was an immediate hit and remains so popular that he is sometimes mistaken for a real historical figure. Among the most famous Sherlock Holmes stories are "**The Hound of the Baskerville**".

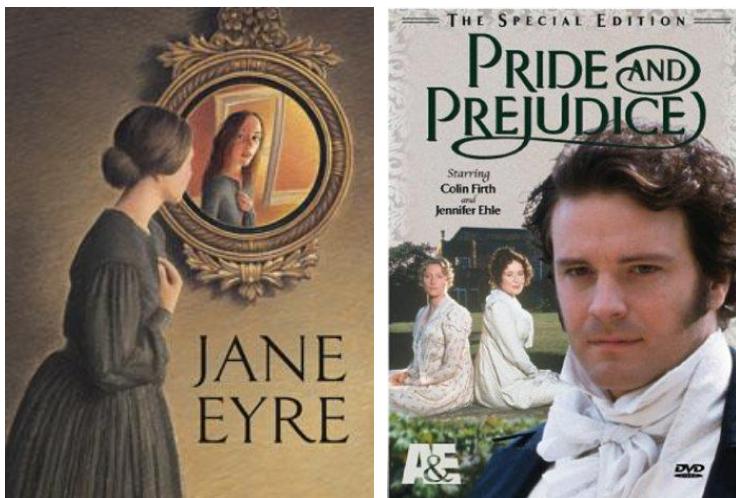
The "**Perry Mason**" stories written by the world most famous writer-lawyer **Erle Stanley Gardner** first appeared in 1933. The central character **Perry Mason** is a hardboiled lawyer and detective.



In Urdu language, **Ibne - Safi** (Asrar Ahmad) is considered as one of the great Urdu novelists, prolific fiction writer, and creator of some immortal detective characters like Imran, Hameed and Faridi. His main works were series "**Jasoosi Dunya**" and "**Imran Series**". His novels are characterised by a blend of mystery, adventure, suspense, violence, romance and comedy, which achieved massive popularity across a broad readership in South Asia. Agatha Christie once said, "I don't know Urdu but have knowledge of detective novels of the Subcontinent. There is only one original writer - Ibn-e-Safi."



Romantic Novel is a kind of novel that developed in the western culture, mainly in English-speaking countries. Novels in this genre place their primary focus on the relationship and romantic love between two people, and have an "emotionally satisfying and optimistic ending". In Pakistan the following English language romantic novels are part of most of the English literature syllabi:



Charlotte Bronte's famous novel "**Jane Eyre**" is one of the most acclaimed novels. It is a story of a young orphan, Jane Eyre who suffers various hardships but ultimately falls in love with the hero, Mr. Rochester. It is considered as a

perfect romantic classic. "**Pride and Prejudice**" is a romantic novel written in 1813, by **Jane Austen** and is the most read novel worldwide. The novel tells the story about the initial misunderstanding between Elizabeth and Darcy (two main characters) and later their mutual engagement and love for each other.

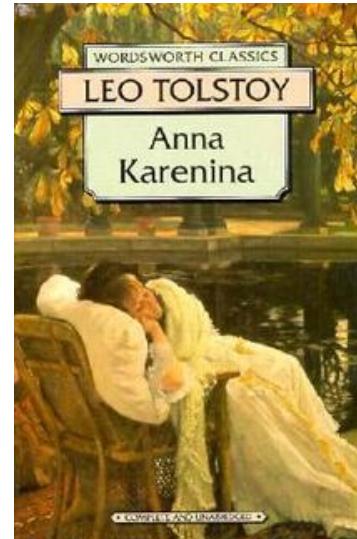
"Wuthering Heights" by Emily Bronte, published in 1847 has long been one of the most popular and highly regarded romantic novels in English literature.

"Gone with the Wind" is a world famous American romantic novel which is still widely read. It was written by Margaret Mitchell in 1936.

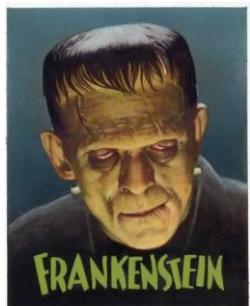
"Anna Karenina" by the famous Russian writer Leo Tolstoy, is considered as one of the world's greatest works of fiction and Tolstoy's finest literary achievement.

In Urdu literature and in many regional languages in Pakistan, there are hundreds of famous writers who have written timeless classics. Here we would like to mention Razia Butt who is definitely considered one of Pakistan's top most Urdu novelists. Her romantic novels not only entertain us but also carry lessons and hidden messages for us to refine our character and broaden our thinking. The list of her romantic novels is endless, yet her novels "Naila", "Saiqa", "Najia" and many more are still extensively read all over the country. Similarly, A. R. Khatoon is one such novelist whose romantic novels are also considered enduring classics.

Horror, Suspense and Thriller novel is a genre intended to scare or horrify the reader. It has incidents full of suspense and thrill. "**Dracula**" is a world famous horror novel and has been filmed many times. It is written by Bram Stoker who brings to life the legend of Count Dracula.

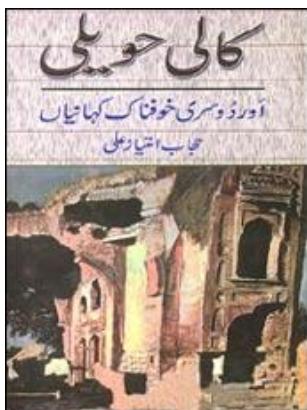


Another thriller classic is “The Strange Case of Dr. Jekyll and Mr. Hyde” written by Robert Louis Stevenson in 1886 is a story of Dr. Henry Jekyll and Mr. Edward Hyde. Stevenson basically describes the dual personality of human nature.



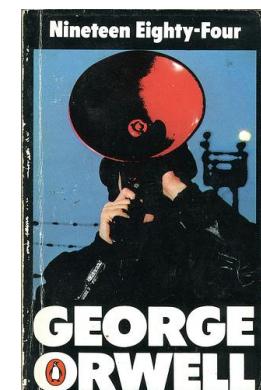
Edgar Allan Poe was a famous American writer, whose forte was writing horror or suspense stories. Poe's best known horror stories are “The Black Cat”, “The Masque of the Red Death”, “The Pit and the Pendulum”, and “The Fall of the House of Usher”.

“Frankenstein” is a novel written by **Mary Shelley** and was first published in 1818. Victor Frankenstein creates a human being who later becomes a monster. “The Picture of Dorian Gray” is considered a work of classic horror fiction which was written by **Oscar Wilde** in 1891.



“Kaali Haveli” is just one of 24 hair-raising, bone-chilling horror and suspense stories in Urdu written by **Hijab Imtiaz Ali**.

Science Fiction Novel is a genre in which fantasy, typically based on scientific discoveries or developments, environmental changes, space travel, or life on other planets, form part of the plot or background. **H. G. Wells** is credited with writing one of the best science fiction novels “The Time Machine”. **George Orwell’s** science fiction, “Nineteen Eighty-Four” (1984) is a science fiction classic.

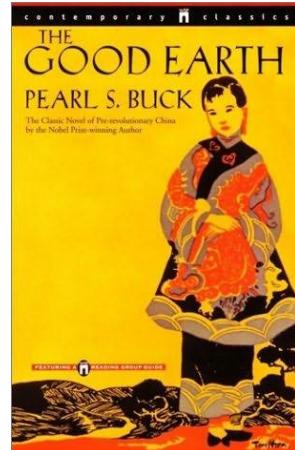


Historical Novel is a novel that re-creates a period or event in history and more often chooses historical figures as its characters.

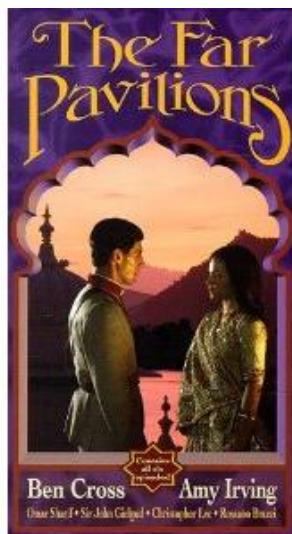


Sir Walter Scott was a prolific Scottish historical novelist and poet. "*Ivanhoe*", is a historical romance set in 12th-century England and became a runaway success.

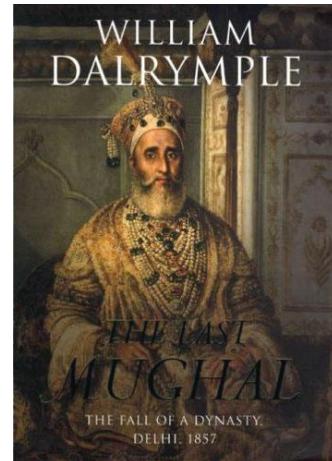
"**The Good Earth**" is a historical fiction by **Pearl S. Buck**. It was published in 1931 and won Pearl S. Buck the Nobel Prize for Literature in 1938. The novel is about the family life in a Chinese village before the Cultural Revolution.



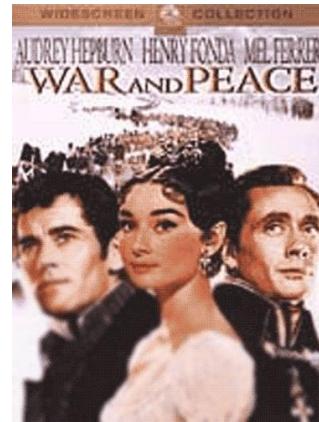
"**The Far Pavilions**" is a novel of British-Indian history by **M. M. Kaye**. It was first published in 1978, and tells the story of an English officer during the Great Game. It is based partly on biographical writings of the author's grandfather as well as her childhood experiences in India.



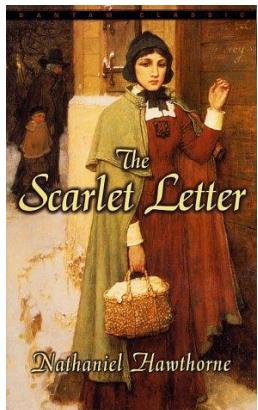
William Dalrymple's "**The Last Mughal**" is an incredibly detailed picture of the Indian rebellion against the British East India Trading Company in Delhi in 1857. The book centers on the last Mughal Emperor, Bhadur Shah Zafar.



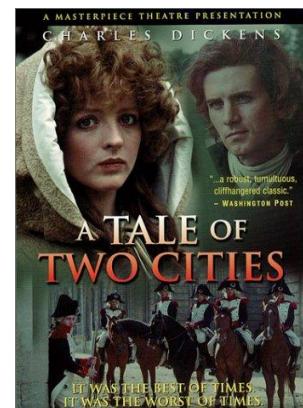
"War and Peace" by Leo Tolstoy is considered as one of the greatest historical novel of its kind.



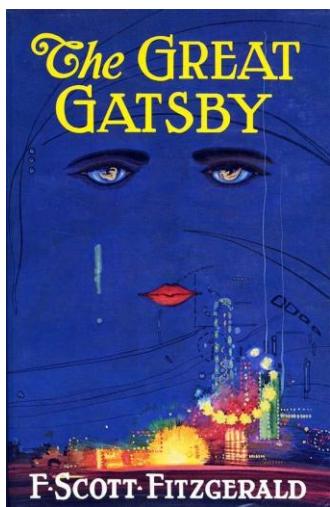
"Notre-Dame de Paris" and **"The Hunchback of Notre Dame"** by the famous French novelist Victor Hugo are two novels set in a historical setting.



"The Scarlet Letter" (1850) by **Nathaniel Hawthorne** is also a great American historical novel set in 17th-century Boston. Hawthorne describes what he saw in the decadent colonial New England.



other classics **"The Great Expectations"**, **"Oliver Twist"**, and **"David Copperfield"** are historical novels steeped in social criticism, portraying the plight of the urban poor in 19th century England.



"The Great Gatsby" is a novel by the American author **F. Scott Fitzgerald**. The novel chronicles an era of World War I, when the American society enjoyed unprecedented levels of prosperity during the 1920s.

Talking about the historical novels produced in Urdu, there are many, **Naseem Hijazi** was one of the famous historical novelists who is well-known for his novels dealing with Islamic history. His novels **"Muhammad Bin Qasim"** , **"Aakhri Ma'raka"**, **"Qaisar-o Kisra"** and **"Qafla-i Hijaz"** describe the era of Islam's rise to political, militaristic, economic, and educational power. **Qurat ul Iain Hyder's "Aag Ka Darya"**, is a landmark

novel that explores the vast sweep of time and history. It tells a story that moves from the fourth century BC to the post-Independence period in India and Pakistan, pausing at the many crucial periods of history.

A recent historical novel by **Shamsur Rehman Faroqui** "Kai Chand Thai Sar-i-Asman" is a novel of a different kind. It is undoubtedly the outcome of a scholarly study of a certain period in history.



تاریخی ناول
کئی چاند تھے سر آسمان
شمس الرحمن فاروقی

We are sure that you have enjoyed reading about the different kinds or genres of novel and we hope that the information that we have given will encourage you enough to read books especially novels.

Questions

1. What makes the following kinds of novels different from each other?
Write one characteristic of each of the following novel.
 - i. Detective novel
 - ii. Romantic novel
 - iii. Horror, suspense thriller novel
 - iv. Science Fiction novel
 - v. Historical novel

Now let us move on to another very important point and understand the **Structure of Novel**.



Structure of a Novel

Novel is an extended fictional narrative, usually written in prose and is governed by its own rules. The only obligation of the writer or novelist is to make the story interesting. The measure of success of a fiction or novel is how well or poorly the

author has unified the story. A novel needs to be a comprehensive unified story in which all of the elements of fiction are knitted together, one scene at a time and if each scene is well crafted, it will draw the reader to the next. If scenes are unified, each leading logically to the next, and each revealing a little more about the characters, and each progressing toward a satisfactory answer to the story question, the novel will take shape naturally and involve the readers.

The structure of a novel consists of three parts; Beginning, Middle, and an End. So let us now try and make you understand what goes into each of these three parts.

THE BEGINNING

The beginning:

- Introduces the **characters**.
- Establishes the **situation** or storyline.
- States the **conflict**.

THE MIDDLE

The middle is where most of the action takes place. It is in the middle that the story develops through a series of complications and obstacles. In other words, as the story progresses, there is a rising and falling of tension and an overall rising tension leads to the climax. It should contain the following:

- **Progression** of the main storyline of the novel involving the characters who change as a result of these events.
- **Characters continue to develop.** Each event must reveal more about the characters.
- **Lots of suspense** and unexpected twists and turns.

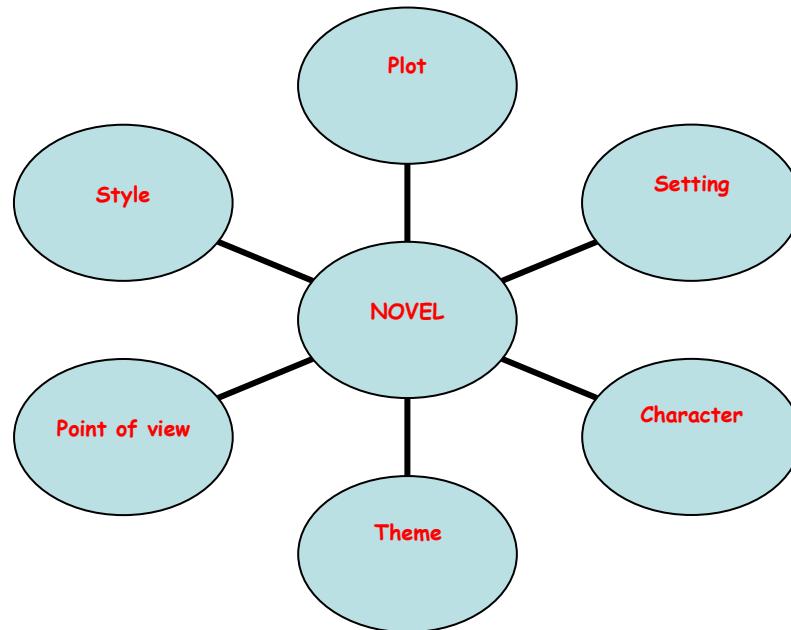
THE END

The end is where the loose ends of the story are finally tied. Tension rapidly dissolves because it is nearly impossible to sustain a reader's interest very long after the climax. The most exciting event is the climax, which shows the outcome of the story's conflicts. After the climax, the story usually wraps up quickly. It should contain the following:

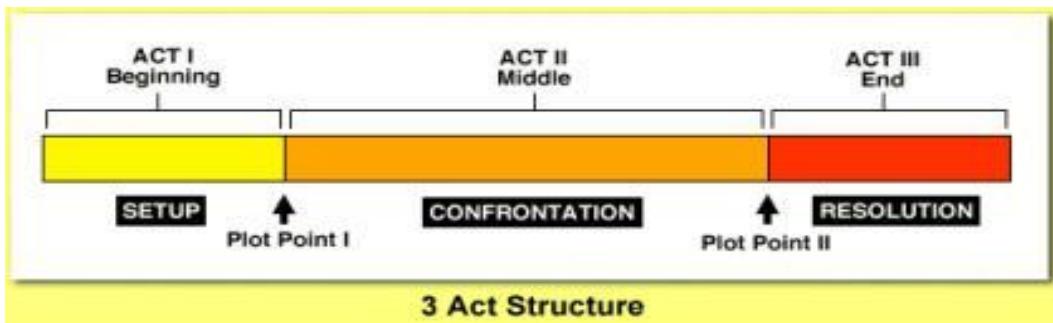
- The **climax**.
- The **resolution** of all the conflicts.

The Elements of Novel:

1. **Plot:** What happens in the story? Plot is the "how."
2. **Setting:** Where and when the story takes place.
3. **Character:** Who is/are involved in the story?
4. **Theme:** what is the point of the story? Theme is the "why."
5. **Point of View:** How is the story told?
6. **Style:** Style is the kind of attitude, tone and mood that writers create in their writings through the use of language.



1. Plot: We have already explained earlier that the structure of a novel consists of three parts; beginning, middle, and an end. **Plot is an overall structure of a novel. It can be called as the main idea of a novel or short story.** It moves forward taking readers along.... what happens and then what happens next and then what happens next. The plot of a novel therefore, is a narrative and thematic development of the story with a series of events that depend on one another.



Plot is the organised pattern or sequence of events that make up a story. Every plot is made up of a series of incidents that are related to each other. In the **beginning**, characters are introduced. We also learn about the setting of the story. Most importantly, we are introduced to the main conflict (main problem). Then the plot progresses or the story moves forward and the readers are in the **middle** of the story where the conflict(s) develop and the interest and suspense of readers are aroused. Finally the readers are near the **end** of the novel, where the plot comes to a reasonable close or finale.

Here's what a typical plot looks like:



Questions:

1. After reading the above explanation, how would you define “plot” in simple terms?
2. “Every plot is made up of a series of incidents that are related to each other”. Can you write briefly what happens in the beginning, in the middle, and in the end of the story?



You are going to read a brief summary of the plot of the famous novel **“Jane Eyre” written by Charlotte Bronte.**

Jane Eyre is a young orphan being raised by Mrs. Reed, her cruel, wealthy aunt. A servant named Bessie provides Jane with some of the few kindnesses she receives, telling her stories and singing songs to her. One day, as punishment for fighting with her bullying cousin John Reed, Jane's aunt imprisons Jane in the red-room, the room in which Jane's Uncle Reed died. While locked in, Jane, believing that she sees her uncle's ghost, screams and faints. She wakes up to find herself in the care of Bessie and the kindly apothecary Mr. Lloyd, who suggests to Mrs. Reed that Jane be sent away to school. To Jane's delight, Mrs. Reed agrees.

Once at the Lowood School, Jane finds that her life is far from idyllic. The school's headmaster is Mr. Brocklehurst, a cruel, hypocritical, and abusive man. Brocklehurst

The book cover for "Jane Eyre" by Charlotte Bronte. It features a portrait of a woman in a dark dress looking thoughtfully out of a window. The title "JANE EYRE" is prominently displayed in large, serif capital letters. Below the title, it says "Illustrated Chosen Classics Retold". At the top, it reads "Charlotte Brontë".

A black and white illustration showing three people in a room. A man in a dark coat and a woman in a light-colored dress are standing, while a younger girl stands nearby. The caption below the illustration reads: "This is the little girl."

preaches a doctrine of poverty to his students while using the school's funds to provide a wealthy and opulent lifestyle for his own family. At Lowood, Jane befriends a young girl named Helen Burns, whose strong, martyr like attitude toward the school's miseries is both helpful and displeasing to Jane. A massive typhus epidemic sweeps Lowood, and Helen dies of tuberculosis. The epidemic also results in the departure of Mr. Brocklehurst by attracting attention to the miserable conditions at Lowood. After a group of more sympathetic gentlemen takes Brocklehurst's place, Jane's life improves dramatically. She spends eight more years at Lowood, six as a student and two as a teacher.

After teaching for two years, Jane yearns for new experiences. She accepts a governess position at a manor called "Thornfield", where she teaches a lively French girl named Adèle. The distinguished housekeeper Mrs. Fairfax presides over the estate. Jane's employer at Thornfield is a dark, emotional man named Rochester, with whom Jane finds herself falling secretly in love. She saves Rochester from a fire one night, which he claims was started by a drunken servant named Grace Poole. Jane sinks into sadness when Rochester brings home a beautiful but vicious woman named Blanche Ingram. Jane expects Rochester to propose to Blanche. But Rochester instead proposes to Jane, who accepts almost disbelievingly.

The wedding day arrives, and as Jane and Mr. Rochester prepare to exchange their vows, the voice of Mr. Mason cries out that Rochester already has a wife. Mason introduces himself as the brother of that wife—a woman named Bertha. Mr. Mason testifies that Bertha, whom Rochester married when he was a young man in Jamaica, is still alive. Rochester does not deny Mason's claims, but he explains that Bertha has gone mad. He takes the wedding party back to Thornfield, where they witness the insane Bertha Mason scurrying around on all fours and growling like an animal. Rochester keeps Bertha hidden on the third story of Thornfield and pays Grace Poole to keep his wife under control. Bertha was the real cause of the mysterious fire earlier in the story. Knowing that it is impossible for her to be with Rochester, Jane flees Thornfield.

Penniless and hungry, Jane is forced to sleep outdoors and beg for food. At last, three siblings who live in a manor called "Marsh End" or "Moor House" take her in. Their names are Mary, Diana, and St. John Rivers, and Jane quickly becomes friends with them. St. John is a clergyman, and he finds Jane a job

teaching at a charity school in Morton. He surprises her one day by declaring that her uncle, John Eyre, has died and left her a large fortune: 20,000 pounds. When Jane asks how he received this news, he shocks her further by declaring that her uncle was also his uncle and they are cousins. Jane immediately decides to share her inheritance equally with her three newfound relatives.

St. John decides to travel to India as a missionary, and he urges Jane to accompany him—as his wife. Jane agrees to go to India but refuses to marry her cousin because she does not love him. St. John pressures her to reconsider, and she nearly gives in. However, she realises that she cannot abandon forever the man she truly loves and then one night she hears Rochester's voice calling her name. Jane immediately hurries back to Thornfield and finds that it has been burned to the ground by Bertha Mason, who lost her life in the fire. Rochester saved the servants but lost his eyesight and one of his hands. Jane travels on to Rochester's new residence, Ferndean, where he lives with two servants named John and Mary.

At Ferndean, Rochester and Jane rebuild their relationship and soon marry. At the end of her story, Jane writes that she has been married for ten blissful years and that she and Rochester enjoy perfect equality in their life together. She says that after two years of blindness, Rochester regained sight in one eye and was able to behold their first son at his birth.

Saddleback's Illustrated Classics™

Charlotte
Brontë

Jane Eyre



Exercise 1

Can you write the sequence of events that take place in Jane Eyre's life?

Read the above plot summary carefully more than once and then identify the events.

1. Jane Eyre is a young orphan being raised by Mrs. Reed.
2. Jane's aunt imprisons her in the red-room.
3. Jane faints in the red room.
4. Jane was sent away to Lowood School.
5. CONTINUE

Answer the following questions:

1. Who was the person who raised Jane Eyre when she became an orphan?
2. A crisis occurred in Jane's life when she got a punishment. Why and for what did she get the punishment?
3. Did Jane imagine ghosts in the red room or did she actually see them?
4. What happens next? Where did her aunt send Jane to?
5. What kind of a place "Lowood" was? How did Jane feel there?
6. How is the character "Brocklehurst" described in the plot summary?
7. At Lowood, Jane befriends a girl. What was her name and what happened to her?
8. What changes occurred at "Lowood" after Mr Brocklehurst ouster?
9. What was the next important event in Jane's life which made a great impact on her life?
10. Can you describe "Thornfield" where Jane worked as a governess?
11. What kind of a person do you think Mr Rochester was? What were Jane's feelings towards Mr Rochester?
12. What happened on the wedding day? What secret was revealed on that day?
13. What was Jane's decision after the incident on her wedding day?
14. Another turn took place in Jane's life after the wedding day. What turn was it?
15. Who did Jane meet and what was his relationship with Jane?
16. What happened next? What surprise did St. John give Jane?

17. What made Jane return to "Thornfield"? What did she see there?
18. What was the name of Mr Rochester's new residence, and who did he live with?
19. How was the conflict resolved between Jane Eyre and Mr Rochester?
20. What is the climax of the novel?



Go back to the diagram given above (on page 12) that illustrates the structure of a novel or the elements a novel is made of. We have already discussed what a plot is, now let us move on to point number 2 given in the diagram and learn about "Setting".

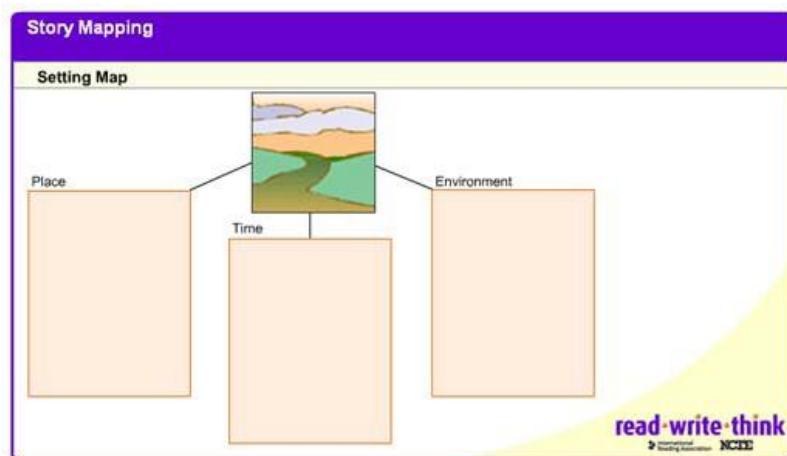
2. Setting: The setting of a story is the time and location in which the story takes place. The setting can have an effect on the characters, the actions, and the mood of the story. Sometimes a story unfolds in more than one place within the general setting, such as in two different houses or at home and at school, etc. Setting is the physical description of the place in which the story occurs. Setting includes all of the physical aspects of the story, such as:

- the time of day
- the time of year
- the geographical location
- the climate and weather
- the historical period
- lifestyle, which refers to the daily life of the characters
- the immediate surroundings of the characters, the characters' clothing, the characters' homes, offices, favourite places, etc.

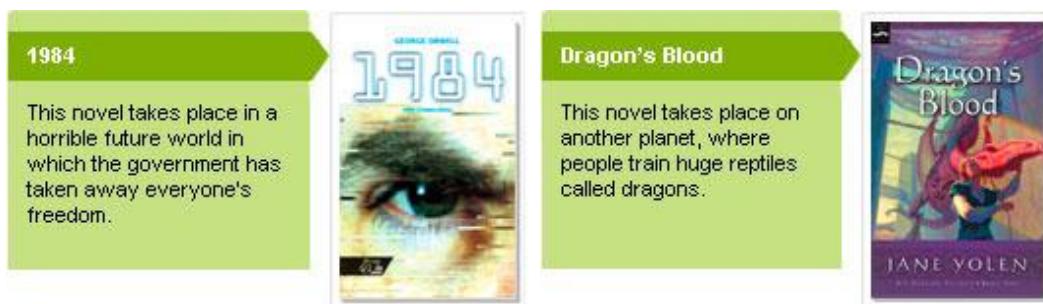
Setting is just what the place looks like, helping the reader picture where the action takes place. The time period in which a story takes place dictates how the characters act, talk, react to each other, travel during that time period or age, kinds of clothes worn at that time, etc. Writers can bring the setting to life with lots of details and descriptions.

Three Elements of Setting

- **Place:** Where does the story take place? Place includes information about the surroundings or environment such as city, country, house, forest, etc.
- **Time:** When does the story take place? Time includes the time of the day; afternoon, evening, the future, century, etc.
- **Environment:** What kind of atmosphere, weather, any sounds, etc. were there?



To figure out the setting, you have to read carefully in order to find the clues and descriptions the author gives. For example, **historical fiction** takes place in a time period in the past. The experiences of the characters can help readers understand what it was really like to live long ago. Many **science fiction** and **fantasy novels**, on the other hand, take place in settings that never have really existed.



Exercise 2

This is a simple exercise will help you understand and recognise the setting. Read each description and choose the correct **setting**. Remember the setting of a story is the **when** (time) and **where** (place) it happens.

Setting	Place	Time
As I carried my tray piled high with bun kebabs and potato chips, I realised, every table was full.	shop cafeteria hospital	breakfast lunch dinner
I leaned back in the chair and shut my eyes. When I heard the sound of the drill, I slowly opened my mouth and thought what a way to start a day!	dentist cinema house restaurant	evening afternoon morning
Mariam opened her notebook and turned to the next page. She reached into her bag for a pen and thought "I hope I finish this assignment before the break".	bedroom school garage	evening morning afternoon
"Please can't I watch one more show"? I pleaded. "Not tonight", said Mother. "It's already late and very cold. Tomorrow you have a big day. It's your first day of school and you have to be early".	home school playground	autumn winter spring
I badly need some exercise. I think I'll go out and do some swimming before it gets dark.	pool restaurant home	evening morning afternoon



Let us tell you an interesting fact. Sometimes a fictitious setting can be so convincing and realistic that we believe it is a real place, an authentic setting and it actually exists. One such example is the **setting of Sherlock Holmes stories**.

Remember we have told you earlier that **Sir Arthur Conan Doyle** wrote a series of 60 **Sherlock Holmes** stories published between 1887 and 1927 which made his central character Sherlock Holmes world famous. He created Sherlock Holmes, a fictional character of the late 19th and early 20th centuries in such a way that it is no more considered as a fictional character rather a real living character. The writer also created a **fictional setting; 221 B Baker Street, London** which has also become a real, authentic setting or place. **221B Baker Street** was the London residence of the famous literary detective between 1881-1904. He lived in an upper-story flat with his good friend, Dr. Watson. The residence was maintained by his landlady, Mrs Hudson. The famous 1st floor study overlooking Baker Street is still faithfully maintained as it was kept in Victorian times.

Going back to the novel “Jane Eyre”, we have already discussed the plot in detail. Now let us try and tell you the setting of the novel. Read the description of the times and setting when this novel was written.



The story of the novel "Jane Eyre", takes place in England around the 1840s, during the Victorian era. This period takes its name from Queen Victoria, who reigned from 1837 to 1901. The period was generally a time of peace and prosperity, and by the 1840s, England had emerged as the leading industrial society of the world and the hub of a vast colonial empire. The rising middle class was gathering record wealth, but for the working population the same period was difficult and came to be known as the 'Hungry Forties,' a time of poverty.

Set in early nineteenth-century England, the novel "Jane Eyre" moves through various settings or locations, as given under:

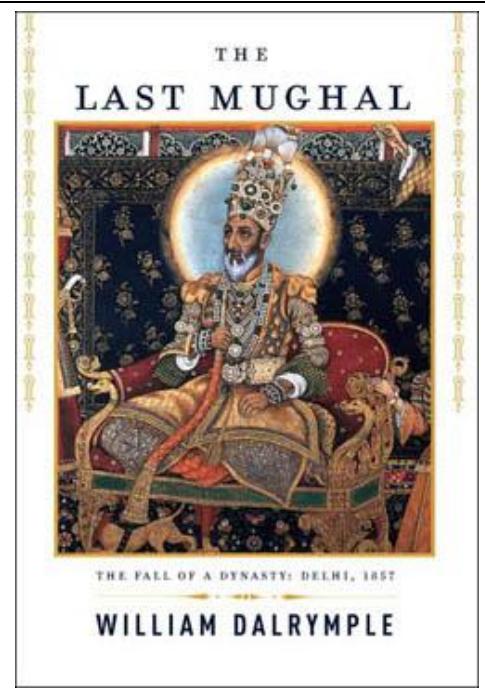
- Nineteenth-Century Rural England.
- Gateshead Hall where the Reeds live.
- Lowood Institute, "Lowood" meaning "low wood," because that's where the place is built (in a low valley beside a wood) but also because it's a "low" time in Jane's life,
- Thornfield Hall and Ferndean Manor, Mr. Rochester's places. At Thornfield she finds mystery. At Ferndean, Jane experiences mature love when she returns to Rochester.
- Moor House, where Jane meets the Rivers, where she discovers friends and relatives.

Jane Eyre's early childhood is spent in **Gateshead Hall**, the home of the Reeds; from there she goes to **Lowood Institute**. Then she goes to work as a governess to Adele at **Thornfield Hall**. Jane runs away and is taken into **Moor House**, the home of her cousins, the Rivers family. She and Mr Rochester are united at his crumbling hunting-lodge, **Ferndean Manor**.

We would strongly recommend to you to read the novel, "Jane Eyre" in order to understand how Charlotte Bronte lays out the plot and setting of the novel.

Here is a write up on the book "**The Last Mughal**" by **William Dalrymple**. Read it carefully to understand the setting of this historical novel. Answer the questions that follow.

"The Last Mughal" is set in Delhi of a century and a half ago when the city enjoyed a great cultural superiority compared to the rest of Indian cities. The Mughal empire controlled the entire Indian subcontinent but by Bhadur Shah Zafar's time, he barely had power over the Red Fort in Delhi. Bhadur Shah Zafar, a powerless king was torn from his poetry and kites, and was forced to side with the sepoy who led the biggest mutiny ever undertaken against the British Empire. The British called the uprising "mutiny", whereas the locals called it "Ghadar". The year was 1857, and the British East India Company ruled Delhi and most of India.



Dalrymple portrays Delhi in the times of Bhadur Shah Zafar II as a thriving city, full of poets, artists and traders, religious harmony between different religions existed and the Delhi culture freely blended Hindu and Muslim influences. The writer paints a vivid portrait of a city under siege, giddy with the thrill of being independent, but faced with food shortages, anarchy, and the imminent likelihood of a complete British takeover.

In the 1850s, the spirit of Christianity had begun to infect the Englishmen in India. Many believed that they had been granted the Empire in order to convert Hindus and Muslims to their faith. A growing number of India's Muslims were turning impatient with the English influences and declared "Ghadar" against the British. In May 1857, thousands of sepoy (Indian soldiers) serving in the British army mutinied, mainly due to fears that the British were out to corrupt Islam and Hinduism.

The revolt may have been expected, but what was wholly unexpected was that the mutineers, who were searching for a leader eventually turned to an institution, the King - Bhadur Shah Zafar II. The soldiers announced that they had released themselves from the service of the East India Company, and were ready to become the subjects of the King of Delhi. They poured into the capital Delhi, drove the British out, and bullied the

reluctant Zafar into becoming their leader. Delhi society was split between the elite Hindus and Muslims who were worried about supporting the desperate and violent sepoys or side with the British colonists.

One can feel the scorching summer of Delhi on May 11, 1857 as the mutineers made their way to the Emperor in the Red Fort. The English longed to escape to the cool environment of the hills to avoid the intense Delhi heat, probably unaware of the intensity and critical nature of the situation. The author illustrates dramatically the confusion, panic and chaos of Delhi during the time of the uprising. Dalrymple suggests that Delhi was the true focus of the 1857 uprising. The story ended badly for Zafar and Delhi. After a bitter siege, the British retook the capital, the citizens were massacred, and the old Emperor was exiled to Burma, where he died, neglected and forgotten.

گلتانہیں ہے دل مرا جڑے دیار میں
کس کی تبی ہے عالم ناپاسیدار میں

مجد و ان حسرتوں سے کہیں اور چابیں
اتئی جگہ کہاں ہے دلِ داغدار میں

غم دراز مانگ کے لائے تھے جاروی
دو آر زومیں کٹ گئے دو انشتار میں

کتنا ہے بد فیض ظفر دن کے لئے
دو گز میں بھی نہ ملی گوئے یار میں

Exercise 3

1. What happened on these dates?
 - i. May 11, 1857
 - ii. 1850s
2. What is the main setting of the novel "The Last Mughal"?
3. Read paragraph 2 and then write the conditions that existed in Delhi during that time.
4. What were the reasons for the sepoys to declare mutiny or "Ghadar"?
5. What was the season when the sepoys declared war?
6. Where did the king Bhadur Shah Zafar live?
7. What is the significance of Burma in the description of the setting?



3. Character: Character is the element of novel that focuses on the individuals involved in the plot. The stories that move us most, the ones that stick with us, remain in our minds for years are those which have characters we can connect with and admire, characters who are real, whom we can identify with; they must act and sound like real people in real situations. Just like in a movie, some characters are the stars, and the plot follows them, while others are just there in the background.

People are multi dimensional, and so are the characters in a novel or story. Good characters add believability to the story; they will bring the story to life. Flaws and imperfections, weaknesses, odd habits, and vices make a character real and appealing and the audience / readers can identify with them. Some novels focus on exploring a character's life and personality more than on dramatic action. In these novels, the focus is on learning about a person's character, not on plot.

Characters should have four sides:

- general - traits formed by heredity and environment
- physical - the person's physical traits
- emotional - the mental or psychological traits
- personal - the social or ethical traits

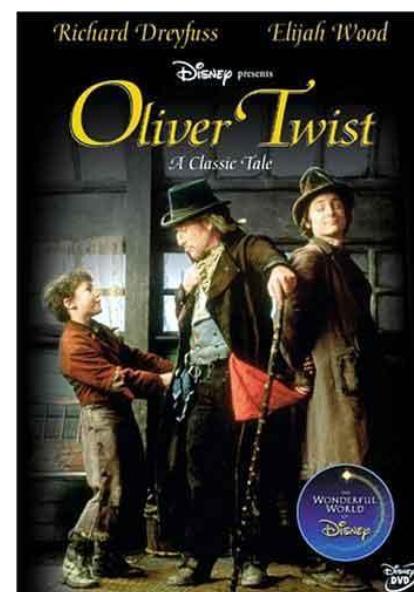
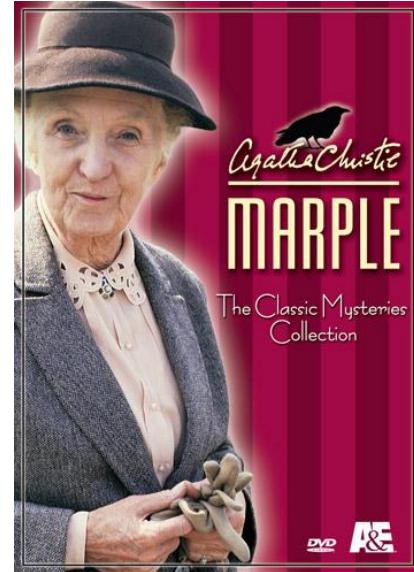
The main character in a story is generally known as the **protagonist** who is the major character. The character who opposes the major character or protagonist is the **antagonist** who is normally in conflict with the protagonist. Novels can sometimes have lots of characters who can be secondary or minor characters whose lives cross with the main character. In fiction, authors use many different types of characters to tell their stories. Some of the types of characters that we come across in novels are:

- **Major or central character** is vital to the development and resolution of the conflict. In other words, the plot and resolution of conflict revolves around this character.

- **Minor character** serves to complement the major character and helps move the plot events forward.
- **Protagonist** is the central person in a story, and is often referred to as the story's main character. He or she (or they) is faced with a conflict that must be resolved. The protagonist may NOT always be admirable (e.g. an anti-hero).
- **Antagonist** is the character that represents opposition. In other words, the antagonist is an obstacle that the protagonist must fight and overcome.
- **Dynamic character** is a person who changes over time, usually as a result of resolving a central conflict or facing a major crisis.
- **Static character** is someone who does not change over time; his or her personality does not transform or evolve.
- **Round character** is anyone who has a complex personality; he or she is often portrayed as a conflicted and contradictory person.
- **Flat character** is the opposite of a round character. This character is notable for one kind of personality trait or characteristic.
- **Stock character** is the type of character who has become conventional or stereotypical through repeated use in particular types of stories.
- **Foil character** is usually an important supporting character.
- **Symbolic character** is any major or minor character whose very existence represents some major idea or aspect of society.

Let us introduce you to some memorable fictional characters that have become all time favourites and have assumed authentic status.

- **Scarlett O'Hara** in "Gone with the Wind".
- **Alice**, the lead character in "Alice in Wonderland".
- **Heidi**, in the novel "Heidi".
- **Juliet** in "Romeo & Juliet".
- **Elizabeth Bennet** in "Pride & Prejudice".
- **Anna Karenina** in Tolstoy's novel "Anna Karenina".
- **Mary Poppins**.
- **Miss Marple** is a fictional character appearing in twelve of Agatha Christie's crime novels.
- **Miss Havisham and Pip** in "Great Expectations".
- **Oliver Twist** in Charles Dickens novel "Oliver Twist" and **David Copperfield** in the novel "David Copperfield".
- **James Bond 007** is a fictional character created in 1953 by writer Ian Fleming.
- **Sherlock Holmes and Dr Watson** two hugely popular detectives created by Arthur Conan Doyle.
- **Hamlet** by Shakespeare.
- **Santiago**, in Ernest Hemmingway's "The old man and the Sea".
- **Frankenstein**.
- **Tarzan**.
- **Harry Potter**, the main character in "Harry Potter" a series of fantasy novels written by the British author J. K. Rowling.



Characterisation

One of the most important elements in a novel or short story is **characterisation**. Characterisation is the way in which a writer brings their fictional creation to life. Great writers will “show” what their character is like rather than simply “tell” the reader. They will make the characters seem vivid, real, and alive. For example, rather than tell us that a character is feeling angry, this could be shown through actions - slamming a door perhaps - or through dialogue with other characters. Similarly, if a character shouts or speaks aggressively, the readers may sketch him or her as someone who is violent and to be feared. Mannerisms and gestures, therefore, contribute to building up a picture of what someone is like. In short we can say that a character is revealed by how a character speaks, behaves, and acts.

Here are some of the important elements of characterisation:

- **Physical description** -- tells us what the character looks like.
- **Dialogue** -- what the character says.
- **Actions** -- what the character does.
- **Thoughts** -- the character's inner life, what the character thinks.
- **Judgment by others** -- what other characters say and think about any particular character.

Exercise 4

Answer the questions:

1. How would you describe “Character” in a novel or short story?
2. Who is a “protagonist” and “antagonist”?
3. Who are “round” characters?
4. What is “characterisation”?
5. What are some important elements of characterisation?

Exercise 5

Read the following **character sketch**. After reading it, fill in the information about the character in the table given below.



Dada jaan

His slight bent knees and hunched back made it inconvenient for Dada jaan to walk correctly and so he walked with a very slow pace. He wore slippers that were too big for him. I remember hearing the clippity-clop of his slippers as he walked. His bushy white eyebrows rose, his eyes glistened, and his ears attentively listened.

Dada jaan had a tremendously big wardrobe and he loved to

dress up perfectly each day. Dada jaan lived by what he preached. He always said that we, the grandchildren, should read and write every day. He himself kept shaky handwritten day-to-day notes of his activities. When all of us were small, we used to ask him to help us in our homework when we didn't understand a difficult question. He sat on his favourite reclining chair, which had been already moulded to the shape of his body. He had his black-rimmed reading glasses on his large nose, all set to help us especially when we got stuck with calculations and maths questions.

When I left to work in another city, I visited him regularly. He always wanted me to read to him anything, story books, newspapers, articles from magazines. Now he was too old to read and his eyes have lost that sparkle.

Waste was one word Dada jaan never knew the meaning of. There were times when I couldn't finish a meal, so he pushed his empty plate to the side and asked me to pass mine over. His jaws working hard to finish his last bite, he started to clear my plate until it was also spotless. He never

liked it when good food was thrown to waste. He would rather put in the big plate placed outside for the birds and cats to eat and feast.

What everybody in our family called junk is what Dada jaan claimed to be his treasures. He occupied himself sorting out whatever was meant for throwing away. He packed items in bags, empty bottles, old clothes, old shoes, old books; all sorts of old throw aways, knick knacks. He wanted to give all in charity and he did have people who needed these and we were surprised at how he effectively disposed off all items so easily.

Dada jaan loved his family and that is all he cared about. He tried to teach the important values of life to us. To this day, I unconsciously stuff myself to finish the food on my plate, and never throw away stuff but rather find some one who can use it.

Physical Description	
The setting in which the character is found	
What are the habits or peculiarities in the character	
What the character does	
What the character thinks	
What the character is like, (your impressions)	



You are going to read about a very interesting and famous fictional character named "Hercule Poirot", who was one of the masterpiece creations of the famous detective writer Agatha Christie. Agatha Christie, known as the "Queen of Crime", was a detective mystery writer whose works sold over two billion copies and was translated into over a hundred languages. Agatha Christie's two famous characters are, Miss Marple and Hercule Poirot.

Hercule Poirot

Certain characters in novels contain remarkable qualities that set them apart and make them memorable because of the unique traits they possess. Hercule Poirot is one such remarkable character created by Agatha Christie and has become one of the most famous fictional detectives.

Poirot is a retired Belgian police officer turned private detective. As a private detective he tours Europe and the Mid-East solving murder mysteries. He has no apparent family and so he has a great deal of freedom, is independent and wealthy.

Around 43 years of age and weighing 224 pounds, he is rather short and round. He has a great sense of dressing and is rather over concerned with appearance. Always well dressed and classy, he wears a three piece suit, leather gloves, a hat, a winged collar, a bow tie, patent leather shoes and carries an umbrella. His other peculiar physical characteristic is his moustache! He's right in the middle of a murder investigation, and he'll stop and comb his moustache. He speaks with a French accent, and is slightly snobbish. His eyes twinkle and people mostly ladies find him extremely charming.



Agatha Christie has given Hercule Poirot admirable characteristics and egocentricities that make him a memorable personality. There's something odd and quirky about the man. Poirot is a very likable character because of his eccentricities. Poirot has his very own creative detective skills and he believes that investigations should focus more on the psychological elements of a crime rather than hard evidence, therefore, his style largely depends on being more of a psychiatrist. Poirot also has a self-righteous attitude and he believes in moral law in the general sense of right and wrong. Poirot does not always follow the law rather he always abides by his conscience and for him moral law is somewhat like religious law or the law of God. We can say that Poirot puts moral law first and therefore, he is considered as a moral and intellectual superhero.

Exercise 6

Can you provide the correct information about Hercule Poirot?

1. Age:
2. Weight:
3. Build:
4. Appearance:
5. Behaviour:
6. Hercule Poirot is considered as a memorable character that Agatha Christie created. Can you read the above sketch carefully again and pin point certain peculiar characteristics that he had that made him a popular and memorable character?
7. What kind of detective skills did Hercule Poirot have?
8. Why is Hercule Poirot considered as "self-righteous"?
9. What is implied in this line:
 - He has no apparent family and so he has a great deal of freedom, is independent and wealthy.
10. Can you look up in the dictionary to find out the synonyms of the following words that describe Hercule Poirot?

Egocentric Quirky Eccentric Self-righteous Intellectual



Read the detailed Character sketch of Jane Eyre:

You're

Jane Eyre

Jane Eyre is idealistic, honest and intelligent, having endured years of hardship as a child before she became a governess. Though perhaps plain, Jane is patient, loving, and very assertive, stopping at nothing to achieve happiness and the love she deserves.

A detailed illustration of Jane Eyre. She is a young woman with short brown hair, wearing a light blue, long-sleeved dress with a belt. She is standing with her hands on her hips, looking slightly to the side with a thoughtful expression.

Intellectual, faithful, loving, Jane Eyre is one of the most original, vivid, and significant characters in the nineteenth-century English novel.

Jane Eyre is described as physically plain and slight. Reading, education, and creativity are essential components of Jane's character, and these factors help her achieve her final success. Reading stories provide Jane an escape from her unhappy domestic situation and from the troubles of her real life. Similarly, she believes education will allow her the freedom to improve her position in society by teaching her to act like a "lady". Her creativity in particular her drawing ability, also increases her self-confidence and is one of the "keenest pleasures" of her life.

Although artistic and educational pursuits are essential elements of Jane's personality, she also feels a need to assert her identity through rebellion. In the opening chapters of the novel, Jane refers to herself as a "rebel", and throughout the story she opposes the forces that prevent her from finding happiness.

Jane stands out as a woman who runs against the stereotype image of the submissive woman in distress. Jane is acutely intelligent and fiercely independent. She is also a shrewd judge of character. Throughout the novel, she relies on her intelligence and determination to achieve self fulfillment. Yet her strength of character does not make her immune to suffering; on the contrary, she suffers because she is so keenly aware of the difference between how things are and how they might be. Jane believes that "we were born to strive and endure".

Her nature is passionate and rebellious, but she also recognises the dangers of uncontrolled passion and rebellion and considers that actions must be controlled by reason. She is unwilling to compromise on her principles and wants to achieve her goals on the right terms, not on any terms. She opposes hypocrisy and recognises that goodness exists within every human being.

Jane Eyre is secure in herself; she is able to give herself fully to Rochester as his equal. By falling in love with Rochester, she battles against the dictates of class boundaries, as a governess and of a lower status and rejects traditional views of class.

Jane Eyre also rebels against society's attempts to restrict women's activities. She believes that women need active pursuits and intellectual stimulation, just as men do. Although Jane is fiercely independent but much of her personality is fairly conventional. In fact, she often seems to provide a model of proper English womanhood: frank, sincere, and lacking in personal vanity.

At the end of the novel, writing about her she says: "I hold myself supremely blest — blest beyond language can express; because I am my husband's life as fully as he is mine".

Exercise 7

1. The character sketch that you have read is full with adjectives. Underline all the adjectives that describe Jane Eyre's personality. You would notice that the first three adjectives are already underlined in the above sketch.
2. Since you have not read the full novel, still we have tried to give you plenty of information to help you form some basic idea about the novel's story or plot, setting and a brief character sketch or analysis of the main character or protagonist "Jane Eyre". Read the following lines taken from paragraph 2 and then write why does Jane believe that education is important for her? How will education help her?

"She believes education will allow her the freedom to improve her position in society by teaching her to act like a lady".

We will now move to the fourth point and discuss the theme of a novel. Before you actually read in detail what a theme is, we want you to do this simple exercise which is actually a warm up exercise.

Exercise 8

Here are some events. What do you think is the theme of each of these events? (Some events can have more than one theme.)

- Eid ul Azha
- Ashura
- Your birthday
- Christmas
- University Graduation
- Wedding



4. Theme: Theme is the main idea of a literary work. All works of literature have a theme. Novels contain a theme, or an important idea about life. In literature, a theme is a message the author conveys in a story. **Theme is the central idea of a literary work.** Because novels are longer, they may contain several themes, they may be major or minor. A major theme is an idea the author returns to again and again. It becomes one of the most important ideas in the story. Minor themes are ideas that may appear from time to time. Themes often have to do with a wide range of human concerns such as love, death, justice, dignity, happiness, etc. The theme sometimes teaches us a lesson. It is a commentary on our lives. **A theme is NOT the topic or subject of the novel and it is not what happens in the novel, a theme is what the novel means.**

It is important to recognise the difference between the theme of a literary work and the subject of a literary work. The subject is the topic on which an author has chosen to write, the theme, however, is the

writer's opinion on that topic. For example, the subject of a story might be "war" while the theme might be the idea that "war is useless" which is the writer's opinion.

A theme may be stated or implied, most of the time it is not presented directly and the reader has to extract the theme. Readers analyse the characters, action, and setting as all these contribute in making up the theme. In other words, readers should figure out the theme on their own. Remember that theme, plot, and structure are inseparable, all help each other. What we are trying to tell you is that sometimes the theme may be clearly stated. More often, the theme is implied or suggested. In fact, you can determine the theme by looking closely at other literary elements involved, such as, characterisation, setting, events, point of view, tone, style, etc. In other words, theme is explained and supported through these literary elements.

The theme of the book differs from the plot, although many people think plot and theme are one and the same. Let us explain the difference between the two in simple terms:

- Plot is a sequence of events.
- Theme is the lesson or moral underlying the plot. The theme of a book is a message that describes an opinion about life, human nature or elements of society.

Some general themes in literature are as follows:

- good versus evil
- a great journey
- growing up
- jealousy/revenge
- relationships (friendship, family, love/marriage, etc.)
- conflicts with nature or God
- conflicts with society or rules
- mystery

Here are some ways to uncover the theme in a story or the ways in which an author can express themes:

- **Through title.** The title can often suggest the focus or emphasis of the work.
- **Through characters.** The main character usually illustrates the most important theme of the story. Themes are presented in thoughts, feelings and conversations of the main character.
- **Through actions or events.** Characters express ideas and feelings through their actions and these actions and events clarify the theme.
- **Through time, place, and other details of setting.**
- **Through conflicts, resolution of the conflicts and climax.**
- **Through the author's tone, or attitude** toward the subject as revealed by the author's word choice and other details.

Now read about the theme of the novel "Jane Eyre":

Charlotte Bronte uses many themes in the novel "Jane Eyre" to add drama and suspense. One of the secrets to the success of the novel is that it touches on a number of important themes while telling a compelling story. The main or the major theme of "Jane Eyre", without doubt, is love and passion. "Jane Eyre" is a love story. The love between the orphaned and poor Jane and the wealthy but tormented Rochester is its heart or central theme. The obstacles to the fulfilment of this love provide the main dramatic conflict in the novel.

Feminism and Independence

"Jane Eyre" is not only a love story, it is considered as a feminist novel and independence is one of the secondary or minor themes. A particularly important theme in the novel is Jane's efforts to assert her own identity within the male-dominated society.

Throughout the novel, one theme is dominant and that is Jane's search for personal freedom. She rebels against conventional behaviours expected of women in the 19th century British society and must break out of these restrictive conditions and find love and independence. Jane must have the freedom to think and feel. Jane demands to be treated as an

independent human being, a person with her needs and talents. Three of the main male characters, Brocklehurst, Mr Rochester and St. John, try to keep Jane in a subordinate position and prevent her from expressing her own thoughts and feelings. Jane escapes Brocklehurst and rejects St. John, and she only marries Mr Rochester once she is sure that their marriage is between equals.

Jane believes that women feel just as men feel; they need exercise for their faculties. She believes that the society discriminate against women; it is narrow-minded and only prefer seeing women making puddings, knitting stockings, playing piano, and embroidering bags. Jane is too feminist and independent to follow these rigid conventions of the society.

Jane Eyre stresses the virtues of self-reliance and determination in adversity. Jane's toughness allows her to overcome the injustices heaped on her. A sensitive young woman who refuses to be frightened and discouraged by her hard life, Jane pursues an independent, self-governing existence, making her in a sense a model for women's rights.

Religion and Spirituality

Religion and spirituality is another theme of the novel. Jane is self-respecting and religious, but also exercises her freedom to love and feel. Throughout the novel, Bronte presents contrasts between characters that believe in and practice a true Christianity and those who use religion to further their own ends. Jane rejects extremes and finds a middle ground in which religion serves to control her passions but does not repress her true self.

Jane does not seem to follow a particular religious doctrine, but she is sincerely religious in a non strict way. Jane frequently prays and calls on God to assist her, particularly in her trouble with Rochester. There are numerous examples in the novel that show Jane's spirituality and one such example is when she leaves Rochester because her morality tells her that it would be wrong to live with him as his mistress.

Social Class

Jane's social position as a penniless yet moderately educated orphan from a good family leads her to criticise the mindset of the upper class. Although she is educated, well-mannered, and relatively sophisticated, she is still a governess, a paid servant of low social standing, and therefore powerless.

Search for Home and Family

Throughout the novel, Jane searches for a place that she can call home. Significantly, houses play a prominent part in the story. The novel's opening finds Jane living at Gateshead Hall, but this is hardly a home. Mrs. Reed and her children refuse to acknowledge her as a relation, treating her instead as an unwanted intruder and an inferior. Jane subsequently believes she has found a home at Thornfield Hall. The opportunity of having a home presents itself when she enters Moor House, where the Rivers sisters and their brother, the Reverend St. John Rivers, are mourning the death of their father. The last chapter begins with the famous simple declarative sentence, "Reader, I married him," and after a long series of travails Jane's search for home and family ends in a union with her ideal mate.

The novel also has another minor theme that addresses the subject of children victimised by society. The plight of Jane and the other orphaned girls at Lowood demonstrates the twisted and odd values of Victorian age.

So how was the description of the theme of the novel "Jane Eyre"? We have said it earlier as well that although we realise that you have not read the novel, yet by giving you the descriptions of plot, setting, character and now the theme, we are sure that at least you have formed a fairly good idea about what kind of novel "Jane Eyre" is. We recommend you to read it if you want to learn about the novel more and we promise that you will enjoy reading it.

Well, as we have said earlier that a theme is best understood when you take into consideration, the title, characters, the actions or events , the setting or the time, place, and other details of setting, conflicts, resolution of the conflicts and climax, the author's tone, or attitude, toward the subject.

5. Point of view: An automobile accident occurs. Two drivers are involved. Witnesses include four passers-by, a policeman, a man with a mobile phone who happened to be shooting the scene, and the beggars who was sitting close by. Here we have nine different points of view and, most likely, nine different descriptions of the accident.

In fiction, who tells the story and how it is told are critical issues for an author to decide. The tone and feel of the story, and even its meaning, can change totally depending on who is telling the story. Someone is always between the reader and the action of the story.

Many novels feature multiple points of view. Writers tell their stories in the **first-person, third-person-subjective or objective, or omniscient** point of view.

- **First-person Point of View** is when a character in the story is the narrator. This character is telling the story. The narrator uses the pronouns **I, me, my, and we**. In first-person point of view, readers learn about events as the narrator learns about them.

When you are reading a novel or a story that is told in the first person point of view, it means you as the reader is inside the character's skin and experiences everything as though you are the character. **In the first person point of view, the narrator participates in the action of the story. The narrator is one of the characters and tells the story in his or her own words, the reader only knows what the narrator knows and observes**
Here's an example of a story written in the first-person point of view:

I ran around a corner and paused to rip my long skirt enough so I could run more easily. I had spent hours embroidering that skirt, but now it didn't matter at all—I had to be able to move.

I raced through the halls of the castle as fast as I could. I could hear the trolls coming after me, and the heavy thump of their feet filled me with fear, but I knew I had to keep going. Everyone else was depending on me!

I finally reached the doorway to the room where my family slept in their enchanted sleep. I grabbed the sword my father had dropped and held it up. If only I had learned to use a sword like my brothers had! But at least I had watched their lessons, and I would do the best I could. I had to protect them.

The trolls came around the corner and stumbled to a stop facing me. "Give us the ring", the leader snarled. "And we'll leave you alone. Otherwise..."

"No!" I said firmly. I waved the sword at them, but they just laughed! Trust me, troll laughter is not a pleasant sound. But it only made me more determined to never give in to them!

From this passage, we learn that the narrator is a girl by putting together these clues:

- She spends her time on embroidery.
- She is wearing a long skirt.
- She hasn't been trained to use a sword like her brothers have.

We also learn about her character: She is brave, since she is ready to face the trolls even though she doesn't know how to use a sword, and she is determined to protect her family.

- In the Third-person Point of View, the story is told by an outside observer - someone who is not in the story. The author uses the pronouns he, him, his she, her, and they. In third-person point of view, the author tells about the thoughts, actions, and feelings of the other characters.

Third person point of view therefore, means that the reader is not the character, but experiences the story as an unseen observer. Here the narrator does not participate in the action of the story as one of the characters, but lets us know exactly how the characters feel. We learn about the characters through this outside voice.

Here's an example written in the third-person point of view:

Tom grabbed an armful of files from the bottom drawer of **his** file cabinet, spun **his** chair around towards **his** desk, and heaved the files down onto **his** desk, letting out a huge sigh in the process. "Mr. and Mrs. Townsend. Townsend. Townsend. Where are you?" **he** thought, rummaging through file after file. A stiff, single knock on the door snapped **his** head upwards, causing **him** to push a handful of files onto the floor. "Sir, Mr. Jones just called".

Exercise 9

Choose the correct answer.

1. Which sentence is in the first-person point of view?
 - a. Saad bought a present for his father.
 - b. I have a new cat.
 - c. Saad likes to read books.
 - d. The kitten was lost.
2. Choose the sentence that is third-person point of view.
 - a. I wish I had a million rupees!
 - b. They cancelled the trip to Bhurban.
 - c. If I had a car, I would take you out for ice cream.
 - d. We will go get an ice cream.
3. Can you find the sentence that is in the third-person point of view?
 - a. My mother told me I could go to the movies.
 - b. My father and I played catch.
 - c. The football team won their game last night.
 - d. I got up very early this morning.
4. Which sentence is in the first-person point of view?
 - a. The wolf talked to Little Red Riding Hood.
 - b. The wolf went to Grandma's house.
 - c. The hunter helped Little Red Riding Hood.
 - d. Do you think that I could borrow a pencil?
5. Which sentence is in the first-person?
 - a. My grandmother took me to McDonald's.
 - b. Marium has got a job.
 - c. The school is round the corner.
 - d. Saleem and Asif take their cycles to school.

6. **Style:** What is style? Style is simply the way in which one put words together when writing. Good style is essential in any writing. Style of writing means writing with clarity and precision. Writing is a craft which needs to be learned and practised.

Style is created by the writer's choice of words. Style also includes the tone, or the writer's attitude toward the subject and characters, and the story's mood, or the feeling.

The way in which something is said, done, expressed, or performed is what we call "style of speech and writing". All figures of speech fall within the field of style.

The writer's style is reflected in character development, dialogue, diction, tone, syntax, and so forth. A writer's style is a sort of fingerprint through which we /readers can identify that author.

Some writers use big words in long, complicated sentences; others use short, to-the-point sentences to tell their stories. A writer's style can change a little from story to story, from novel to novel, but usually a writer sounds mostly the same in all of his or her books.

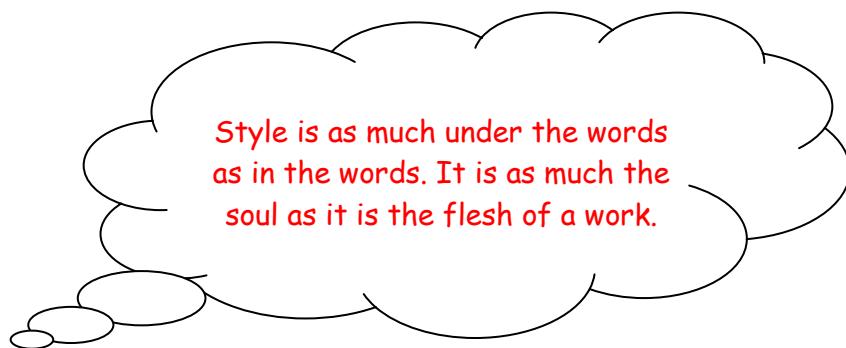
In books that were written long ago, the style usually includes more complex words and longer sentences than are common today. When you analyse an author's style, you can look at how the style impacts the **mood** or **tone** of the novel, or how the style of writing affects you as a reader.

To analyse style, look closely at the words, phrases, and sentence structure the writer uses.

- What connotations do these words and phrases have?
- How do the words and phrases affect you as a reader?
- Why does the writer choose the words he or she uses?
- What kinds of imagery, figurative language, or allusions does the writer use, and how do these affect the novel?

Let's look at a few of the elements that make up style:

1. **Diction:** This simply refers to the words a writer chooses to use. Are the words simple or difficult? Is the language formal or informal? What are the connotations of the words used?
2. **Syntax:** This refers to the way the writer arranges words. Syntax is all about sentence structure, order, and placement. Pay attention to how many words comprise the average sentence. How is punctuation used? Notice language patterns and repetition. Are the verbs active or passive?
3. **Tone:** This refers to the writer's ability to create an attitude toward the subject, characters, or events in the story. When reading, try to identify the words the writer uses to create a specific mood, attitude or tone. Sometimes one can recognise the themes in a story by examining the writer's style.
4. **Dialogue:** This refers to the actual speech that takes place between characters. The dialogue a writer uses reveals a lot about each character, including the education and background of the character, his or her motivations, and what each character ultimately believes about the world. When reading dialogue, consider how the characters' statements reflect or highlight the writer's style.



UNIT 5

Understanding and Enjoying Novel

Introduction



You have been introduced to novel in the previous unit (unit 4). In that unit we have discussed at length what is a novel, what are the different types (generes) of novel, and what are the elements of novel etc.

Recap and Recall!!! Answer the following questions:

1. Write the definition of novel.
2. What are the different kinds of novel?
3. What are the elements of a novel?
4. How is a detective novel different from a historical novel?
5. What is a point of view?
6. What is characterisation?

Reading a novel is one thing.....it can be fun and even exciting when you get caught up in a great story. **Novels are long**. They can have dozens of characters, move from setting to setting, and describe lots of exciting events. When you have finished reading one, it can almost seem like you have lived through all the events.

This unit will introduce you to a prize winning novel “The Kite Runner” written by Khalid Hossieni. We do realise that you may not have read the novel, so we strongly recommend you to read it and see the film based on the novel. **In this unit we will however give you a brief overview of some of the key elements of the novel “The Kite Runner”, such as the setting, plot, characters, themes, etc.** so that you can form an idea about the novel and appreciate why we have chosen this particular novel for you to study. Hopefully, after going through the details and solving the exercises, you will be encouraged and motivated to read the novel.

Before moving further on, we want you to answer the following questions? **These are pre reading questions that will help you understand the theme of the novel “The Kite Runner”.**

1. What is a family? How would you define family?
2. Do our childhoods shape the adults we become?

3. Can a person truly forgive another person or oneself?
4. Do you have a close childhood friend from whom you have grown apart?
5. Did you ever have a friend who was in a different economic and social class than you?
6. Have you ever made a choice in life that you regret?
7. Do you think all people have flaws?

Now here are a few more questions that you need to answer. These questions are also related to the theme of the novel and **test your background information about Afghanistan which is the primary setting of the novel.**

1. How much do you know about Afghanistan?
 - Which are the neighbouring countries of Afghanistan?
 - What is the main religion Afghans follow?
 - What kind of climate Afghanistan has?
 - What is the most favourite sports for the children of Afghanistan?
 - What is the name of the capital city of Afghanistan?
 - What languages are spoken in Afghanistan?
2. Do you think that as a Pakistani you have something in common with the people of Afghanistan? Can you list some of these common features?

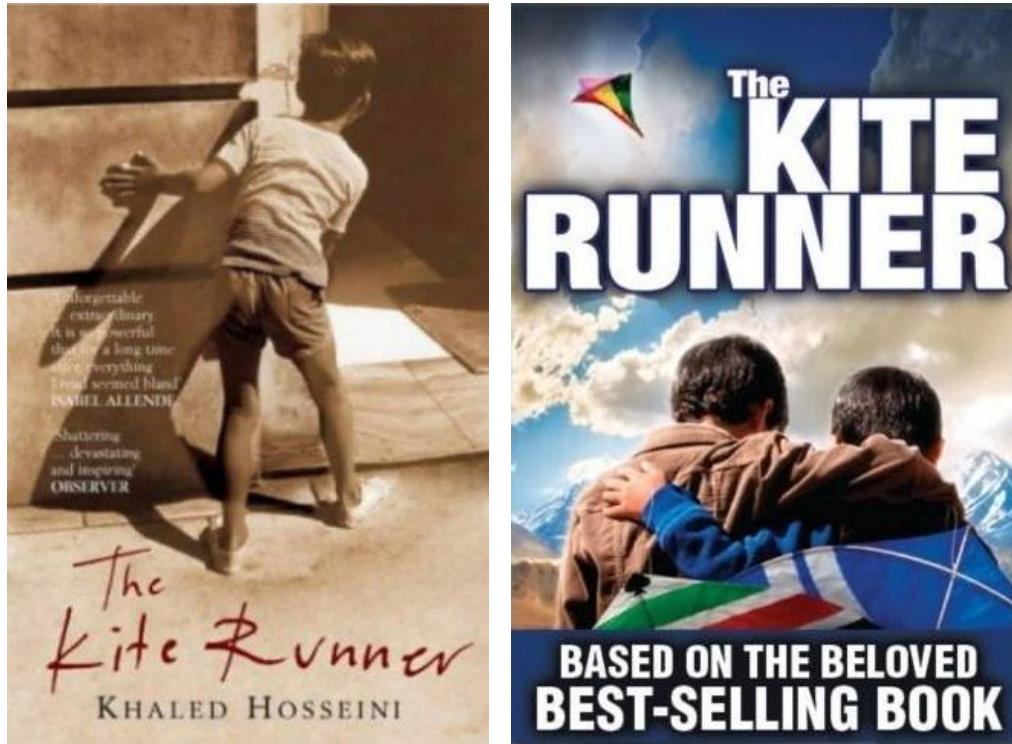


Before we go on to discuss various features of "The Kite Runner", let us once again make predictions. When we make predictions or guesses, our predictions have to be based on the background information we have about that particular issue, the setting or situation, the people involved, the socio, cultural and religious traditions, etc. The following exercise is about making predictions.

Exercise 1

Look at each picture and then predict or guess about:

1. The setting or theme of the novel.
2. The content or subject of the book.
3. The characters or situations in the book.











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Exercise 2

Match the pictures with the words given in the box. Doing this exercise will further strengthen your understanding about the setting of the novel.

Harsh living conditions, Chapan, Borders, Art and music, Taliban, war on terror, the kite flying, Buzkashi, the people, ruined capital, the local fruit, the sumptuous afghani pulao.

Exercise 3

Write a paragraph based on your first impression about the setting of the novel “The Kite Runner” that you have formed after looking at the visual images given above.



Now read an over view or **summary of the novel** “The Kite Runner”:

Summary of the novel

The Kite Runner is a heartbreakingly beautiful story about the friendship between two young boys, Amir and Hassan, growing up in Kabul. Although both were raised in the same household, they both come from two different social classes. Amir is the son of a wealthy man and Hassan comes from a servant family.

They become inseparable friends and enjoy competing together in kite running tournaments. Until one unfortunate event changes their lives. Their friendship is intertwined with feelings of jealousy and betrayal, and their fates are separated by the tragedies surrounding them.

The story in “The Kite runner” takes place in Afghanistan, Pakistan, and the United States from 1975 until the present day. “The Kite Runner” is the story of strained family relationships between a father and a son, and between two brothers, Amir and Hassan. The story is about how they deal

with guilt and forgiveness, and how they cope with the political and social changes in Afghanistan from the 1970s to 2002.

The novel opens in 2001. The narrator, Amir, lives in San Francisco and is thinking about his past, about a boyhood friend whom he has betrayed. The action of the story then moves backward in time to the narrator's early life in Kabul, Afghanistan, where he is the only child of a privileged merchant. Amir's closest friend is his playmate and servant Hassan, a poor illiterate boy who is a member of the Hazara ethnic minority.



Amir tells us about the unique relationship he has with Hassan, a Hazara boy who is the victim of discrimination, and is the half-brother of Amir, a Pashtun. Amir is overwhelmed with guilt when he allows Hassan to be beaten and raped on the day Amir wins the kite flying tournament. He lies to have Hassan accused of theft so he will leave their home and over the years Amir tries to forget his guilt. Eventually, Amir and his father flee Afghanistan after the Russians invade and Amir takes his tragic memories to America to start a new life. Unfortunately, his debt to Hassan must be paid and he returns to his country to find Hassan's son.

"The Kite Runner", deals with the themes of identity, loyalty, courage, and deception and how the protagonist Amir comes to terms with his past wrongs. "The Kite Runner" is a complex story written by Khaled Hosseini where simple yet heinous events occur in a backdrop of social and economic upheaval in Kabul, Afghanistan. It is a story of guilt and cowardice and soul-searching and redemption in the life of Amir.

The setting of the novel is mostly the capital of Afghanistan, Kabul. It introduces the reader first to a serene life of innocence when Kabul is a peaceful city. The buildings are neat and orderly, and there is a sense of

community and unity among its residents. It also showcases the popular sport of "Kite Fighting," where contestants try to cut the string of their opponent's kite, and someone must run to get it.

We get a glimpse at how Kabul's well-to-do treat their children, their servants, and each other. We get a strong sense of social order and stability. The Pashtun (majority) are typically Sunni, and the Hazara (minority) are typically Shia. Thus, the racial



differences are compounded by the religious differences. The Hazaras are most easily identified by their tendency to have light coloured and almond shaped eyes and round faces. They are possibly direct descendants of Genghis Khan, who invaded Afghanistan in the 13th century. Thus, they are seen as "invaders" and not true Afghans.

The story also offers a firsthand account of the social and political turmoil that the Soviet invasion brought upon the entire country. This is when Amir and his father are forced to flee Afghanistan, and eventually settle in the United States. However, when circumstances and his conscience require Amir to return briefly to Kabul, we see an entirely different city. Many of the buildings are broken or destroyed, a place ravaged by war and economic decline. What remains of Kabul is dirty and dishevelled.

The sense of community that was once prevalent is now non-existent. There is no more kite fighting (the Taliban banned the sport, which inspired the idea of the story for the author, who was himself an avid kite fighter in Kabul). We are given a glimpse of darker times, where neighbour betrays neighbour to the ruling Taliban, barbarous acts are committed.... this is not the Kabul Amir remembers and after even a few days, it becomes clear that this is not his home. The home of Amir's childhood does not exist anymore, and there is no returning to it.



The Kite Runner
Khaled Hosseini
Bloomsbury, £6.99

Hosseini's début novel begins and ends in his native Afghanistan, from where his own family was forced to flee when he was a child. Amir, a Sunni Muslim from a wealthy home, and Hassan, his Shi'a servant, grow up together as friends but both are always aware of their position within the social order. The situation has tragic consequences after a kite-fighting competition in which Amir aims to finally win his father's approval. The political backdrop of the 1978 coup and the Russian invasion of 1979 helps to define the changing world and the loss of status in Amir's mind, but it is his gradual realisation of the effects of his actions on that fateful day at the competition that influences him the most as he and his father flee to California to start a new and difficult life. The betrayal of a friendship, the acceptance of guilt, and the desire to atone for past errors make up the emotional core of this moving novel.

John Boyne



By now you must have developed some understanding about the content, theme, and setting of the novel "The Kite Runner". Read a brief account of the "**Setting**" of the novel "The Kite Runner".

"The Kite Runner", set in Afghanistan and the United States from the 1970s to 2002, presents a story of **intertwined** personal conflicts and tragedies against a historical background of national and cultural **trauma**. The early chapters tell much about the richness of Afghan culture as experienced by the young Amir and Hassan in the Afghan capital, Kabul. The story takes place in Afghanistan, Pakistan, and the United States. Written in 2003 by the Afghan-American Khaled Hosseini, the book spans the years from the pre-war Kabul of the 1970s to the **brutality** of the Taliban era. The novel is set against the **backdrop** of the modern history

of Afghanistan, sketching the political and economic toll of the instability of various regimes in Afghanistan; from the end of the monarchy to the Soviet-backed government of the 1980s to the fundamentalist Taliban government of the 1990s. The action closes soon after the fall of the Taliban.

There are many settings in "The Kite Runner". The book opens in San Francisco's Golden Gate Park. However, the book flashes back to Kabul, Afghanistan, where the narrator (Amir) grew up. The first chapters are mostly set there, in and around the luxurious house of Amir's childhood. Readers spend a lot of time in Kabul, Afghanistan. The family flees to Pakistan and eventually America, as they try to make their home in a new land. The only way Amir can survive the long ride from Kabul to Peshawar, Pakistan in the fume-filled tank is by remembering flying kites with Hassan. Baba gathers up the dirt of his homeland and places it next to his heart. The family's move to America fills Amir and his Baba with a loss of identity. Baba recovers some of it at the San Jose Flea Market, amid his fellow countrymen once more. Though, in America, Amir rejects some of his culture, in talking to Soraya privately but finally, he becomes proud of his blended culture. He never forsakes the better parts of his birth country. Amir says "For me America was a place to bury memories. For Baba, a place to mourn his". Later in the book, there is a return to Afghanistan. Amir goes back to present day Afghanistan in search of a friend but finds a son.

The main character, Amir, is from the Wazir Akbar Khan district of Kabul. Amir grows up in his father's house in Kabul, Afghanistan. At that time, the city enjoys moderate prosperity and Baba is among the wealthiest and most powerful. Baba expresses a great deal of pride and attachment to his culture. The novel's account of the culture of Kabul informs the reader about everything from the melon sellers in the bazaar to the cosmopolitan social and intellectual lives of Kabul elite society during the monarchy, to the traditional pastimes of Afghan children. Detailed descriptions treat the reader to such events as a large extended-family outing to a lake and the annual winter kite tournament of Kabul.

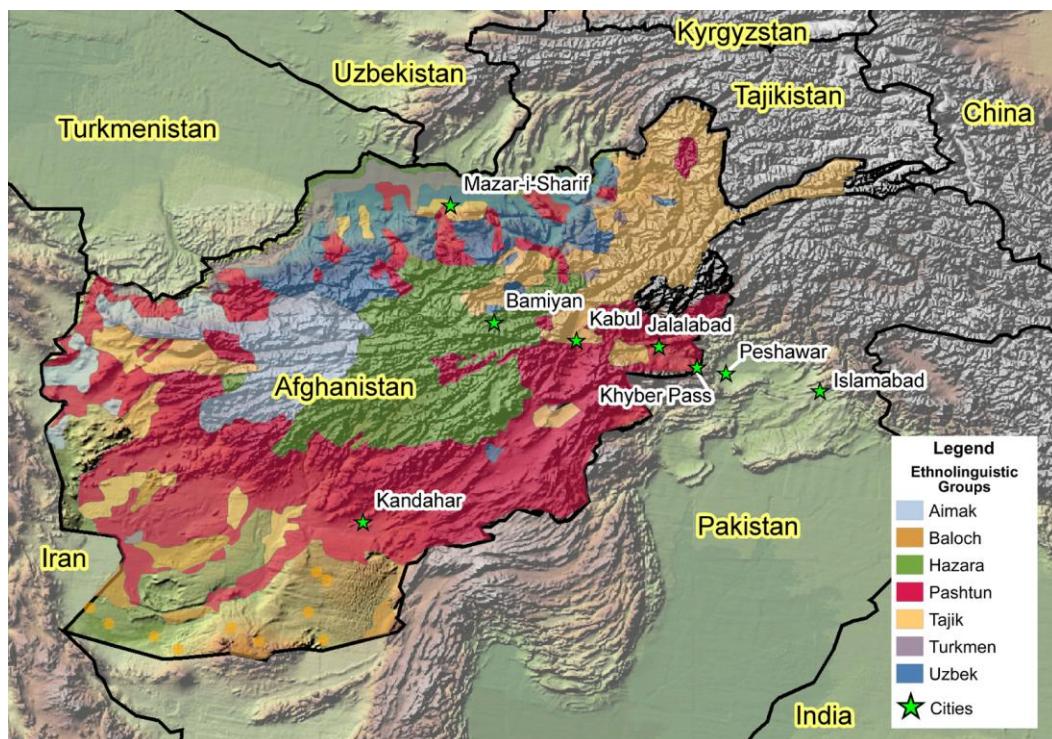
The writer Khalid Hosseini in the voice of the narrator Amir paints two primary settings; a serene San Francisco is put side by side with the chaotic landscape of Afghanistan. While beautiful, sweeping landscapes are the focus of the novel set in San Francisco, Afghanistan becomes a portrait of the

desolation brought upon a country and its people ravaged by years of war.

One of the most prominent setting in the novel is the pomegranate tree where the two main characters Amir and Hassan would run away to, to read stories together. This setting reminds the readers of the times when Afghanistan was a peaceful country before the Taliban take over.

Exercise 4

We are sure that you have enjoyed reading the description of setting of the novel “The Kite Runner”. As students, you would greatly benefit by knowing about Afghanistan's history and culture. We would recommend that you do some in depth researching about the nation's geography, history, politics, and religions. Now try answering the following questions.



After reading the above account, write:

1. How many primary settings are described in the extract?
2. How does Amir describe his home?
3. Why do you think Amir and his father escape Afghanistan?

4. In Paragraph 3 there is a quotation by Amir. "For me America was a place to bury memories, for Baba, a place to mourn his". How can a place bury and mourn memories?
5. In paragraph 5 the writer contrasts San Francisco with Afghanistan. Read that paragraph again and write how both the places are contrasted.
6. Consult a dictionary and write the meanings of the words given in bold in the above description.

Read about the **characters of the novel**:



Characters

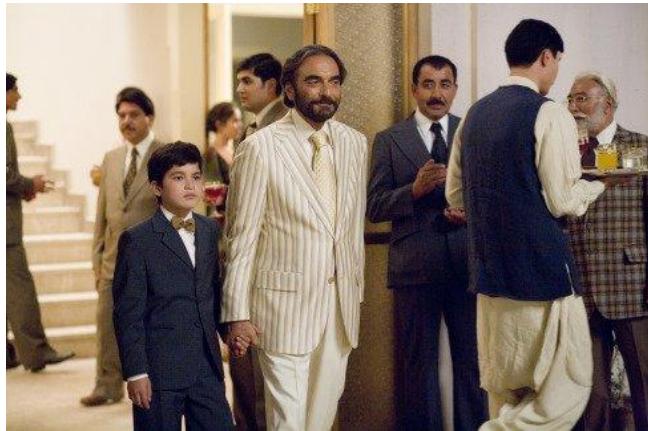
Amir — the main protagonist, narrator of the novel, born in 1963, in Kabul, in a well-to-do Pashtun family in monarchical Afghanistan, later migrates to America following the Soviet invasion. Amir is Hassan's half-brother; however, Amir does not learn of their relationship until much later in his life. Hassan never learns of the relationship and dies half way through the novel.

Hassan — a childhood friend of Amir. He is described as having a China doll face, green eyes, and a cleft lip. Hassan is first thought to be the son of Ali (Baba's Hazara servant) and Sanaubar; later in the story, Hassan is revealed to be the illegitimate son of Baba and Sanaubar. Hassan died without ever knowing about the truth of his paternity. Hassan has always been loyal to Amir.

He is the best and kindest character in the story. He faces discrimination every day, because he is a servant and because he is a Hazara.

Assef — the villain or **Antagonist** of the story, a Pashtun boy who bullies Amir and Hassan. He is a sadistic and psychopathic teenager from Amir's

neighbourhood in Kabul. He is the son of an Afghan father and a German mother. As a teenager, he rapes Hassan. After the rape, he shows up at Amir's birthday party to give him a book on his great hero, Adolf Hitler. As an adult, he repeatedly rapes Hassan's son, Sohrab, and numerous other young children of both sexes. Many years later, he becomes an executioner and pedophile.



Baba — the father of Amir and Hassan. He is described as a big, strong, healthy looking man with wild brown hair and beard. He loves throwing parties (when he had a large house and many friends in Kabul), and is known for his strength. (He is said to

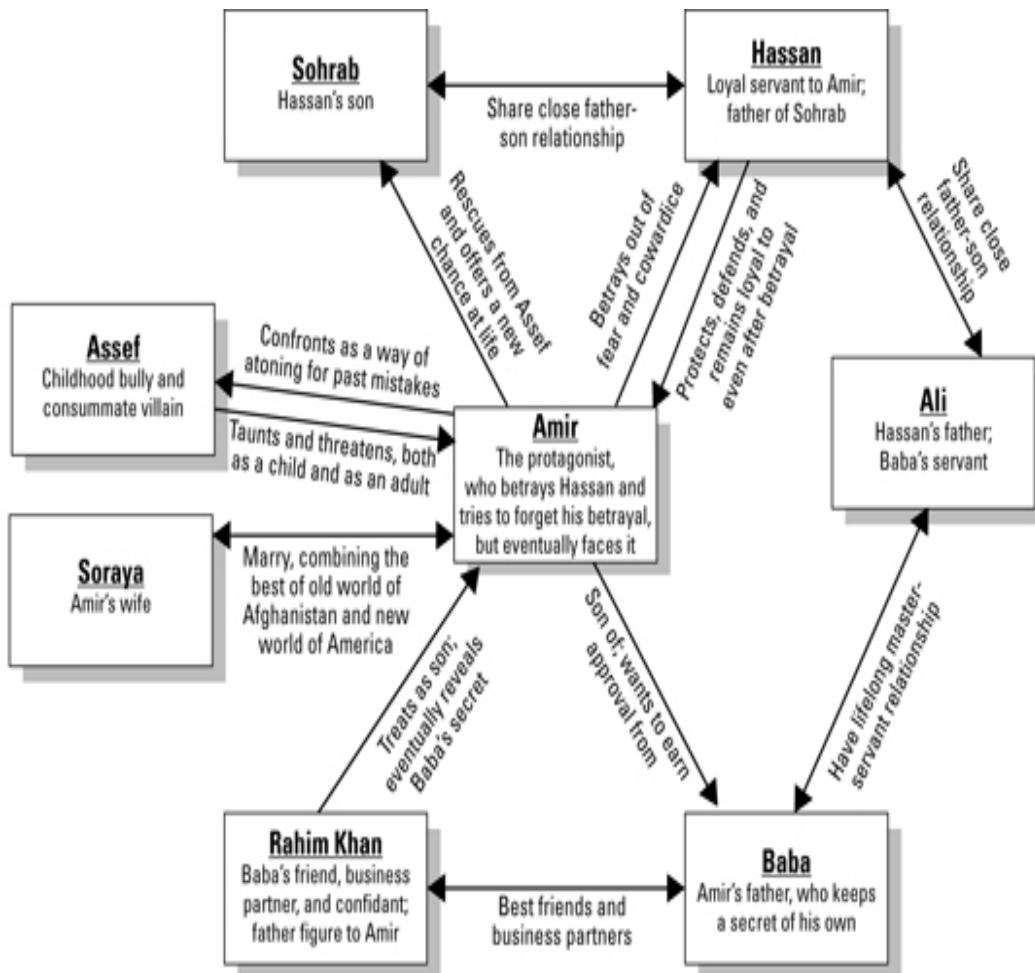
have fought with a black bear and won the fight, in his younger years). Baba is a successful business man and a benevolent force in the community, helping many other people establish businesses for themselves and constructing an orphanage. He does not endorse the kind of religiosity demanded by the clerics. During the book, Baba seems to be a bit disappointed in his son Amir, whom he wishes to be as much of a man as he is. However, his son only reads books and lets others fight off bullies for him. After leaving Afghanistan for America, he ages quickly and dies at fifty-three, in 1987, of cancer. He lives long enough, though, to see his son Amir marry a young Afghan woman called Soraya.

Ali — Baba's servant. He had been Baba's friend since he was adopted by Baba's father, a renowned judge, after his parents had been killed by a careless driver. He is initially thought to be the father of Hassan. Before the events of the novel, he had been struck with polio, rendering his right leg useless. Because of this, Ali was constantly tormented by children in the town. He was killed by a land mine after Baba and Amir left Afghanistan.

Rahim Khan — Baba's business partner and best friend in Afghanistan. He was a major part of Amir and Hassan's life. He seems to understand Amir's

desperate need for his father's approval and tries to fill the gap that Amir feels due to Baba's neglect. He later tells Amir about Baba being Hassan's actual father. Amir liked him as a child, also because he was the only adult to encourage him to write, and Rahim Khan is also the one who invited Amir back to Pakistan to pick up Sohrab (Hassan's son). Later in the story, Rahim Khan goes off alone leaving a letter to Amir telling him not to find him. He dies peacefully knowing he has successfully made Amir the man Baba wanted him to be.

Look at the map of characters of the novel "The Kite Runner" and pay close attention to the arrows which will make you understand the interaction/ relationship characters share with each other.



Let us read a brief **character sketch** of Amir, the main protagonist.

Amir goes through intense character development in this novel. As a young boy, he is tormented by his father's apparent disinterest in him. Furthermore, he grows increasingly jealous of his father's clear interest in Hassan, one of their Hazara servants. As Amir fights for his father's love and approval, he betrays Hassan. This betrayal is the beginning of Amir's true character development, as it leaves him extremely guilt-ridden. Amir carries this guilt with him throughout his adolescence and into adulthood, from Afghanistan to America. Finally, Amir is able to seek redemption when he is given a chance "to be good again". Amir's entire character is basically driven first by guilt and then redemption, which he does ultimately receive.

Amir and Hassan have a rather peculiar relationship; they are two personalities that are similar yet very different. Amir and Hassan share a childhood together. Their friendship is more than simply having a good time. They stand up for each other when they encounter an obstacle. Undoubtedly; their relationship is that of brothers - without the family connections. Although Amir and Hassan are opposite in personality, their differences complement each other and compensate for the flaws of the other.



An adult Amir in The Kite Runner.

The novel “The Kite Runner” has a number of themes. **Read the following description of the major themes of the novel:**

Themes

There are many themes in the novel. Amir the main character or the protagonist commits terrible sins against his friend and half-brother, Hassan. The story of what he does and how he seeks compensation is a lesson for everyone who wants to do find a way to be good again.

Even though Amir has committed these sins, the inner strength that he had all along, but thought was somehow missing from his character, breaks through to allow him to find Sohrab and free him from the clutches of Assef.

As we read the novel, we will come across events that form the various themes of the novel. Readers at one time learn about betrayal, at other time about the choices one makes in life. The themes are many such as:

Competition, Courage, Cowardice, Cruelty, Cultural differences, Ethnic tensions, Evil, Fathers and sons, Forgiveness, Fear, Freedom, Friendship, Goodness, Guilt, Happiness, Healing, Honor, Immigrant experience, Immigrant experience and the American Dream, Injustice, Living up to parents' expectations, Love, Loyalty, Politics, Power, Redemption, Religion, Salvation, Search for Identity, Truth, and Wealth.

In order to understand the background of any literary work, it is important to know about the background of the writer. Read a brief biography of Khaled Hosseini, author of “The Kite Runner”.

Biography

Khaled Hosseini was born on March 4, 1965. He is the oldest of five children. His father worked for the Afghan Foreign Consul and his mother taught Farsi and history at a girls' high school in Kabul, Kabul, Afghanistan is the boyhood home of Khaled Hosseini, as it is for his protagonist, Amir. He also incorporates in his story the same time period in which he, the author, grew up in the 1960s through the present day.

In the early 1970s, Khaled's family moved to Tehran, Iran when his father was assigned to a diplomatic post at the Afghan Embassy in Iran. They

returned home to Kabul in 1973. In 1976 his family moved to Paris, France, where his father was a diplomat at the Afghan Embassy. They were to return home to Afghanistan in 1980, when the Russians invaded his country. His father was recalled home after the invasion, but decided to, ask for political asylum in the United States and received it. As a result, Hosseini ended up in San Jose, California. They struggled to make ends meet for a while, as they had lost all of their property in Afghanistan and had to start over.



Hosseini graduated from high school in 1984 and enrolled at Santa Clara University where he earned a bachelor's degree in Biology in 1988. The following year, he entered the University of California-San Diego's School of Medicine, where he earned a Medical Degree in 1993. While in medical practice, Hosseini began writing his first novel, "*The Kite Runner*", in March of 2001. In 2003, "*The Kite Runner*", was published and has since become an international bestseller, published in 48 countries. In 2006 he was named a goodwill envoy to UNHCR, the United Nations Refugee Agency. His second novel, "*A Thousand Splendid Suns*" was published in May of 2007. Currently, Khaled has been working to provide humanitarian assistance in Afghanistan through The Khaled Hosseini Foundation.

Now that you are familiar with the plot summary, characters, and themes of the novel as well as the biography of the novelist, we will move on and give you an insight into the novel. You will be reading a number of passages or extracts chosen from the novel and then do exercises based on these extracts.

Now read an extract taken from Chapter 1 of the novel "The Kite Runner":

December 2001

I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975. I remember the precise moment, crouching behind a crumbling mud wall, peeking into the alley near the frozen creek. That was a long time ago, but it's wrong what they say about the past, I've learned, about how you can bury it. Looking back now, I realize I have been peeking into that deserted alley for the last twenty-six years.

One day last summer, my friend Rahim Khan called from Pakistan. He asked me to come see him. Standing in the kitchen with the receiver to my ear, I knew it wasn't just Rahim Khan on the line. It was my past of unatoned sins. After I hung up, I went for a walk along Spreckels Lake on the northern edge of Golden Gate Park. The early-afternoon sun sparkled on the water where dozens of miniature boats sailed, propelled by a crisp breeze. Then I glanced up and saw a pair of kites, red with long blue tails, soaring in the sky. They danced high above the trees on the west end of the park, over the windmills, floating side by side like a pair of eyes looking down on San Francisco, the city I now call home. And suddenly Hassan's voice whispered in my head: For you, a thousand times over. Hassan the hare lipped kite runner.

I sat on a park bench near a willow tree. I thought about something Rahim Khan said just before he hung up, almost as an afterthought. There is a way to be good again. I looked up at those twin kites. I thought about Hassan. Thought about Baba. Ali. Kabul. I thought of the life I had lived until the winter of 1975 came along and changed everything. And made me what I am today.

Exercise 5

We do not yet know the narrator's name, but we do know some significant things about him: he lives in San Francisco and is of Middle Eastern descent; the year was 1975, he was twelve years old, it was an important time in his life; and there was a young man named Hassan who had a harelip and who seems to have been extremely devoted to the narrator and was an important part of his life.

The following multiple choice questions are based on the above extract.
Choose the right answers from the choices given with each statement.

1. Who called the narrator?
 - a. Baba
 - b. Rahim Khan
 - c. Hassan
2. The person called from
 - a. Golden Gate Park
 - b. San Francisco
 - c. Pakistan
3. The narrator received the phone in the
 - a. Kitchen
 - b. Boat
 - c. Park
4. The narrator glanced up and saw a pair of
 - a. Wind mills
 - b. Kites
 - c. Airplanes
5. The narrator knew it was not just Rahim Khan on the line, it was his
 - a. Past
 - b. Kabul
 - c. Baba
6. The first paragraph of the above extract tells us that the novel begins with a flash back. Read the following lines carefully once again and then analyse these lines. What can you interpret?



"I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975. I remember the precise moment, crouching behind a crumbling mud wall, peeking into the alley near the frozen creek. That was a long time ago, but it's wrong what they say about the past, I've learned, about how you can bury it. Looking back now, I realise I have been peeking into that deserted alley for the last twenty-six years".

We have taken the following line from the above extract.

"There is a way to be good again".

This line is considered as a very important line in the book as it carries a message. This particular line also gives us the main theme of the novel that is "redemption", "strength of character", and "toughness of the human spirit". The message is for all those who think that they can never be forgiven for the sins they have committed and their heart burns with guilt and regret. This sentence tells us however selfish we have been, whatever our mistakes in life, we can do the right thing now, or cleanse oneself from the sin that will put us on a path to being good.

Exercise 6

The above extract has a few words, phrases that give us the idea that the writer feels guilt, regret, and nostalgia. Identify only those words or phrases which give the feeling that the writer is expressing guilt, regret, and nostalgia. We are giving you two examples to help you identify such words:

Examples:

-a long time ago....**Nostalgia**
- **unatoned** sins....**Guilt**

Exercise 7

Infer or guess what the writer is trying to tell us or wants to express. Give your interpretations.

1. I remember the precise moment, crouching behind a crumbling mud wall, peeking into the alley near the frozen creek. That was a long time ago, but it's wrong what they say about the past, I've learned, about how you can bury it. Looking back now, I realize I have been peeking into that deserted alley for the last twenty-six years.
2. I knew it wasn't just Rahim Khan on the line. It was my past of unatoned sins.
3. I thought about something Rahim Khan said just before he hung up, almost as an afterthought. There is a way to be good again.
4. I thought about Hassan. Thought about Baba. Ali. Kabul. I thought of the life I had lived until the winter of 1975 came along and changed everything. And made me what I am today.



Now read another extract taken from the novel "The Kite Runner". As you will read this extract, you will get more familiar with the theme of the novel and will surely become interested to read the whole novel.

Everyone agreed that my father, my Baba, had built the most beautiful house in the Wazir Akbar Khan district, a new and affluent neighbourhood in the northern part of Kabul. Some thought it was the prettiest house in all of Kabul. A broad entryway flanked by rosebushes led to the sprawling house of marble floors and wide windows. Intricate mosaic tiles, handpicked by Baba in Isfahan, covered the floors of the four bathrooms. Gold-stitched tapestries, which Baba had bought in Calcutta, lined the walls; a crystal chandelier hung from the vaulted ceiling.

Upstairs was my bedroom, Baba's room, and his study, also known as "the smoking room," which perpetually smelled of tobacco and cinnamon. Baba and his friends reclined on black leather chairs there after



Ali had served dinner. They stuffed their pipes—except Baba always called it "fattening the pipe"—and discussed their favourite three topics: politics, business, soccer. Sometimes I asked Baba if I could sit with them, but Baba would stand in the doorway. "Go on, now," he'd say. "This is grown-ups time". Why don't you go read one of those books of yours?" He'd close the door, leave me to wonder why it was *always* grown-ups' time with him. I'd sit by the door, knees drawn to my chest. Sometimes I sat there for an hour, sometimes two, listening to their laughter, their chatter.

The living room downstairs had a curved wall with custom-built cabinets. Inside sat framed family pictures: an old, grainy photo of my grandfather and King Nadir Shah taken in 1931, two years before the king's assassination; they are standing over a dead deer, dressed in knee-high boots, rifles slung over their shoulders. There was a picture of my parents' wedding night, Baba dashing in his black suit and my mother a smiling young

princess in white. Here was Baba and his best friend and business partner, Rahim Khan, standing outside our house, neither one smiling—I am a baby in that photograph and Baba is holding me, looking tired and grim. I'm in his arms, but it's Rahim Khan's hand my fingers are curled around.

The curved wall led into the dining room, at the center of which was a mahogany table that could easily sit thirty guests—and, given my father's taste for extravagant parties, it did just that almost every week. On the other end of the dining room was a tall marble fireplace, always lit by the orange glow of a fire in the wintertime.

A large sliding glass door opened into a semicircular terrace that overlooked two acres of backyard and rows of cherry trees. Baba and Ali had planted a small vegetable garden along the eastern wall: tomatoes, mint, peppers, and a row of corn that never really took. Hassan and I used to call it "the Wall of Ailing Corn."

On the south end of the garden, in the shadows of a loquat tree, was the servants' home, a modest little mud hut where Hassan lived with his father. It was there, in that little shack, that Hassan was born in the winter of 1964, just one year after my mother died giving birth to me.

In the eighteen years that I lived in that house, I stepped into Hassan and Ali's quarters only a handful of times. When the sun dropped low behind the hills and we were done playing for the day, Hassan and I parted ways. I went past the rosebushes to Baba's mansion, Hassan to the mud shack where he had been born, where he'd lived his entire life. I remember it was spare, clean, dimly lit by a pair of kerosene lamps. There were two mattresses on opposite sides of the room, a worn Herati rug with frayed edges in between, a three-legged stool, and a wooden table in the corner where Hassan did his drawings. The walls stood bare, save for a single tapestry with sewn-in beads forming the words *Allah-u-akbar*. Baba had bought it for Ali on one of his trips to Mashad.

It was in that small shack that Hassan's mother, Sanaubar, gave birth to him one cold winter day in 1964. While my mother hemorrhaged to death during childbirth, Hassan lost his less than a week after he was born. Lost her to a fate most Afghans considered far worse than death: She ran off with a clan of traveling singers and dancers.

In the above extract, the narrator, Amir tells us he lives with his father, his baba, in the most beautiful house in the northern part of Kabul, Afghanistan. His father is wealthy and influential, but it is apparent that he doesn't provide Amir with the time he would like to spend with him. He describes many of the pictures in their home, including one of his father with King Nadir Shah in 1931 and one with his best friend and business partner, Rahim Khan.

His father holds the narrator close as a baby in the picture, but his little hand is curled around the finger of Rahim Khan. On the south end of the garden behind his father's house sits a modest mud hut, where Hassan lives with his father. Hassan had been born there just one year after the narrator's mother had died giving birth to him. In the eighteen years that the narrator lived in the house, he had only been inside that hut a handful of times. Hassan's mother, Sanaubar, left him and his father when she decided to run off with a clan of travelling singers and dancers. The narrator wonders if Hassan ever dreams of his mother or aches for her like the narrator aches for his mother.

Exercise 8

Read paragraph 1 of the above extract , and then **underline the adjectives that are used to describe Amir's house.**

Make Inferences. What is implied in the following lines taken from the above extract?

1. In paragraph 2 Baba used to tell Amir that "This is grown-ups time".
2. Paragraph 3: "Here was Baba and his best friend and business partner, Rahim Khan, standing outside our house, neither one smiling—I am a baby in that photograph and Baba is holding me, looking tired and grim. I'm in his arms, but it's Rahim Khan's pinky my fingers are curled around". What is implied in this particular sentence, "I'm in his arms, but it's Rahim Khan's hand my fingers are curled around".
3. In the extract Amir's and Hassan's houses are compared and contrasted. **Can you write a short descriptive paragraph comparing and contrasting the two houses?**



We hope that you have read the units on comparison and contrast in the Compulsory English II – 1424 book in which we have given you sufficient practice in composing comparison and contrast paragraphs and essays. Use transition words such as: whereas, but, on the other hand, in contrast to...etc to show the comparison and contrast relationship.

Read another extract:

Here is what I do on the first day of snowfall every year: I step out of the house early in the morning, still in my pajamas, hugging my arms against the chill. I find the driveway, my father's car, the walls, the trees, the rooftops, and the hills buried under a foot of snow. I smile. The sky is seamless and blue, the snow so white my eyes burn. I shovel a handful of the fresh snow into my mouth, listen to the muffled stillness broken only by the cawing of crows. I walk down the front steps, barefoot, and call for Hassan to come out and see.

Winter was every kid's favorite season in Kabul, at least those whose fathers could afford to buy a good iron stove. The reason was simple: They shut down school for the icy season. Winter to me was the start of three months of playing cards by the stove with Hassan, free Russian movies on Tuesday mornings at Cinema Park, sweet turnip qurma over rice for lunch after a morning of building snowmen.



And kites, of course. Flying kites. And running them. I loved wintertime in Kabul. I loved it for the soft pattering of snow against my window at night, for the way fresh snow crunched under my black rubber boots, for the warmth of the cast-iron stove as the wind screeched through the yards, the streets. But mostly because, as the

trees froze and ice sheathed the roads, the chill between Baba and me thawed a little. And the reason for that was the kites. Baba and I lived in the same house, but in different spheres of existence. Kites were the one paper-thin slice of intersection between those spheres.

Exercise 9

1. The above passage is beautifully written! Why? Because it has such vivid descriptive details. How does the writer describe the first day of snowfall in Kabul? **What descriptive details does he give to create images in readers' minds? Are there any details that strike our sense of smell, sight, taste, touch or sound?**
 - hugging my arms against the chill....
2. The writer says "winter was every kid's favourite season in Kabul". Why do you think children particularly loved this time of the year? Read the extract and support your answer with evidence.
3. The writer loves wintertime in Kabul. **What reasons does the writer give for his fondness of wintertime in Kabul?**
4. Here is a line from the extract "The chill between Baba and me thawed a little. And the reason for that was the kites". **What is implied in this line? What is the writer trying to tell the readers about his relationship with his father?**



Now continue reading another extract taken from the novel "The Kite Runner".

Every winter, districts in Kabul held a kite-fighting tournament. And if you were a boy living in Kabul, the day of the tournament was undeniably the highlight of the cold season. I never slept the night before the tournament. I'd roll from side to side, make shadow animals on the wall, even sit on the balcony in the dark, a blanket wrapped around me. I felt like a soldier trying to sleep in the trenches the night before a major battle. And that wasn't so far off. In Kabul, fighting kites were a little like going to war.



The kite-fighting tournament was an old winter tradition in Afghanistan. It started early in the morning on the day of the contest and didn't end until only the winning kite flew in the sky--- I remember one year the tournament outlasted daylight. People gathered on sidewalks and roofs to cheer for their kids. The streets filled with kite fighters, jerking and tugging on their lines, squinting up to the sky, trying to gain position to cut the opponent's line. Every kite fighter had an assistant---in my case, Hassan---who held the spool and fed the line.

One time, a bratty Hindi kid whose had recently moved into the neighbourhood told us that in his hometown, kite fighting had strict rules and regulation. "You have to play in a boxed area you have to stand at a right angle to the wind,"

"And you can't use aluminium to make your glass string."



Afghans are an independent people. Afghans cherish custom but abhor rules. And so it was with kite fighting. The rules were simple: No rules. Fly you kite. Cut the opponents. Good luck. Except that wasn't all. The real fun began when a kite was cut. That was where the kite runners came in, those kids who chased the wind-blow kite drifting through the neighbourhoods until it came spiralling down in a field, dropping in someone's yard, on a tree, or a rooftop. The chase got pretty fierce; hordes of kite runners swarmed the streets, shoved past each other like those people from Spain I'd read about once, the ones who ran from the bulls.

One year a neighbourhood kid climbed a pine tree for a kite. A branch snapped under his weight and he fell thirty feet. Broke his back and never walked again. But the fell with the kite still his hands. And when a kite runner had his hands on a kite, no one could take it from him. That wasn't rule. That was custom.

For kite runners, the most coveted prize was the last fallen kite of a winter tournament. It was a trophy of honour, something to be displayed on a mantle for guests to admire. When the sky cleared of kites and only the final two remained, every kite runner readied himself for the chance to land this prize. He positioned himself at a spot that he thought would give him a head start. Tense muscles readied themselves to uncoil. Necks craned. Eyes crinkled. Fights broke out. And when the last kite was cut, all hell broke loose.

Over the years, I had seen a lot of guys run kites. But Hassan was by far

the greatest kite runner I'd ever seen. It was downright eerie the way he always got to the spot the kite would land before the kite did, as if he had some sort of inner compass.



In the winter of 1975, I saw Hassan run a kite for the last time.

Exercise 10

1. In the above extract, Amir compares himself with a soldier. **Read paragraph 1 again and then write in which context Amir made this comparison.**
2. In the extract, Amir describes the scenario of the “Kite flying tournament” in Afghanistan. Read the extract and then **choose the key features he describes about this tournament.** Follow the example:
 - Every winter, districts in Kabul held a kite-fighting tournament.
3. If you would read the extract carefully, you would notice that the narrator, Amir mentions “Kite Runner” a number of times. **Who is a “Kite Runner”? Can you find a few references from the extract where the importance of the kite runner is mentioned?**

4. "Time" is used in its various forms in the extract. Find out the instances of "Time" present in the extract and make a list in the column given below.

Every winter
The day of the tournament



Read another extract:

Amir is shocked at what he finds when he finally returns to Kabul. Everywhere he looks he sees "rubble and beggars." Amir notices that there are no trees. They were cut down for two reasons: the first, to provide fuel in the winter, and the second, to prevent snipers from hiding in them. When a Taliban truck passes by, Amir makes the mistake of making eye contact with the men. Farid admonishes him as soon as the truck passes. A beggar confirms that Farid is giving good advice. Amir ends up giving the beggar some money, and he quotes a line of poetry from Hafez. This man used to be a professor and taught with Amir's mother. He shares a story with Amir, telling Amir that his mother liked almond cake with honey.

Exercise 11

1. The above extract describes the conditions in Kabul. **How does the narrator describe the scene?**



In Pakistan, especially in Punjab the festival of spring known as "Basant" is celebrated. Why do people celebrate Basant? Read a descriptive essay.

Basant celebration in Lahore



Early February marks the start of spring, and Lahore celebrates Basant. The roofs of Lahore become full with young and old Keeping their kites afloat. The sky illuminates with thousands of kites. Kites come in different sizes — some have to be transported on the roofs of cars, others are small enough to be carried on bicycles. The wealthy Lahoris

may have their huge kites with intricate patterns, but in the end a kite is, well, a kite.

Basant has in many ways become the biggest festival in Pakistan, especially in Punjab in the last decade surpassing the fun even on the two Eids. Multinational corporations compete to sponsor basant events, hotels are full with tourists, people throng at food outlets, the shops selling all sorts of local items....and the streets and roads brimming with people of all age groups wearing yellow clothes. Yellow is the predominant colour, which is considered as the colour of the mustard ripening in the fields.

People gather on rooftops beating drums, bursting crackers. A kite going down is followed by yells of "Bo-Kata". Loud music follows and the upper middle class hops from one party to the other. House owners with big and well-placed roofs rent them out for the two-day festival at exorbitant rates.

Exercise 12

Besides Basant, there are quite a few cultural and religious festivals that we celebrate in Pakistan. Can you list at least three such festivals and then write short descriptive paragraphs on all the three?

UNIT 6

Introduction to Drama

Introduction



In the previous units you have learned about two genres of literature, poetry and novel. This unit will introduce you to another form of literature that is "**Drama**".

In life, human beings come in contact with other human beings to fulfil their needs and desires. Human beings are complex in nature due to the diversity in their thoughts and emotions. This diversity can be seen in every genre of literature whether it is poetry, novel, drama or prose; each having its own form and taste but central to all these forms is human emotions and interaction. **In drama we find this interaction in the form of action through dialogues, where life speaks through characters.**

In Pakistan, we have a huge number of famous writers who write in their regional or native languages, like Sindhi, Punjabi, Seraiki, Pashto, Balochi and in many other Pakistani languages. Besides these, there are scores of Pakistani literary writers who write in English language. Among the great Urdu dramatists, **Agha Hashr Kashmiri** (1876–1935) stands prominent. **Imtiaz Ali Taj** (1900–1970) was a bridge between Agha Hashr and contemporary Pakistani playwrights. His famous drama was "**Anarkali**" which was written in 1922. **Ashfaq Ahmed**, a distinguished writer, playwright, broadcaster, intellectual and spiritualist was the writer of several memorable plays which were adapted for television and are still enjoyed by the audience. His popular TV dramas or plays include "**Aik Muhabbat Sau Afsanay**", "**Uchhay Burj Lahore Dey**", "**Tota Kahani**", "**Hairat Kadah**" and "**Mun Chalay Ka Sauda**". **Noor ul Huda Shah**, a celebrated author of short stories, poetry, and drama, achieved national fame with her televised plays like "**Jungle**" and "**Marvi**". **Fatima Surayya Bajia** is a renowned Urdu novelist and playwright. She has been awarded various awards at home and abroad including Japan's highest civil award in recognition of her works.

In this unit we will try to explain Drama to you briefly but comprehensively so that you could get a better understanding about what drama is. We think that by giving you a brief theoretical introduction of

drama as well as some practical exercises we are preparing you to enjoy, appreciate and analyse drama better. You will learn about:

- What is Drama
- Kinds of Drama
- Elements of Drama

We have chosen some relevant slides from various sources that would help you form a quick and overall idea about the literary genre that we call "Drama".

What is Drama?

- Drama comes from Greek words meaning "to do" or "to act." A drama or play is a story acted out. It shows people going through some period in their lives, which can be either serious or humorous.
- Drama is a prose or verse composition, especially one telling a serious story that is performed by actors through dialogue and action.
- Drama is a literary composition involving conflict, action crisis and atmosphere designed to be acted by players on a stage before an audience.
- Drama is the representation of human life presented through dialogue and action.
- As in novel, in drama too the plot, characters, theme and dialogues are the key elements of any drama.
- Drama is a display of emotions, a representation of relationships and the portrayal of the different phases of human life.
- It sketches different personalities and represents a wide variety of emotions through the different characters it portrays.

Drama originated twenty-five hundred years ago, in Athens, Greece. The ancient Athenians created a theatre culture whose form, technique and terminology are still considered among the greatest works of world drama.

A drama or play is a story acted out. It shows people going through some eventful period in their lives, seriously or humorously. The speech and action of a play recreate the flow of human life.

A play comes fully to life only on the stage. On the stage it combines many arts those of the author, director, actor, designer, and others.

Kinds of Drama

Drama is classified into two basic categories: **Tragedy and Comedy**. The broad difference between the two is in the ending. Comedies end happily. Tragedies end on an unhappy note.



Tragedy involves the ruin of the leading characters. To the Greek Dramatists, it meant the destruction of some noble person through fate, To Shakespeare; it meant in the first place death and in the second place, the destruction of some noble person through a flaw in his character.

Comedy intends to make the audience laugh. When we talk about comedy, we usually refer to dramas or plays that are light in tone, and that typically have happy endings.

Exercise 1

1. So far we have told you about the definitions of drama and the two main types of drama. Now try to write your own definition of drama in the light of the discussion you have just read.

Drama is _____

2. Write down the salient features of tragedy and comedy which make them distinct from each other.



Aristotle, the famous Greek philosopher, scientist, and a student of Plato and teacher of Alexander the Great believed that tragedy is “the imitation of an action that is serious and having magnitude, complete in itself.”

A typical tragedy includes:

- **The tragic hero** who, though not perfect, is certainly in some way morally superior to most of the audience, who is nearly always upper class, and who also show “**Hamartia**”, or the tragic flaw or arrogance. This Hamartia or arrogance causes the hero to believe he can defeat fate or violate a moral law, which leads to some kind of “**Catastrophe or calamity**”, which further results in “**Peripeteia**” or a complete reversal of fortune from happiness to disaster.

- **A true tragedy should evoke pity and fear on the part of the audience.** According to Aristotle, pity and fear are the natural human response to spectacles of pain and suffering--especially to the sort of suffering that can strike anybody at any time.
- **The tragic hero must be essentially admirable and good.** As Aristotle points out, the fall of a scoundrel or villain evokes applause rather than pity. Audiences cheer when the bad guy goes down. On the other hand, the downfall of an essentially good person disturbs us and stirs our compassion. As a rule, the nobler and more truly admirable a person is, the greater will be our anxiety or grief at his or her downfall.
- **In a true tragedy, the hero's demise must come as a result of some personal error or decision.** In other words, in Aristotle's view there is no such thing as an innocent victim of tragedy, nor can a tragic downfall be purely a matter of accident or bad luck. Instead, tragedy must always be the product of some fatal choice or action, and the tragic hero or heroine must always bear at least some responsibility for his or her own doom.

Exercise 2

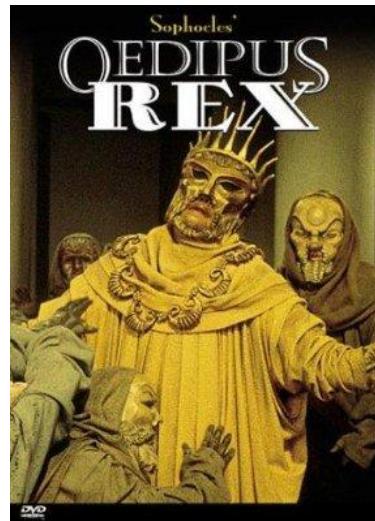
After reading the characteristics of a typical tragedy, can you define the following terms?

- Hamartia
- Catastrophe
- Peripeteia



Now let us introduce you to some famous dramatists

Sophocles, born in 495 B.C. in Athens, Greece, is considered as one of the great playwrights. The play



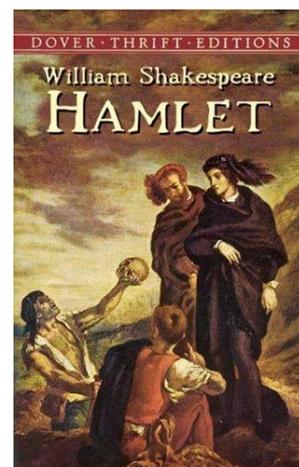
"**Oedipus Rex**" is generally considered his greatest work. A masterful work of plot and suspense, **Oedipus Rex** is considered as a perfectly structured play which fulfills all the demands of a Greek Tragedy.



William Shakespeare was an English poet and playwright, widely regarded as the greatest writer in the English language and the world famous dramatist. His plays have been translated into every major living language and are performed more often than those of any other playwright.

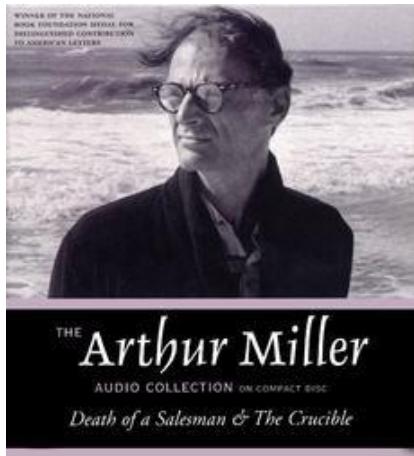
As we will go further in this unit we will be learning in detail about one of Shakespeare's great tragedies "**Hamlet**".

"**Hamlet**" is considered as one of the greatest revenge tragedies in the world. The story centres on Hamlet, a thirty-year old Prince of Denmark during the twelfth century, who is mourning the



death of his beloved father and the untimely wedding of his mother, Gertrude to his uncle, Claudius. Hamlet sees his mother's sudden re-marriage as a betrayal of her union with his father, but worse news is yet to come. A ghost, appearing in the shape of Hamlet's father, haunts Elsinore Castle, and when Hamlet confronts the ghost, it claims to be the true spirit of the late king, doomed to walk the Earth for a set time. It also states that, by using a fast-acting, deadly poison, Claudius committed murder to claim both queen and crown for himself. Hamlet vows revenge, and thus begins either his slow spiral into madness or his carefully planned act to appear insane.

Shakespeare's four other tragedies "**Macbeth**", "**Othello**" and "**King Lear**" are among the greatest revenge tragedies of the world.



be considered one of the greatest dramatists in the history of the American literature.

Tennessee Williams was a famous American playwright who has given plays like "**A Streetcar Named Desire**", "**The Glass Menagerie**", and "**Cat on a Hot Tin Roof**". In addition to twenty-five full length plays, Tennessee Williams produced dozens of short plays and screenplays, two novels, a novella, sixty short stories, over one-hundred poems and an autobiography.

Arthur Miller, the famous American playwright was born in Harlem, New York City; He was a celebrated American playwright who combined in his works social awareness with deep insights into personal weaknesses of his characters. Miller is best known for the play "**Death of a Salesman**" (1949). The play stunned audiences with its brilliance and is considered as a classic of the modern literature. Arthur Miller has come to





Now let us tell you about “Comedy”.

Comedy is a dramatic work that is light and often humorous or satirical in tone and that usually contains a happy resolution or ending of the conflict.

At this point let us just mention a famous English writer **Oscar Wilde**. Born and raised in Dublin, Ireland, Oscar Wilde's rich and dramatic portrayals of the human conditions of that period. Wilde wrote many short stories, plays and poems that continue to inspire millions around the world. One of his famous comedies is "**The Importance of Being Earnest**" which is one of Oscar Wilde's most acclaimed play. Of all the plays, this is the funniest with witty dialogues, romantic misunderstandings, and laughter-inducing coincidences.



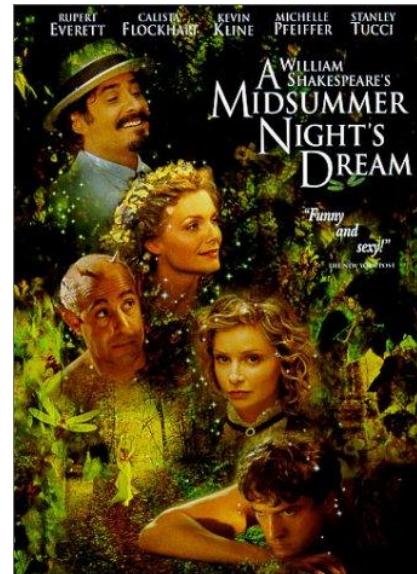
Comedies can be categorised into at least three sub-genres as follows:

- **Farce.** It is a light dramatic work in which highly unlikely plot situations, exaggerated characters, and often funny elements are used for humorous effect. The characters of farce are typically fantastic or absurd and usually far more ridiculous than those in other forms of comedy. Examples of the genre include Shakespeare's "**Comedy of Errors**", "**Pink Panther**" movies, and the film "**Three Stooges**".
- **Romantic Comedy.** Perhaps the most popular of all comic forms-- both on stage and on screen is the romantic comedy. In this genre the primary feature is a love plot in which two sympathetic and well-matched lovers are united. In a typical romantic comedy the two lovers tend to be young, likeable, and actually meant for each other, yet they are kept apart by some complicating circumstance (e.g., class differences, parental interference; a previous girlfriend or boyfriend)

until, overcoming all obstacles, they are finally wed. Wedding-bells, fairy-tale-style happy ending is practically mandatory in a romantic comedy. **Shakespeare's "Much Ado about Nothing"**, **Walt Disney's "Cinderella"**, are examples of romantic comedies. Romantic comedies tend to be light and end happily.

- **Satirical Comedy.** The subject of satire is human vice and folly. Its characters include criminals, tricksters, deceivers, wheeler-dealers, two-timers, hypocrites, fortune-seekers, and gullible fools. **Aristophanes's "The Birds"**, **Ben Jonson's "Volpone"** are examples of satirical comedy.
- **Black comedy.** Black comedy is a sub-genre of comedy in which topics and events that are usually regarded as taboo are treated in a satirical or humorous manner while retaining their seriousness. It is a kind of drama in which disturbing or sinister subjects like death, disease, or warfare are treated with bitter amusement, usually in a manner to offend and shock. The purpose of black comedy is to make light of serious and often taboo subject matter. **Samuel Beckett's** famous play **"Waiting for Godot"** is considered as one of the biggest black comedy.

Here is a list of Shakespearean comedies:



- All's Well That Ends Well
- As You Like It
- The Comedy of Errors
- Cymbeline
- Love's Labour's Lost
- Measure for Measure
- The Merchant of Venice
- The Merry Wives of Windsor
- A Midsummer Night's Dream
- Much Ado About Nothing
- Pericles Prince of Tyre
- Taming of the Shrew
- The Tempest
- Twelfth Night
- The Two Gentlemen of Verona
- The Winter's Tale

Elements of Drama

We have discussed elements of literature in general, elements of poetry, and elements of novel in the last five units. In this unit too you will come across more or less the same elements such as plot, theme, character, characterisation, etc.

Drama is a display of emotions, a representation of relationships and the portrayal of the different phases of human life. It sketches different personalities and represents a wide variety of emotions through the different characters it portrays. There are seven elements of drama as given below:

1. Theme
2. Plot
3. Character
4. Dialogue
5. Music
6. Stage craft
7. Audience

Let us now try to understand each of the elements of drama.

1. Theme

The theme of a drama refers to the central idea of the play. It can either be clearly stated through dialogue or action or can be inferred after watching the entire performance. How can the readers or audience find out the theme of the play? Well, we can understand the theme of the play through images, through characters, through action.

When you are reading a drama and analysing it, asking the following questions will help you understand the theme of the drama:

- What is the theme or underlying idea?
- Is the title of the drama related to the theme?
- Is the author trying to show you a new, different or better way of looking at life?
- Does he say anything important about life or people?
- Does the author tell his ideas directly or must you read between the lines?

2. Plot

The order of events occurring in a play is referred to as the plot of the drama. It is the basic storyline that is narrated through a play. The entertainment one derives from a play depends largely on the sequence of events that occur in the story. The logical connection between the events and the characters, which enact the story form an integral part of the plot of drama.

There are five essential parts of plot:

- i. **Introduction** – The beginning of the story where the characters and the setting is revealed.
- ii. **Rising Action** – This is where the events in the story become complicated and the conflict in the story is revealed.

- iii. **Climax** - This is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?

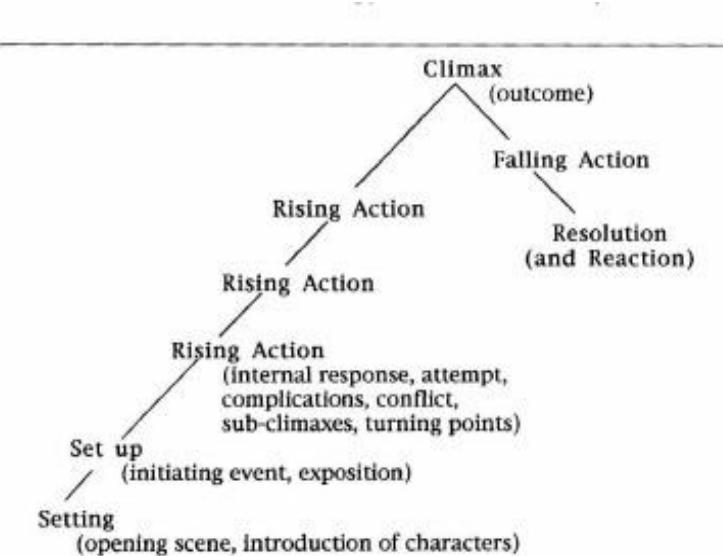


FIGURE 7-1. An adaptation of Freitag's Pyramid

- iv. **Falling action** - The events and complications begin to resolve themselves. The readers or audience know what has happened and if the conflict will be resolved or not.
- v. **Resolution or End** - This is the final outcome or untangling of events in the story.

When you are reading a drama and analysing it, asking the following questions will help you understand the plot of the drama:

- What happens in the play?
- What is the plot line?
- Does the story go straight ahead in time or are there flashbacks?
- Is more than one story being told?
- What conflicts can you find?
- What is the climax or turning point of the play?

3. Character

Characters are the people portrayed by the actors in the play. It is the characters who move the action, or plot of the play forward. The characters that form a part of the story are interwoven with the plot of the drama. Each character in a play has a personality of its own and has a distinct set of principles and beliefs. Actors who play various roles in a drama have the very important responsibility of bringing the characters to life.

Writers whether they are novelists or dramatists employ a variety of characters while weaving their tales. Beyond the standard definitions of protagonist (the main character in a literary work) and antagonist (the main character or force that opposes the protagonist in a literary work), recognizing the types of characters and the parts they play while reading an interesting story can add to the experience.

Characterisation

Characterisation is made up of three elements: **appearance**, which is the way the character looks; **personality**, which is the way the character thinks or feels; and **behaviour**, which is the way the character acts and reacts. In any type of story, it is important that readers are able to picture the characters. Character details can take many forms: physical features, clothing, hobbies, and communication. Paying attention to details can provide a lot of information about what a character is like.

Characters are the agents who perform the action during the course of the play. In order to analyse their role in the play, it is necessary to know about their different types. Here are some types of characters, few of them followed by examples to make you understand about that particular type of character.

Types of Characters

Protagonist: The protagonist is the central person in a story, and is often referred to as the story's main character. He or she (or they) is faced with a conflict that must be resolved.

Antagonist: The antagonist is the character(s) that represents the opposition against which the protagonist must fight or resist. In other words, the antagonist is an obstacle that the protagonist must overcome.

Major or central characters: These are vital to the development and resolution of the conflict. In other words, the plot and resolution of conflict revolves around these characters.

Minor characters: They serve to complement the major characters and help move the plot events forward.

Dynamic: A dynamic character is a person who changes over time, usually as a result of resolving a central conflict or facing a major crisis. Sometimes a dynamic character is called a developing character.

Example: Charles Dickens a hugely famous English novelist whose novels “Oliver Twist”, “Tale of Two Cities”, “A Christmas Carol” and many more novels are read by thousands in the world even today. In his novel “A Christmas Carol” there is character “Ebenezer Scrooge”, who was very stingy with his money. He mistreated his employees and made them very hard for very little pay. After his experiences with the ghosts that visited him, he changed his ways, paying his employees fair wages, providing days off work and actually giving gifts. Therefore we can say that the character “Ebenezer Scrooge” is a dynamic character that changed over time and became a different person.

Static: A static character is someone who does not change over time; his or her personality does not transform or evolve, a character that remains primarily the same throughout. Events in the story do not alter a static character’s outlook, personality, motivation, perception, habits, etc.

Example: There is a clumsy salesman, who is disorganised, never takes the time to organise his files, properly record his sales, or follow up with customers. Finally, his boss gets fed up and fires him. The salesman struggles for two months to find a new sales position, finally finds a new sales position but, before a week passes, he is called by his new boss. The salesman is informed he must get organised or he’ll be fired. A week later, the new boss fires him after he fails to follow up with an important

customer. In this example the salesman is a static character because he remains what he is and does not change.

Round: A round character is anyone who has a complex personality; he or she is often portrayed as a conflicted and contradictory person.

Example: She tells her friends that charity and compassion have no place in society. On the other hand, she can never pass by giving charity to beggars, feeding a stray kitten or puppy, and always tries to find a good home for lost or abandoned children. In this example the woman is a round character because she shows contradictory traits in her personality.

Flat: A flat character is the opposite of a round character. In a story, a flat character is a minor character that does not show any type of growth or change till the end of the story.

Stock: Stock characters are those types of characters who have become conventional or stereotypical through repeated use in particular types of stories. Stock characters are instantly recognisable to readers or audience.

When you are reading a drama and analysing it, asking the following questions will help you understand the characters, characterisation and the theme of the drama:

- Who are the characters both major and minor?
- What are their relationships to one another?
- What kind of people are they?
- Are you able to identify with one particular character?

Exercise 3

1. What is the difference between a round character and a flat character?
2. What is the importance of major characters in the plot of the play?



To analyse the character, the following points must be kept in mind.

1. Physical Description
2. What the character says
3. What the character does
4. What the character thinks
5. What others say to or about the character
6. What others do to the character
7. What is the setting in which the character is found
8. What the character is like

4. Dialogue

Dialogue means the words written by the playwright and spoken by the characters in the play. In a play, practically the entire story is carried out on the shoulders of the dialogue. The story of any play is taken forward by means of the dialogue. The story is narrated to the audiences through the dialogue. The success of a drama depends hugely on the contents of the dialogue and the quality of dialogue delivery by the actors of the play. Dialogue unveils characters. Characters in a play speak through their own vocabulary, accent, and life experiences.

Drama is a genre of literature intended to be acted out by actors. The lines actors have in a drama are called **dialogue**, it means “to converse or have a conversation”. Some plays are great to read, while others really need to be acted out in front of you in order for you to fully appreciate them!

Exercise 4

1. How would you define a dialogue?
2. What is the role of a dialogue in the play?



5. Music

Music is also one of the important element of a drama. This element of drama comprises of the melody in the use of sounds and rhythm in dialogues as well as melodious compositions, which form a part of many plays. The background music, the songs and the sound effects that are used in a play make up the musical element of drama. Music composers and lyricists sit together to create music that can go well with the theme of the play. If the scenes of a play are accompanied by well-suited pieces of music, they become more effective on the audiences. Hence, music forms a very important element of drama.

6. Stagecraft

While the dialogue and music constitute the important aspects of drama, the visual element or the stagecraft deals with the scenes, costumes and special effects used in it. Stagecraft plays a vital role in increasing the visual appeal of a drama. The use and organisation of different stage properties and the stage setup constitute the stagecraft, which is an essential component of a play. Stage Craft is an art that has been in existence since the beginning of theatre. The costumes worn by the artists must suit the characters they are playing. Besides, it is important for the scenes to be dramatic enough to hold the audiences to their seats. The special effects used in a play add to the visual appeal.

7. Audience

Drama is a term generally used to refer to an art form involving performances by actors while an enthusiastic audience is perhaps one of the very essential elements of drama. A play needs a live and lively audience who can constructively criticize performances and generously appreciate quality work. Theatre requires an audience that is engaged by the action. Theatre depends more than most arts upon audience response. If the house is not full, performance loses force.

Exercise 5

1. What is the importance of audience in the play?
2. If there is no audience at all, can a drama be performed?

UNIT 7

Understanding Drama

Introduction



In unit 6, we have explained to you some of the key issues related to drama. In this unit, we will give you practice to understand and analyse one drama and in the process you will learn to enjoy this very important genre of literature.

We have chosen **William Shakespeare's Drama "Hamlet"** to explain to you some of the elements of drama and illustrate our explanations with examples followed by exercises. We will try to introduce to you this tragic drama in a very easy and simple way so that you can understand the basic idea of the play. "Hamlet" is a very difficult play and so we do not expect that without reading the entire play and without an intensive help from a teacher, you would be able to understand this serious drama. However, by reading the few explanation that we have given in the unit, you will hopefully form an idea about this very famous drama "Hamlet" written by William Shakespeare.

"Hamlet" is Shakespeare's longest play and famous for the immortal lines "**To be or not to be; that is the question**". This tragic drama is full of talk about death, dead bodies, murder, suicide, disease, graves, and so forth. Before you read the plot summary and relevant extracts from the play, try and do this pre reading exercise. The statements given below are fairly related to the theme of the play.

Exercise 1

This is a pre reading exercise. You can also call this exercise as a "**warm up**" exercise that will help you form an initial idea about the content, theme, and characters of the drama, "Hamlet". The statements given below somewhat relate to the theme of the drama "Hamlet". Read each statement and then in front of each statement, write "Agree" or "Disagree" to show where you stand with regard to the statement.

Agree Disagree

- 1. Having a clear goal, and the ambition to achieve it, is honourable.
- 2. Power eventually corrupts the people who have it.
- 3. Revenge is the only way to gain true justice.
- 4. A person's immoral choices can come back to haunt him/her.
- 5. One must take a stand against injustice, even if the personal cost is great.
- 6. We make choices in life which we regret later.
- 7. To make mistakes is human and to forgive is divine.
- 8. Life is too short to be negative.
- 9. Life is a blend of joy and sorrow.
- 10. There is always a conflict between fate and free will.

Answer these questions:

1. What kinds of events in a person's life can cause overwhelming feelings of grief?
2. Describe some of the characteristics of people who are grieving. Try to give reasons for their attitudes or actions.

About the Play



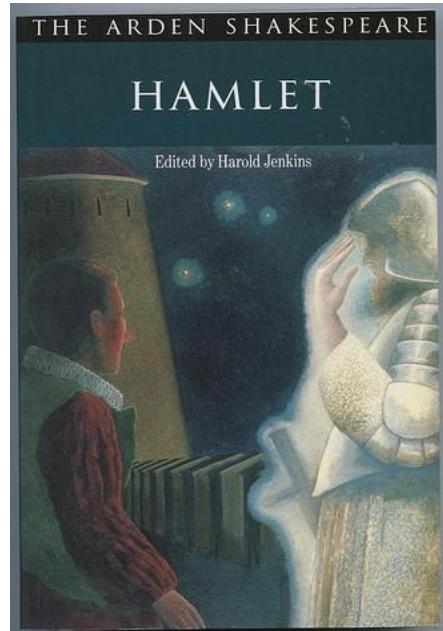
Hamlet was written sometime between 1599 and 1601 and is often considered the greatest achievement of the world's greatest playwright, William Shakespeare. It has been performed and translated more than any other play in the world. Its famous line "To be or not to be" is the most quoted in the English language.

Now read a detailed "plot summary" of the play "Hamlet".



Plot Summary

1. **Background:** Most of the action of play occurs in and around the castle at Elsinore in Denmark. King Hamlet is dead and Prince Hamlet has returned to Denmark from Wittenberg, Germany, only to discover that Queen Gertrude, his mother, has married his Uncle Claudius. Claudius has had himself crowned king.
2. On a dark winter night, a ghost walks in the Elsinore Castle in Denmark. Discovered first by a pair of watchmen, then by Horatio, Prince Hamlet's friend, the ghost resembles the recently dead King, whose brother Claudius has inherited the throne and married the King's widow, Queen Gertrude. When Horatio and the watchmen bring Prince Hamlet, the son of Queen Gertrude and the dead king, to see the ghost, it speaks to him, declaring that it is indeed his father's spirit, and that he was murdered by none other than Claudius, Hamlet's uncle. Ordering Hamlet to seek revenge on the man who grabbed his throne and married his wife, the ghost disappears.
3. Prince Hamlet is determined to take revenge for his father's death, but, because he is thoughtful and considerate by nature, he keeps delaying and thus becomes melancholic and shows signs of madness. Claudius and Gertrude worry about the prince's erratic behaviour and attempt to discover its cause. They ask Hamlet's friends, Rosencrantz and Guildenstern to watch him. Polonius, the pompous and scheming Lord Chamberlain, suggests that Hamlet may be madly in love with his daughter, Ophelia, and therefore he is acting strange. But though Hamlet certainly seems mad, he is not in love with Ophelia.
4. A group of actors comes to Elsinore castle, and Hamlet makes a plan that can prove his uncle's guilt. He asks the actors to perform a



scene closely resembling the scene of his father's murder, so that if Claudius is guilty, he will surely react on that scene. When the actors performed a similar kind of murder scene, Claudius becomes nervous and leaves the room. Hamlet is now sure that Claudius is guilty and that he has murdered his father. Hamlet goes to kill Claudius but finds him praying. Since he believes that killing Claudius while in prayer would send Claudius's soul to heaven, Hamlet considers that it would not be a proper revenge and decides to wait. Claudius, now frightened of Hamlet's madness orders that Hamlet should be sent to England at once.

5. Hamlet goes to confront his mother, in whose room Polonius has hidden behind a tapestry. As he argues with her, he hears a noise from behind the wall-hanging; Hamlet believes that Claudius is hiding there and so he draws his sword, stabs and pierces into Polonius and kills him. For this crime, he is immediately expelled to England. However, Claudius's plan for Hamlet includes more than banishment, as he gave sealed orders for the King of England demanding that Hamlet should be put to death.
6. After her father's death, Ophelia goes mad with grief and drowns herself in the river. Polonius's son, Laertes returns to Denmark in a rage. Claudius convinces him that Hamlet is to be blamed for his father's and sister's deaths. Horatio and Claudius receive letters from Hamlet telling them that he has returned to Denmark. Claudius now makes another plan and tells Laertes that he should have a sword fight or duel with Hamlet and take revenge for his father's and sister's deaths. Claudius poisons Laertes' sword so that if he strikes Hamlet, he will die. He also made another plan and he added poison in a wine glass, which he will give to Hamlet to drink if Hamlet score the first in the sword fight.
7. Hamlet returns to Elsinore just as Ophelia's funeral is taking place and is stricken with grief. Back at the castle, he tells Horatio that "he believes one must be prepared to die, since death can come at any moment". Claudius and Laertes are now ready with their plot against Hamlet. Claudius makes sure that Laertes's sword and the glass of wine are poisoned. Laertes succeeds in wounding Hamlet, though Hamlet does not die of the poison immediately. After a while,

Hamlet's sword is exchanged with Laertes's poisoned sword. Hamlet wounds Laertes with the poisoned sword and Queen Gertrude accidentally drinks the poisoned wine and dies. As Laertes was dying, he tells Hamlet about the plot and forgives Hamlet for the death of Polonius before he dies. In his last few moments of life, Hamlet kills Claudius with the same poisoned sword and forces him to drink down the rest of the poisoned wine. Claudius dies, and Hamlet dies immediately after achieving his revenge.

8. At this moment, a Norwegian prince named Fortinbras, enters Denmark. Fortinbras is stunned by the gruesome sight of the entire royal family lying sprawled on the floor dead. He moves to take power of the kingdom. Horatio, fulfilling Hamlet's last request, tells Fortinbras Hamlet's tragic story. Fortinbras orders that Hamlet be carried away in a manner befitting a fallen soldier. Fortinbras, the valiant prince of Norway becomes Hamlet's successor to the Danish throne.

Exercise 2

Check your understanding about the play "Hamlet" after reading the above plot summary.

1. **Hamlet is set in**

- Sweden
- England
- Denmark
- Scotland

2. **Hamlet is a**

- Prince
- King
- Magician
- Soldier

3. **Hamlet's stepfather is also his**
 - Nephew
 - Brother
 - Uncle
 - Grandfather
4. **Claudius poisoned**
 - Hamlet
 - Ophelia
 - Gertrude
 - King Hamlet
5. **The ghost is first spotted**
 - In the graveyard
 - On the deck of the ship
 - In Gertrude's chambers
 - Outside the castle
6. **The ghost claims he is**
 - The King of Norway
 - Old Fortinbras
 - Claudius
 - King Hamlet
7. **Hamlet claims to be afflicted by**
 - Arthritis
 - Melancholy
 - Schizophrenia
 - Dyslexia

9. **Ophelia dies by**
- Poison
 - Sword wound
 - Hanging
 - Drowning
10. **Hamlet is popularly known as**
- A revenge play
 - A romantic play
 - A morality play
 - A Black Comedy

Exercise 3

Now here are some questions that demand a careful reading of the above plot summary.

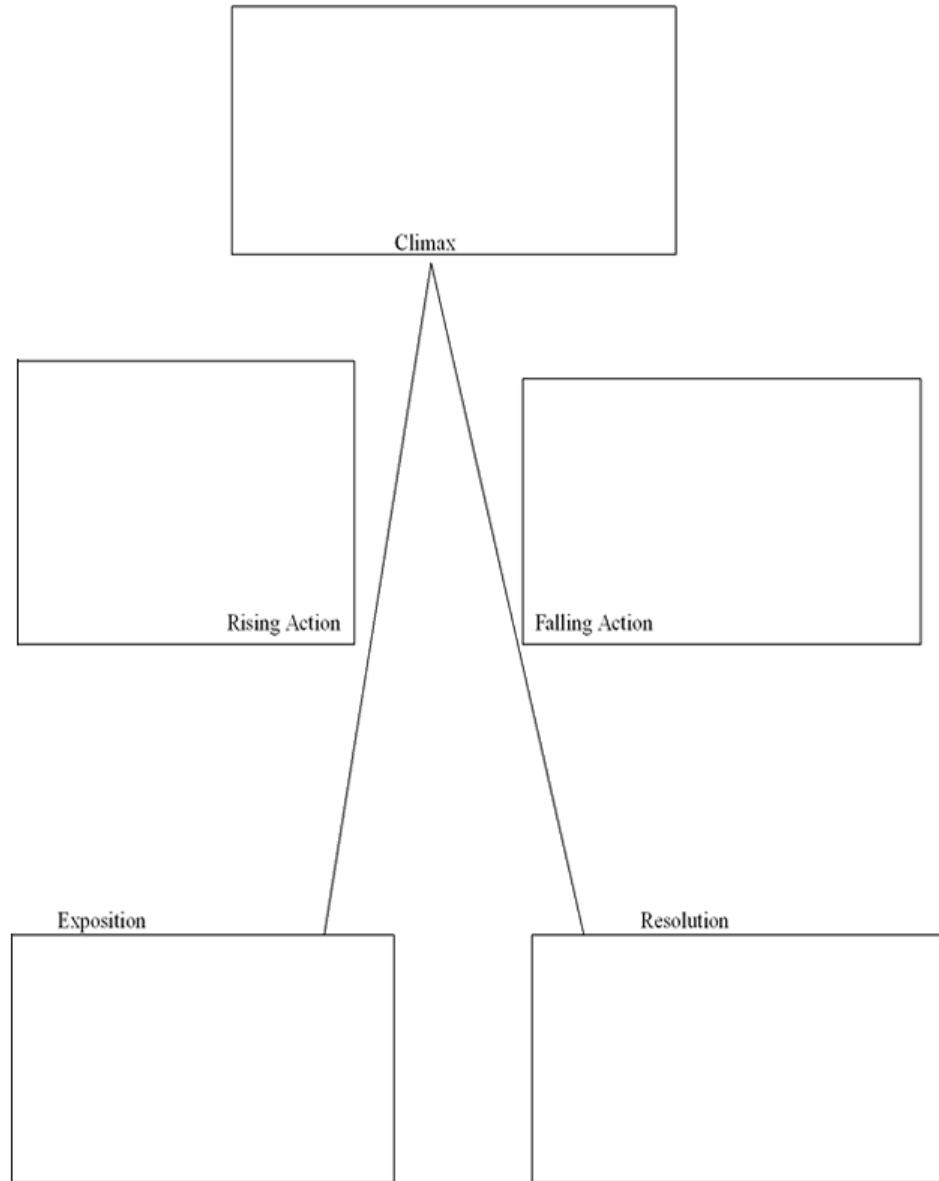
1. What time of the day does the action begin in the play?
2. How many different characters are introduced in the first and second paragraphs?
3. Whose ghost did Horatio see?
4. What is the relationship of the ghost with the three other characters: Hamlet, Claudius and Gertrude?
5. We get a glimpse of Hamlet's character. How is he described in paragraph 3? Can you identify the words that describe Hamlet?
6. What is the name of the Lord Chamberlain? How is he described? Is he presented as a negative or a positive character?
7. What plan did Hamlet make? Was he successful in his plan? Read paragraph 4.
8. Why doesn't Hamlet kill Claudius while the latter is praying?
9. Why was Hamlet banished from the castle?
10. You would notice that there are certain words given in bold in paragraph 5. All these words have synonyms within the paragraph. For example the word "**confront**" has a similar word or synonym in

the same paragraph which is, “**argues**”. Find the synonyms of these words from within the paragraph.

- tapestry
 - stabs
 - expelled
11. What are the names of Ophelia’s father and brother?
 12. What is one serious consequence of Polonius’s death?
 13. What two plans did Claudius make to harm Hamlet?
 14. What do you infer from what Hamlet tells his friend Horatio that “he believes one must be prepared to die, since death can come at any moment”.
 15. How is Queen Gertrude poisoned?
 16. How are Hamlet and Laertes both killed?
 17. What does Laertes do before he dies?
 18. How does Claudius die?
 19. What was the name of Norwegian prince?
 20. What surprises Fortinbras?
 21. What treatment did Fortinbras give to Hamlet’s after his death?

Exercise 4

After reading the above plot summary of "Hamlet", try to put the relevant information regarding the elements of plot given in the diagram below.





So far you have read the **plot** of the famous Shakespearean tragedy "Hamlet". Now let us move on and continue with another element of drama and that is "Character". Let us once again take the example of the play "Hamlet". Here is a list of major characters in the play, followed by a chart depicting different characters in the play. Read the list and look at the chart closely to understand the relationship between different characters.

Characters in Hamlet

Hamlet - The Prince of Denmark, the title character, and the protagonist. About thirty years old at the start of the play, Hamlet is the son of Queen Gertrude and the late King Hamlet, and the nephew of the present king, Claudius. Hamlet is a moody, theatrical, witty, brilliant young man, perpetually fascinated and tormented by doubts and introspection. It is difficult to pin down his true thoughts and feelings -- does he love Ophelia, and does he really intend to kill Claudius? Hamlet portrays a variety of moods, from hyper to serious.

Claudius - Old King Hamlet's brother, Prince Hamlet's uncle, and Queen Gertrude's newly wed husband. He is the new King of Denmark and the play's antagonist. Claudius is a calculating, ambitious politician, driven by his lust for power, but he occasionally shows signs of guilt and human feeling--his love for Gertrude, seems sincere. He murdered his brother in order to seize the throne and subsequently married Gertrude, his sister-in-law. Claudius appears to be a rather dull man who is fond of the pleasures of the flesh and drinking. Only as the play goes on do we become certain that he is indeed guilty of murder.



Gertrude - The Queen of Denmark, Old King Hamlet's widow, Prince Hamlet's mother and Claudius' wife. Gertrude loves Hamlet deeply, but she is a shallow, weak woman who seeks affection and status more than moral integrity or truth. She seems unaware that Claudius killed her former husband. Gertrude loves Hamlet tremendously, while Hamlet has very mixed feelings about her for marrying Claudius after her first husband's death.



Polonius - The Lord Chamberlain of Claudius's court, a pompous, scheming old man. Polonius is the father of Laertes and Ophelia. A "rash, intruding fool," in Hamlet's phrase, Polonius is always intriguing. Hamlet accidentally kills the old man while he listens to his conversation with Queen Gertrude hiding behind the curtains. Polonius' death causes his daughter Ophelia to go mad.

Ophelia - Polonius's daughter, a beautiful young woman with whom Hamlet has been in love. Ophelia has received several tributes of love from Hamlet but rejects him after her father orders her to do so. Ophelia is a sweet and innocent young girl, who obeys her father and her brother, Laertes. Dependent on men to tell her how to behave, she gives in to Polonius's schemes to spy on Hamlet. She goes mad after Hamlet murders Polonius. She later drowns.

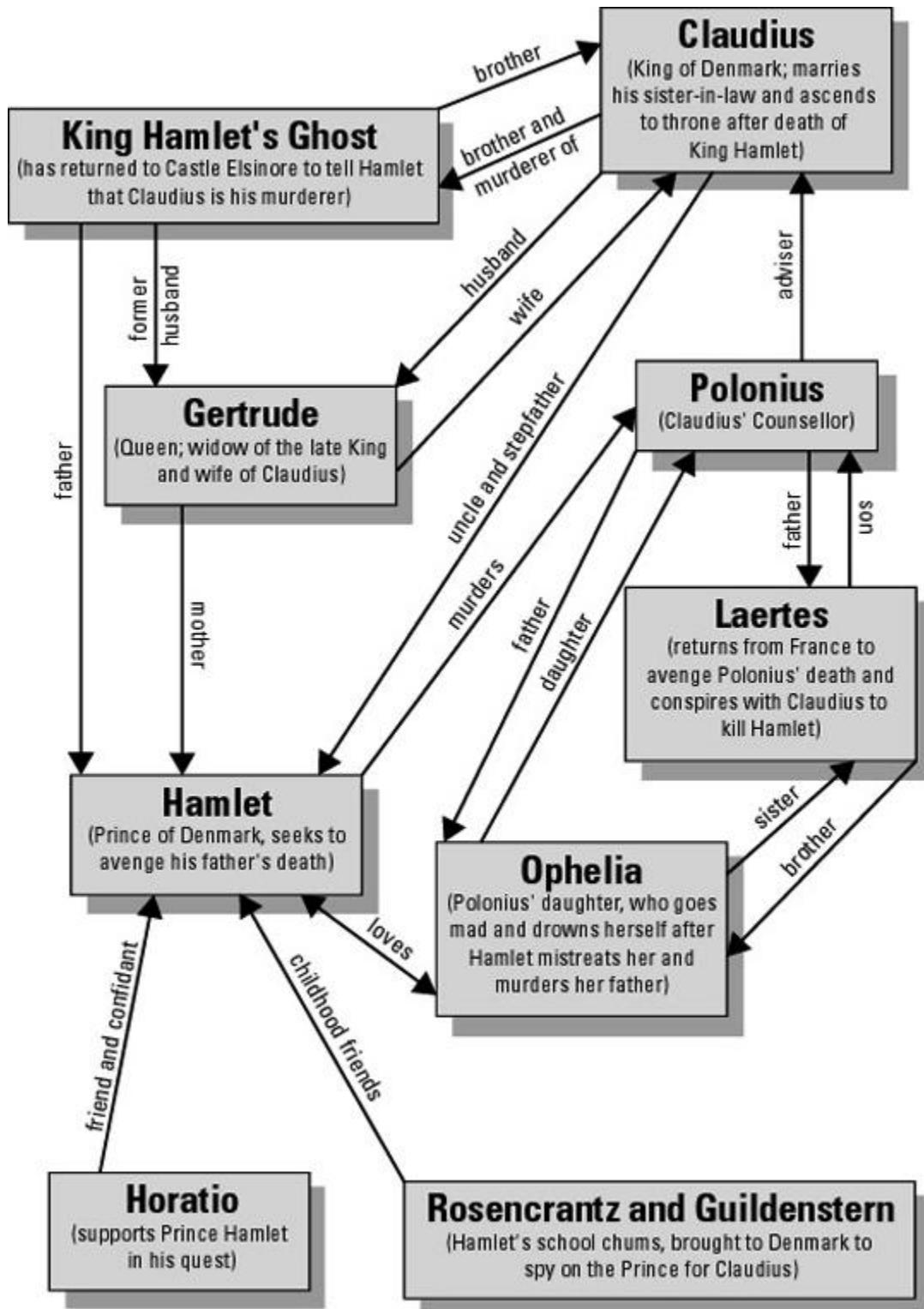
Laertes – Polonius' son and Ophelia's brother. Laertes is an impulsive young man who lives primarily in Paris, France. He and Claudius conspire to kill Hamlet in the course of a duel between himself and Prince Hamlet.

Horatio – Hamlet's close friend, who studied with the prince at the university in Wittenberg. Horatio is loyal and helpful to Hamlet throughout the play. Horatio is presented as a studious, cynical young man, perhaps more serious and less clever than Hamlet. Hamlet praises Horatio as his soul's choice and declares that he loves Horatio because he is "not passion's slave" but is rather good-humoured and philosophical. At the end of the play, Hamlet charges Horatio with the task of explaining the pile of bodies to the confused onlookers in court.

Fortinbras – The young Prince of Norway, whose father the king was killed by Hamlet's father (also named Hamlet). In many ways his story is parallel to Hamlet's as he too has lost his father by violence (Old King Hamlet killed Old King Fortinbras); he too is stopped from ascending the throne by an interfering uncle. But despite these similarities, Fortinbras and Hamlet are opposites. Where Hamlet is pensive and brooding, Fortinbras is all action. He leads an army through Denmark. At the end of the play, and with Hamlet's death, Fortinbras assumes the crown of Denmark.

The Ghost – The ghost of Hamlet's recently deceased father (King Hamlet), who claims to have been murdered by Claudius, calls upon his son Prince Hamlet to avenge his murder. Hamlet speculates that the ghost might be a devil sent to deceive him and tempt him into murder, and the question of what the ghost is or where it comes from is never resolved.

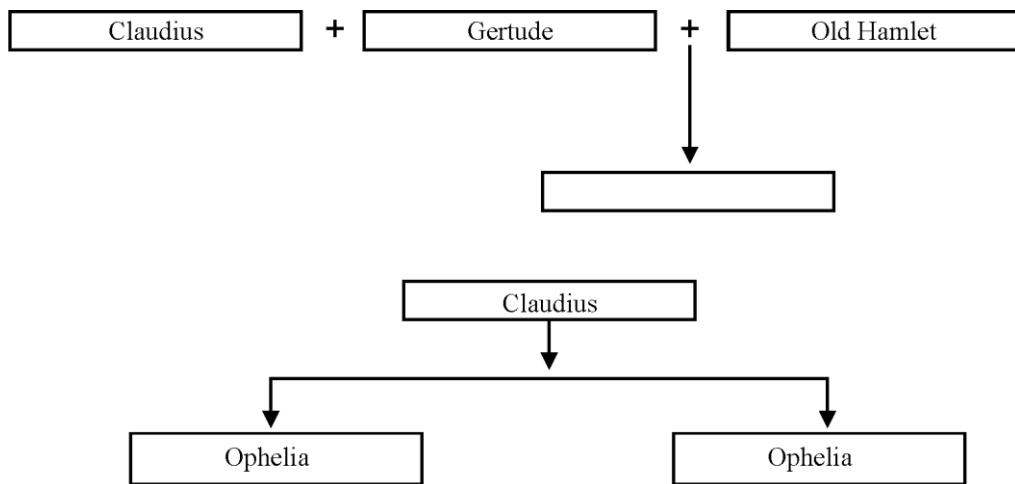
Rosencrantz and Guildenstern – Two slightly awkward courtiers, former friends of Hamlet from Wittenberg, who are summoned by Claudius and Gertrude to discover the cause of Hamlet's strange behaviour. Rosencrantz and Guildenstern are often treated as comic relief; they are sycophantic, absurd fellows. After Hamlet kills Polonius, Rosencrantz and Guildenstern are assigned to accompany Hamlet to England. They carry a letter from Claudius asking the English king to kill Hamlet upon his arrival. Hamlet discovers this plot and alters the letter so that Rosencrantz and Guildenstern are put to death instead. We learn that they have indeed been executed at the very close of the play.



Exercise 5

After reading the character list and the chart, can you write:

1. What was the relationship between Polonius, Ophelia and Laertes?
2. What was the relationship between Hamlet, Gertrude and Claudius?
3. Who were Rosencrantz and Guildenstern? What kind of characters were these two? What happened to them?
4. Who was Horatio and what kind of relationship did he have with Hamlet?
5. Who was Gertrude? How did she feel towards Hamlet?
6. What was similar and different between Hamlet and Fortinbras?
7. Fill in the following two simple classification charts by adding appropriate name and relationship.





Now read a detailed character analysis of "Hamlet", the protagonist or main character of the play:



The revenge tragedy drama "Hamlet" has fascinated audiences and readers for centuries. "Hamlet" is a tragedy written by William Shakespeare. Hamlet - The Prince of Denmark, the title character, and the protagonist of the play is portrayed as a very emotional soul, a daring, brave character who has a bad and violent temper.

About thirty years old at the start of the play, Hamlet is the son of Queen Gertrude and the late King Hamlet, and the nephew of the present king, Claudius. His father's death was a shock for him and he could not get over it.

Hamlet is an emotional young man, deeply disillusioned by his mother's marriage to his uncle and full of grief at his father's sudden death. He is so disappointed with life and views it with disgust and displeasure, saying that the world is "weary, stale, flat, and unprofitable... an unweeded garden".

The disclosure by his father's ghost that he was murdered by Claudius worsens Hamlet's distress. The ghost's demand to "revenge his foul and most unnatural murder" and to not let "the royal bed of Denmark become a couch for luxury" thrusts upon Hamlet a duty to take extreme action. Hamlet's mind at the moment of revelation becomes unstable from grief.

Hamlet is melancholy, bitter, and cynical character, full of hatred for his uncle's scheming and disgust for his mother marrying his uncle. A reflective and thoughtful young man, Hamlet is often indecisive and hesitant, but at other times prone to rash and impulsive acts. Claudius

mentions that Hamlet was taking the mourning of his father's death to extremes:

"To give these mourning duties to your father;
But you must know, your father lost a father;
That father lost his, and the survivor bound
In filial obligation for some term
To do obsequious sorrow."

The King is telling Hamlet that death is only natural and that Hamlet's father lost his father too. He is informing Hamlet that he is mourning too much for his deceased father and he should try to get over it.

Another example of Hamlet's emotions can be seen when he is recollecting his father's death. Hamlet says,

"...How stand I then, That have father killed, a mother stained,...".

He is asking himself what kind of a person he is if he can allow his father to be murdered and his mother to be married so soon after his father's death to his uncle. This shows us that he is pitying himself and is putting himself down. Yet another example of his emotions running wild are seen in these lines:

"...She married.
O, most wicked speed, to post with such dexterity to incestuous sheets!
It is not, nor it cannot come to good.
But break my heart, for I must hold my tongue".

He is telling us that his mother has married right away and did not mourn for his father's death. He tells us that the marriage is not good and nor can this marriage between Claudius and Gertrude come to any good. He wants to express his true feelings to his mother, but since it will hurt her, he must be silent for the time being. This shows us that he has a great and deep love for his mother. He will not say or do anything to hurt her, even though what she is doing is wrong.

He has no friends left, but Horatio loves him unconditionally. He is angry, dejected, depressed, and brooding; he is sometimes elated, enthusiastic, and energetic and at other times he is dark and suicidal, a man who loathes himself and his fate.

Hamlet is also a brave and daring character. There are several examples of his fearless attitude. The first example occurs when the ghost visits Hamlet, Horatio and Marcellus. Here Hamlet is determined to meet the ghost:

"If it assume my noble father's person,
I'll speak to it, though hell itself should gape
And bid me hold my peace."

Hamlet wants to speak to the ghost, even though it might be a devil instead of his father's spirit.

Another significant incident that brings out Hamlet's daring character is when he arranges for the players to perform "The Murder of Gonzago" to find out whether or not the King is guilty of his father's murder. Hamlet's plan is,

"...The play's the thing/Wherein I'll catch the conscience of the King."

He decides to use the play to test the King's conscience and if the King seems nervous or behaves strangely he will know the truth and will do what the ghost told him. Get revenge.

Hamlet also has a bad and violent temper. This is expressed when the meeting between Hamlet and Ophelia goes sour:

"...You jig, you amble, and you lisp; you nickname God's creatures and make your wantonness your ignorance. Go to, I'll no more on't! It hath made me mad."

Here he is upset with Ophelia and insults her and tells her that she names things according to her own fancy and then acts as if she is ignorant. He says that he has had enough of it and this has made him angry. Another scene where he expresses his anger is immediately after killing Polonius and shouts at his mother:

"Here is your husband, like a mildewed ear
Blasting his wholesome brother.
Have you eyes? Could you on this fair mountain leave to feed,
And batten on this moor?
Ha! have you eyes?"

He is telling Gertrude that her new husband is nothing like Hamlet's biological father. How could she leave him after his death and marry Claudius? Can't she see what she is doing?

The real problem with Hamlet is that he has been given a task that is essentially foreign to his nature. He believes in reason and moderation and therefore, he feels he has been thrown into an emotional situation that demands a decision against which his morals revolt. Raised a Christian, he believes in forgiveness rather than in revenge; therefore, the responsibility for avenging his father's death completely transforms him, and he pretends to be mad in order to fulfill the dreaded task. In fact, he is so worried about the act of vengeance that at many points in the play he often seems to be really mad; but Hamlet is in control of his craziness and acts normally when he wishes to do so. In truth, the madness provides Hamlet with a means to hide his own indecision while his mind struggles to reach a decision. He even reflects on the futility of life and contemplates suicide in the famous line,

"To be, or not to be, that is the question."

His mind remains doubt-ridden and perplexed at the uncertainties of life until the very end of the play. Finally, as the tragedy moves towards its end, Hamlet becomes more stable and resolute, resigning himself to God's will.

His great weaknesses are that he simply does not know how to do the thing he must do and, therefore, delays until it is too late. In the end, his humanity destroys him and everyone he loves.

Hamlet also proves he is an intellectual aristocrat, a scholar and a thinker. Hamlet often reveals the high quality of his mind, pondering many weighty matters. Hamlet is a noble, sensitive, a tragic hero, and victim. His fatal flaw is his obsession for taking revenge of his father's death. Although he finally achieves revenge and justice, it is at a terrible cost, because every major character is killed with Hamlet committing suicide.

Exercise 6

After reading the above character sketch, can you now answer the following questions?

1. What is wrong with Hamlet? Is he mad, angry, or lost?
2. The following phrases might be used to describe the character of Prince Hamlet. How do you think each relates to Hamlet's nature? Answer this question after reading the above sketch carefully and support your answer with some support.
 - a victim of circumstance
 - a man incapable of taking action
 - an excessively ambitious prince who lusts for power
 - a person of exceptional intellect and intelligence
 - a man in the grip of insanity
3. What do you think about Hamlet? Is Hamlet a likable character?



Now let us move further on and **discuss the different themes of the drama “Hamlet”**. Themes are the fundamental ideas in a literary work. We have already discussed “Theme” and other elements of a literary work in previous units.

Themes in Hamlet

Images of corruption, disease, and death appear throughout this play to help convey the theme that a corrupt head of state corrupts the state itself.

Revenge

Plays based on acts of personal revenge became very popular in Shakespeare's day. This form came to be known as the **revenge tragedy**, a genre which most often included some or all of the following:

- the ghost of a murdered family member who demands that the hero takes revenge
- the revenger must take the law into his own hands and commit an evil act to get revenge, which inevitably leads to his own death
- scenes involving real and/or pretended madness
- a graveyard scene
- much violence and many deaths, (thus its alternate name "the tragedy of blood"!)

Hamlet contains all of these elements; in fact, the play is structured around a double revenge. Both Hamlet and Laertes seek to avenge their fathers' murders.

The play is completely dominated by the remarkably complex characterisation of Hamlet, the brooding and brilliant Prince of Denmark, through whom the traditional form of revenge tragedy is opened up. The bulk of the play deals not with Hamlet's ultimately successful revenge of his father's murder, but with Hamlet's inner struggle to take action. The play concludes with a bloodbath that's typical of revenge tragedy.

Death

Hamlet's thoughts on suicide, especially the "**to be or not to be**" speech, focuses on the value of life and the mystery of death. But Hamlet himself never commits suicide. It is Ophelia, who never mentions the possibility of taking her own life, but drowns herself, as a result of some combination of madness and despair.

Death threads its way through the entire play, from the opening scene's confrontation with a dead man's ghost to the bloodbath of the final scene, which leaves almost every main character dead.

Lies and Deception

Hamlet hates deception and craves honesty. Hamlet, in his search for truth, is trapped in a sleazy political world where deception is a necessary part of life.

Gender

"**Frailty, thy name is woman,**" so says Hamlet in his first scene. Hamlet's attitude toward women is notoriously sexist or biased and is resulted from his disgust at his mother's unfaithfulness to his dead father. This outlook eventually spills over to include all women, especially the unfortunate Ophelia, who has virtually no power or control, even over her own life.

Family

Family is a significant theme in Hamlet. Gertrude's marriage to her dead husband's brother, Hamlet's fixation on his mother, and even Laertes's obsession with Ophelia's behaviour. It is also important to note how politics influences family relationships, especially when domestic harmony is sacrificed for political gain.

Madness

Madness – both real and pretended – is at the heart of the play. Does Hamlet truly go mad or is it all an act? An impossible mystery, it's one of many unanswered questions raised by the play. Hamlet does display the symptoms of melancholy, pessimism and cynicism, self-criticism, depressed mood and persistent thoughts of suicide.

Corruption

"**Something is rotten in the state of Denmark**". Actions and images on the theme of corruption are many in Hamlet. Ideas about the physical decay and corruption of the body also constantly return in much of the imagery in Hamlet.

Famous Quotes from Hamlet

- Frailty, thy name is woman!
- Something is rotten in the state of Denmark...
- The time is out of joint...
- Brevity is the soul of wit....

- ...there is nothing either good or bad but thinking makes it so
- What a piece of work is a man!
- To be or not to be, that is the question...

Exercise 7

1. Write a newspaper obituary for Hamlet. Include information about his place of birth, parents, education, employment, and hobbies, and the cause of his death. Draw upon details from the play as well as from your imagination to create the obituary.
2. Find magazine or newspaper reports or articles containing events motivated by revenge.

UNIT 8

Prose

Introduction



In the previous units we have discussed different genres of literature such as poetry, novel, and drama. In this unit we will introduce another type of literary writing that is "**Prose**".

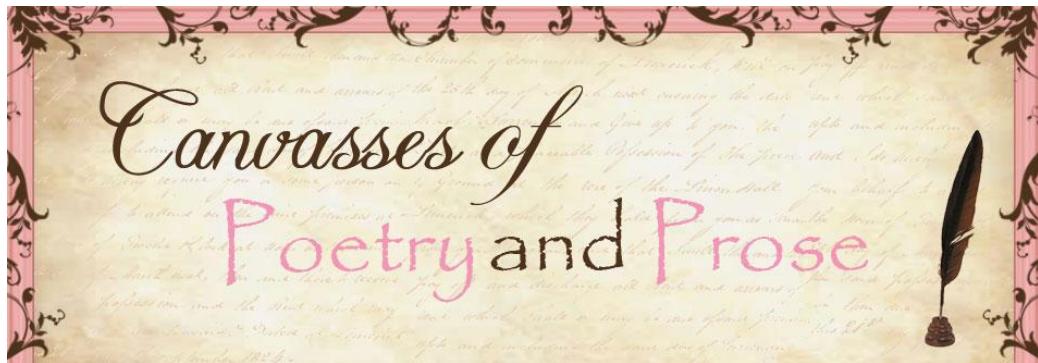
What is Prose?

- The word "prose" comes from the Latin word "prosa", meaning "straightforward".
- Prose is a type of literature that does not follow any particular formal structure and is considered as the ordinary form of spoken or written language.
- Prose is the type of writing that is usually used or adopted for the description of facts or the discussion of ideas.
- Prose is written without a formal pattern of verse; rhyme or meter often found in poetry and is usually grouped into paragraphs.
- Although some works of prose contain traces of poetic devices such as meter, rhyme etc. but that kind of a conscious blend of poetic devices and ordinary language is known as "prose poetry".

As said earlier that prose is straightforward and ordinary form of writing that does not follow any particular formal structures, therefore prose is often considered the most suitable writing form where the writer's aim is to give facts and information. The writer usually uses the simplest language possible to express points so that it is understood by a reader. This means that prose can be used for writing in newspapers, magazines, short stories, letters, essays, history, biography and many other forms of writings.

The status of prose has changed overtime. Much of early literature is written in the form of poetry. Prose was considered as ordinary, dull or mundane form of writing. Prose was at one time synonymous with dull, unimaginative or laboured writing and the word "prosaic" has developed from prose to mean anything boring.

Prose vs Poetry



What is prose and what is poetry? Well, we hear and have read both forms of literature, but little do we know about their key differences. It is very important to distinguish one from the other.

Poetry is an art in itself. It is a rhythmical type of literary composition that usually serves to excite the readers. Either written down or spoken orally, poetry is imaginative and attractive expression of one's thoughts. Poetry is metrical, which means that poems are metered or structured. Poetry has rhyme, it is represented in lines, and not sentences, and poetry has stanzas. On the other hand, prose is quite ordinary; no wonder it is regarded by many as the most typical language form. Because of this, prose is observed in many areas of writing, most especially in newspapers and magazines. It is very similar to poetry in the sense that it can either be written or spoken, but without the metered and structured quality of poetry.

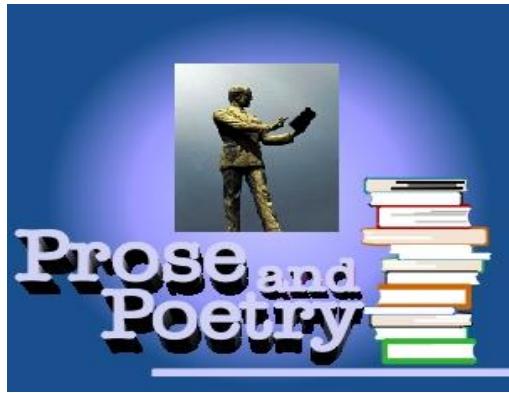
Prose is characterised by being simple, common and not that expressive. Often, it is even regarded by literary experts as a dull form of expression. It is more informal, and that's why readers find it a little disorganised to read. There may be slight rhythm and repetitions in the prose, but these are not significant enough to be noticed. A sentence is considered to be its basic unit and sentences which are organised into paragraphs.

A prose poem is written as prose, in other words it is a mixture of poetic devices and ordinary language. A true poem has all of the essential elements such as rhythm, rhyme, repetition, assonance, consonance, and

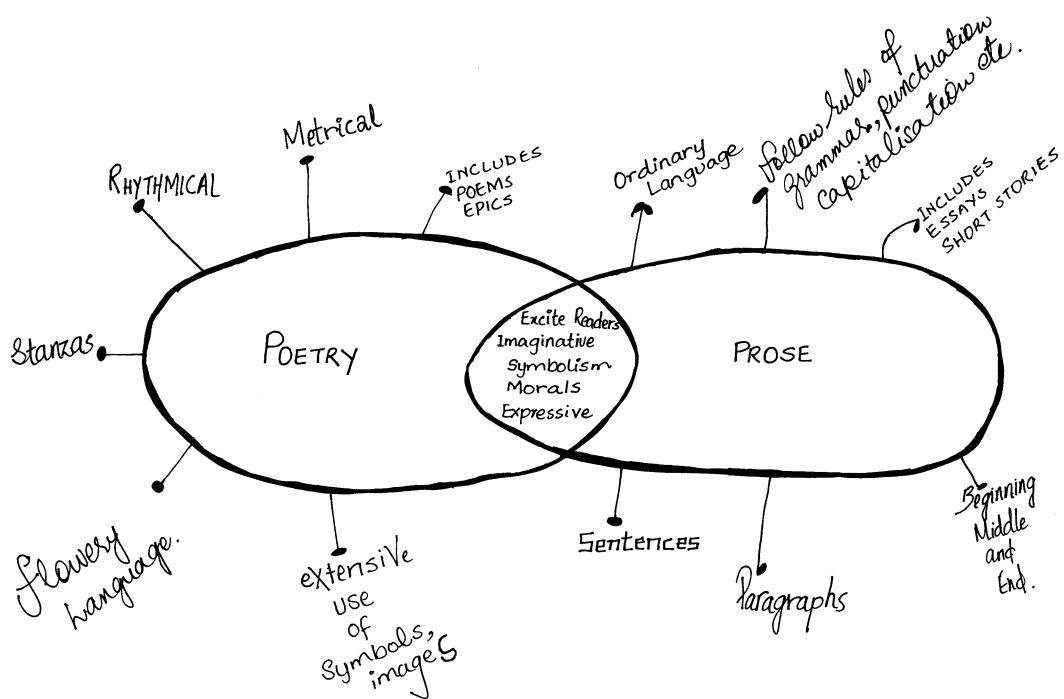
imagery. Poetry is considered to be artificially developed, "The best words in the best order," whereas, prose is thought to be less constructed and more reflective of ordinary speech. Poetry is still often regarded as a higher form of literature compared to prose.

Overall, prose and poetry differ in the following aspects:

Prose	Poetry
Prose is written without a formal pattern of verse, rhyme or meter.	Poetry on the other hand, aims to convey ideas and emotional experiences through the use of meter, rhyme, imagery in a carefully constructed metrical structure based on rhythmic patterns.
Prose is structured into sentences and paragraphs.	Lines and stanzas tend to be associated with poetry.
Prose is the language of everyday speech. It is a regular kind of writing which employs more words to express ideas, facts, and information in great detail.	Poetry is more of an art form which tends to express the thoughts and images in fewer words.
Prose writing most often follows standard rules in grammar, punctuation, capitalisation, and sentence structure.	Poetry usually follows a set pattern, rhyme scheme and meter. It is an art form in which human language is used for its aesthetic qualities. Poetry often doesn't follow rules for expressive reasons, and every word, punctuation mark, etc. is carefully chosen to say the most using the least words.



We hope that now you are somewhat clear about what prose is and how it differs from poetry. Both poetry and prose are forms of expression in writing, however both overlap considerably so a scale must be properly drawn between the two. Since you have already learned about poetry in the previous units, this particular unit will focus on prose.



To illustrate the difference between prose and poetry read the following two samples:

Going Home

Happiness at the thought of going home for such an occasion I liken to an autumn day. A warm glow fills my heart like slowly burning embers as I think of my dear parents who gave me life in the springtime of their love. The God-given joys I have known I liken to spring with new life bursting forth--my reminds me of sorrows I have known, yet your love, God's strength have given me courage to go on. Remembering summer, I rejoice, at the warmth of happy times, fond childhood memories and the joy of daily living. Sharing life with friends and loved ones---All this I do because of you!

Happiness

at the thought
of going home
for such an occasion

I liken
to an autumn day.

A warm glow
fills my heart
like slowly burning embers
as I think
of my dear parents
who gave me life
in the springtime of their love.

The God-given joys I have known
I liken to spring with
new life bursting forth--
my husband, children, grandchildren,
beauty in nature, in song.

The chill of winter
reminds me of sorrows
I have known,

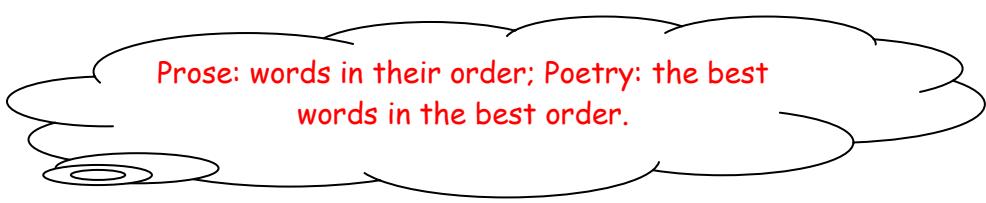
yet your love, God's strength
have given me courage
to go on.
Remembering summer, I rejoice,
at the warmth of happy times,
fond childhood memories,
the joy of daily living,
Sharing life with friends and loved ones---
All this I do
because of you!

How are the two compositions different from each other? Both have a certain rhythm and beauty. Perhaps some may like the first which is so beautifully written and a joy to read. Perhaps some may like the second which is easier to read and helps one to "see" the things the writer is saying.

As said earlier, prose and poetry writing have different characteristics and approaches.

Prose has sentences arranged in paragraphs. The information presented is more matter-of-fact, many times, than in poetry. The language of prose is straight forward, with less figurative language than poetry.

Poetry has a different form than prose. Where prose has paragraphs, poetry has stanzas. Where prose has sentences in a paragraph coming one after another, poetry divides into shorter lines, with a phrase or group of words that join together on each line. Poetry is created with figurative language such as poetic devices.



Prose: words in their order; Poetry: the best words in the best order.

Read both versions given below to understand how the same thought is expressed differently in prose and in poetry.

Prose version:

A woman stands on a mountain top with the cold seeping into her body. She looks on the valley below as the wind whips around her. She cannot leave to go to the peaceful beauty below. In the valley, the sun shines from behind the clouds causing flowers to bloom. A breeze sends quivers through the leaves of trees. The water gurgles in a brook. All the woman can do is cry

Poetry version:

The Woman on the Peak

The woman stands upon the barren peak,
Gazing down on the world beneath.
The lonely chill seeps from the ground
Into her feet, spreading, upward bound.
The angry wind whistles 'round her head,
Whipping her hair into streaming snakes,
While she watches, wishes, weakly wails.

Beyond the mountain, sunshine peeks,
Teasing flowers to survive and thrive.
The breeze whispers through the leaves,
Causing gentle quivers to sway the trees.
Laughter gurgles as the splashing brook
Playfully tumbles over rugged rocks,
While the woman above can only grieve.

Exercise 1

This exercise will help you understand the difference between prose and poetry. Here is short prose passage which includes a lot of repetition of words. **Can you rewrite it in form of a poem?** You may take liberties and add a few words or create a rhyme scheme.

You came. You were late. As usual. But you came. It was a rainy day. But you came. And sunshine filled the world. And music filled the world. Though it was raining. And grey.

Exercise 2

Now here is poem. Can you convert it into a prose passage?

Poor Child

Always playing in muddy puddles
Always getting in scrapes and muddles
Poor Child

Dirty clothes, dirty hair
Almost always on welfare care
Poor Child

Living in the dirty slums of a town
When will they ever pull them down
Poor Child

Will anything ever be done
Will his time ever come
Poor Child

Exercise 3

We are giving you an opportunity to be CREATIVE! Write one prose paragraph on any of the following topics. Then write a poem about the same subject, incorporating the same ideas.

1. Parents
2. Dreams
3. Life
4. Love
5. Ambitions



There is large body of Pakistani English writers who are poets, novelists, short story writers, and prose writers. Among many there are a few names such as Shahid Suhrawardy, Ahmed Ali, Mumtaz Shahnawaz, Zaib-un-Nissa Hamidullah, Taufiq Rafat, Maki Kureishi, Shahid Hosain, Daud Kamal, Zulfikar Ghose, Kaleem Omar, Jocelyn Ortt Saeed, Bapsi Sidwa, Aamer Hussein, Shaila M Abdullah, Daniyal Moheuddin, Adrian A. Husain, Salman Tarik Kureshi, Tariq Ali, Muneeza Shamsie, Javaid Qazi, Rukhsana Ahmad, Tariq Rahman, Adam Zameenzad, Alamgir Hashmi, M. Athar Tahir, Moniza Alvi, Moni Mohsin, Hanif Kureishi, Sara Suleri, Aamer Hussein, Qaisra Shahraz Ahmad, Mohsin Hamid, Nadeem Aslam, and many more.

Read an interesting and humorous prose sample. This prose sample is taken from the book "**The Diary of a Social Butterfly**" written by **Moni Mohsin**.

Moni Mohsin is born and bred in Lahore. She received most of her education in Lahore, after which she went to Cambridge University. She writes on culture, heritage and the environment, and has travelled extensively throughout Pakistan documenting life in the more remote towns. She joined "The Friday Times" (Pakistan's independent weekly newspaper) and later moved to London in 1995 where she lives with her husband and two children.



Prose being a social document not only reflects the characters and people of particular society but also the culture, values and traditions. As you will read the following prose sample, you will notice how Ms Mohsin has played around with words, giving them a touch of Pakistani English and have also used Urdu words to add a different flavour to her writing as well as giving us a glimpse of Pakistani society. Enjoy reading the prose sample:

Para 1

I've also got such bad kismet. The party season's on my head and I've gone and got bronckite-us. So much of fever I've had. And cuff. And cold. And nothing's helped. The only thing that's helped is a homo. (Pathic,bhai.) Homo-pathics are very in these days. Doctors ko tau koi poochta hi nahin hai. And good thing also: jab pooch antibionics transcribe karr detay hein. Antibionics take karr-karr keh my intesticles have rooted, I swear.

Para 2

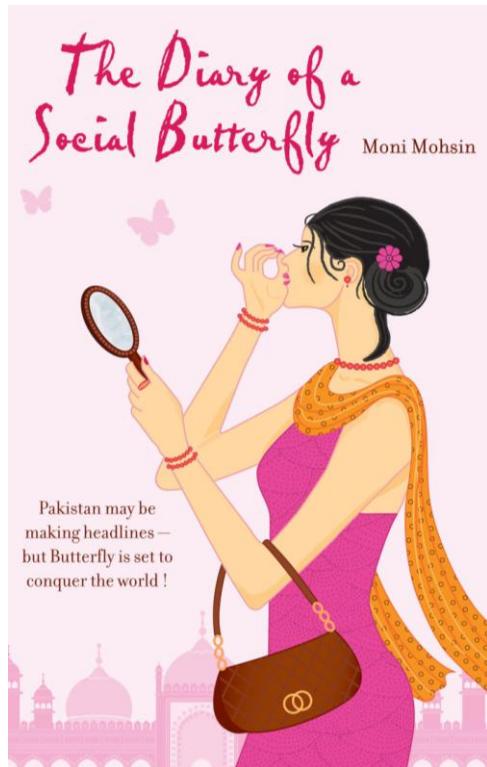
But despite of my illness, I've not missed a single party or shaadi. Because I know how much people look forward kar rahe hotay hain to my coming. So first I went to Sheheryar Ali's wedding. Bara fit scene tha, with fountains and peacocks and jewels to die for. Nice plot they have for a party, vaisay. Big-big, open-open. And the best address in Lahore: 1 FCC.

Para 3

Then there was that lunch for Sara Guleri. Bhai, jiss ne write kee thi a voh book Meatless ways. She teaches at Yales. She's written a new book called Boy Should Be Boys. Lunch was nice but I left before the guest speaker's speech because I didn't want to miss the final episode of Kyunke Saas Bhi Kabhi Babu Thi.

Para 4

But imagine what happened when I got home? Kulchoo was watching. The Meekest Link on BBC. I told him to switch it off but he said first I had to buy him a Sony Flatrom for his room. Look at him! When did he get so materialistic? So matlabi? Where does he learn if from? Must be school only. Everything bad comes from there only.



Para 5

Anyways. Then there was Ahmad Rashid's Christmas party, full of left-wings-wallay, you know, Rashid Rehman, Najam Sethi, Ijaz-ul-Hassan, and the whole NGO crowd. Wearing khaddar and talking bore-bore things like politics and economics. Food was good, but. Turkey and lamb roast and crispy salads with lovely dressing gowns.

Para 6

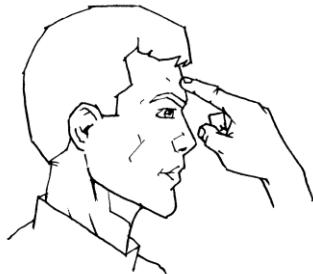
After lunch mujhay thori si weakness ho rahi thi, but then I took two of my pills and drove out to Bali's Bedian bash. Everybody was there, including Shaukat and Marina. (Bhai, voh New York wallay.) I hear she knows everybody who's everybody, including Coffee Annan, Moody Allen and Paris Sheraton, sorry, Hilton. Main nay daba keh PR kee, rushed around saying hello to everyone—even those I didn't know, because I thought if they are at Bali's they must be important or rich or both. Preferably both.

You must have noticed while reading the passage that there are plenty of Urdu words and expressions used by the writer. Isn't it surprising that the main language of writing is English yet the writer is mixing Urdu in it?

CODE SWITCHING is perhaps the right word that can explain this mixing of two languages (codes). When two languages are used together while speaking and writing, we can call this "Code switching". We are sure that you must have noticed in many television shows on different channels, where people especially the comedians and anchor persons mix Urdu and English. We can say that in the prose sample that you have read, the writer switches codes or switches from language A that is English to Language B that is Urdu.

Let us notice code switching in Para 1

I've also got such bad kismet. The party season's on my head and I've gone and got bronckite-us. So much of fever I've had. And cuff. And cold. And nothing's helped. The only thing that's helped is a homo. (Pathic,bhai.) Homo-pathics are very in these days. Doctors ko tau koi poochta hi nahin hai. And good thing also: jab pooch antibionics transcribe karr detay hein. Antibionics take karr-karr keh my intesticles have rooted, I swear.



Read the underlined words and expressions in the paragraph again and think:

- Why has the writer used these Urdu words and expressions? What may be the reasons?

Now let us substitute the words with English words:

I've also got such bad luck. The party season's on my head and I've gone and got bronckite-us. So much of fever I've had. And cuff. And cold. And nothing's helped. The only thing that's helped is a homo. (Pathic, brother.) Homo-pathics are very in these days. Doctors no one asks. And good thing also: whenever ask antibionics transcribe do. Antibionics take again and again my intesticles have rooted, I swear.

What do you think about this? We have translated Urdu words into English but don't you think the passage looks and sounds odd? It seems something is wrong because the words do not really fit in correctly. This happens because no two languages are same. Every language has different word order.

Exercise 4

Now read para 2 given below again. Try to translate each Urdu word or expression into English and rewrite the whole paragraph. After rewriting, notice if the use of English words and expressions changes the meaning and flavour of the passage or is there no difference.

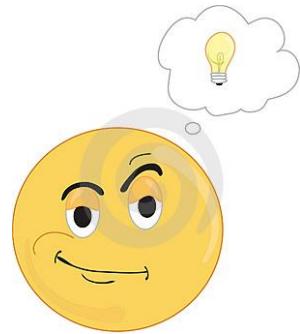
But despite of my illness, I've not missed a single party or shaadi. Because I know how much people look forward kar rahe hotay hain to my coming. So first I went to Sheheryar Ali's wedding. Bara fit scene tha, with fountains and peacocks and jewels to die for. Nice plot they have for a party, vaisay. Big-big, open-open. And the best address in Lahore: 1 FCC.



The entire prose sample is an interesting example of code switching. We would recommend you to read it again and identify all the Urdu words and expressions, change them into English, rewrite and notice the difference.

THINK ABOUT IT!!

Apart from the use of Urdu words and expressions, you must have also noticed that there are so many spellings mistakes present in the prose sample. Why do you think this is so? Does the writer have poor English language skills? Or has she committed these spelling mistakes deliberately?



Now let us read para 1 again and identify the spelling mistakes.

I've also got such bad kismet. The party season's on my head and I've gone and got bronckite-us. So much of fever I've had. And cuff. And cold. And nothing's helped. The only thing that's helped is a homo. (Pathic,bhai.) Homo-pathics are very in these days. Doctors ko tau koi poochta hi nahin hai. And good thing also: jab pooch antibionics transcribe karr detay hein. Antibionics take karr-karr keh my intesticles have rooted, I swear.

Now compare the correct spellings:

bronckite-us	bronchitis
cuff	cough
homo-pathics	homeopathic
antibionics	antibiotics
transcribe	prescribe
intesticles	intestines
rooted	rotted

Exercise 5

Now here are a few more words taken from paragraphs 4 & 6. The first one refers to a programme that is shown on BBC television. We have corrected the spelling mistake. You can write the correct spellings of the remaining.

- | | |
|---------------------|-------------------------|
| 1. The Meekest Link | <u>The Weakest Link</u> |
| 2. Sony Flatrom | _____ |
| 3. Coffee Annan | _____ |
| 4. Moody Allen | _____ |



In paragraphs 3, 5 & 6, the writer has mentioned a few names. Let us take an example from para 3:

- Then there was that lunch for Sara Guleri. Bhai, jiss ne write kee thi a voh book Meatless ways.
- Well actually this is a reference to a famous Pakistani English writer "Sara Sulheri" who has written a book titled "The meatless Days".

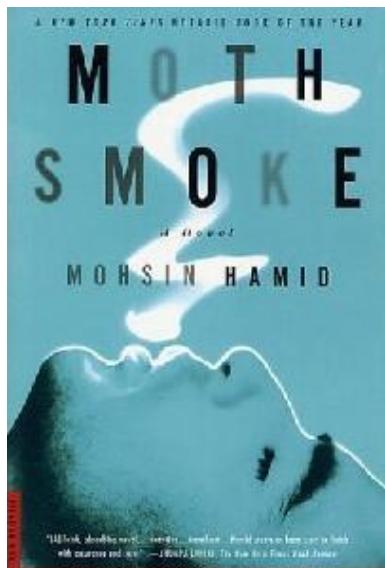
Exercise 6

Here are a few more references taken from paras 5 & 6. Can you write who these people are and what they are famous for?

1. Ahmad Rashid
2. Najam Sethi
3. Coffee (Kofi) Annan
4. Moody (Woody) Allen
5. Paris Sheraton (Hilton)



Here is a prose sample taken from a novel "**Moth Smoke**" written by Mohsin Hamid. Read the sample carefully and then do the exercises that follow.



Suddenly the air is still and the trees are silent, and I can hear the laughter from my neighbour's servant quarters....Then the wind returns, bringing the smell of wet soil and a pair of orange parrots that swoop down to take shelter in the lower branches of the banyan tree, where they glow in the shadows.

A raindrop strikes the lawn, sending up a tiny plume of dust. Others follow, a barrage of dusty explosions bursting all around me. The leaves of the banyan rebound from their impact. The parrots' disappear from the sight. In the distance, the clouds seem to reach down to touch the earth. And then a

curtain of waterfalls quietly and shatters across the city with a terrifying roar, drenching me instantly. I hear the hot concrete of the driveway hissing, turning back into steam, and I smell the dead grass that lies under the dirt of the lawn.

Exercise 7

1. There are two paragraphs in the above prose sample. The first paragraph portrays a good and optimistic mood. How can we recognise the signals that the writer gives to create that optimism, well the following words help us feel the optimistic mood of the paragraph?
 - laughter
 - the wind returns

- the smell of wet soil
- a pair of orange parrots
- the lower branches of the banyan tree
- they glow in the shadows

Read the second paragraph and identify what mood does the writer create and what words does he use to create that particular mood.

Exercise 8

The writer has used **personification**. Find out examples of personification from the passage. For example:

- air is still
- trees are silent

Exercise 9

The passage contains many adjectives and adverbs. Can you identify them and write them in their respective columns.

Adjectives	Adverbs
still	Suddenly

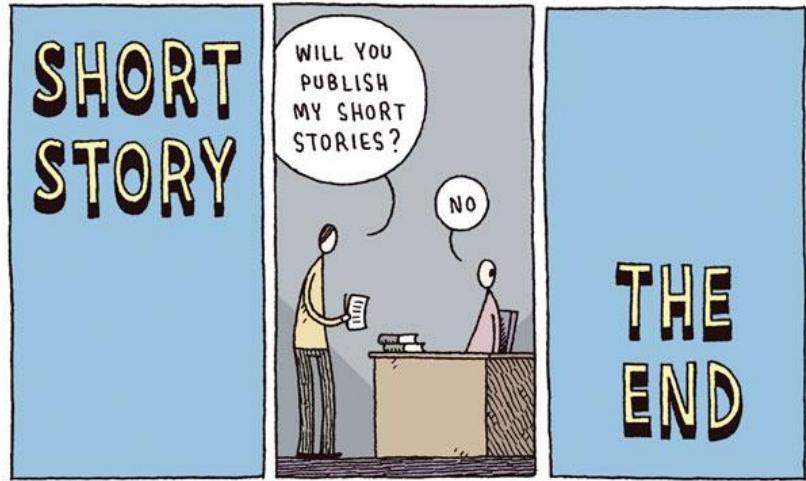


Now let us move on and read a short story. **A short story is a kind of prose fiction, usually more compact and intense than the novel and the short novel (novelette).** Most often the short story is restricted in character and situation and is concerned with creating a single, dynamic effect. Its length usually falls between 2,000 and 10,000 words. A short story is a brief, focused fictional piece that is short enough to be read in a single sitting (from a half hour to two hours).



Before we begin analysing a short story, Let us just name a few famous American short story writers. Edgar Allan Poe was an American poet, short story writer who is acknowledged today as one of the brilliant American writer. Washington Irving, John Updike, F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Joyce Carol Oates, Nathaniel Hawthorne, Stephen King...and the list is endless.

Similar to other forms of literature like novel and drama, a short story has all of the elements such as plot, setting, characterisation and some sort of resolution. We can, therefore, say that there is not much difference between elements of a novel and short story apart from the length. We would not be discussing the elements of a short story in this unit as these elements are already described in previous units about novel.



Short stories are as varied as novels. They can be horror stories, fantasy, romantic stories, adventure and science fiction. In many ways, they are miniature versions of novels. In other ways, short stories are their own art form, with special features and rules of writing.



All the things that go into making a Short Story

Exercise 10

After reading the above explanation, can you answer these questions?

1. What is a short story? Write a simple definition of short story.
2. In what respects a short story is similar or different form a novel?



The short story is generally considered an indigenous American art form and critics strongly support the position that the United States is the short story's natural home. In view of this argument, **we have chosen a short story which is written by the famous American short story writer Edgar Allan Poe**. Edgar Allan Poe (1809-1849), was an American poet, critic, short story writer, and author of chilling works. One of the greatest masters of the horror tale, and the detective story, Edgar Allan Poe was one of the earliest American short story writers and is considered the inventor of the detective-fiction genre.

Exercise 11

Before we introduce Edgar Allan Poe's short story to you, we want you think about and answer the following questions:

1. What is a scary or horror story?
2. Can you list five things that you look for or expect to find in a scary story?
3. Can you think of any horror stories or films that you have seen that really scared you of?

Exercise 12

Read the following statements and decide whether you agree or disagree with them. Place a tick mark in the appropriate box.

Agree Disagree

1. People who are insane normally think that they are insane.

- | | | |
|---|--------------------------|--------------------------|
| 2. People who commit a major crime, sooner or later will be caught. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. When people do something wrong, they are in agony and fear that they will be caught. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. All people share the same fears, i.e., same things frighten all people. | <input type="checkbox"/> | <input type="checkbox"/> |



The short story that we have chosen for you is “**TELL TALE HEART**” written by Edgar Allan Poe. It is perhaps best known for its mystery, horror, suspense and finally with its theme of guilt. It is a horror tale with a message for the readers.

Now let us step into the world created by Poe. First read the vocabulary items given in box below. These words will help you understand the story.

Vocabulary

Foresight: Thoughtful regard for the future

Dissimulation: Hidden under a false appearance

Vexed: Troubled, distressed, caused agitation

Sagacity: Sound judgment

Harkening: Giving careful attention

Awe: A mixed feeling of reverence, fear, and wonder

Distinctness: Unmistakable, clearly defined

Over-acuteness: Very keen

Concealment: A means of hiding

Waned: To grow gradually less

Scantlings: Small quantities or amounts

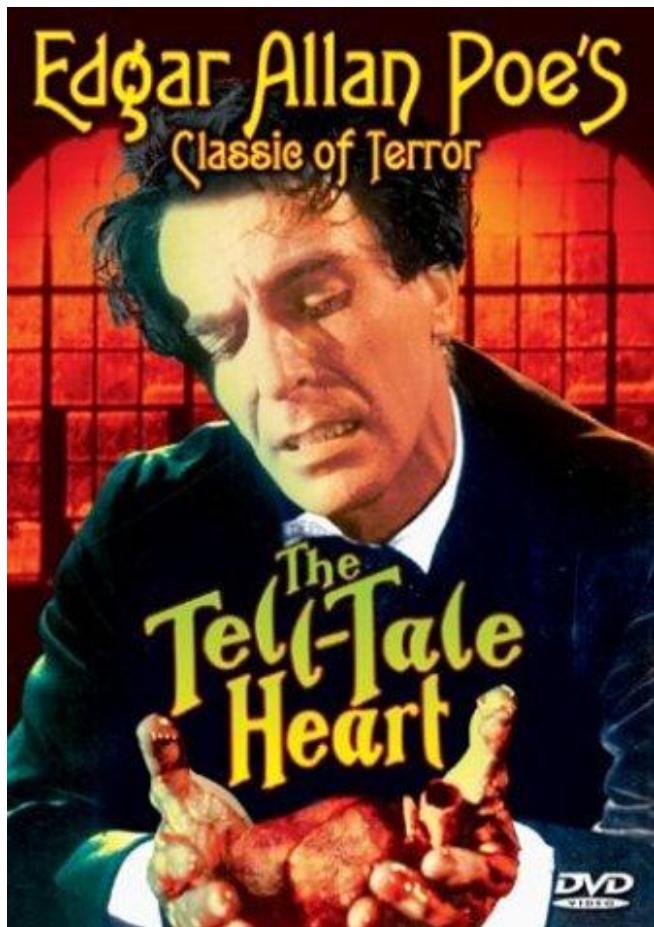
Suavity: Gracefulness, politeness

Bade: Urged, compelled

Audacity: Bold courage, daring

Reposed: To lay at rest

Derision: Contempt, ridicule



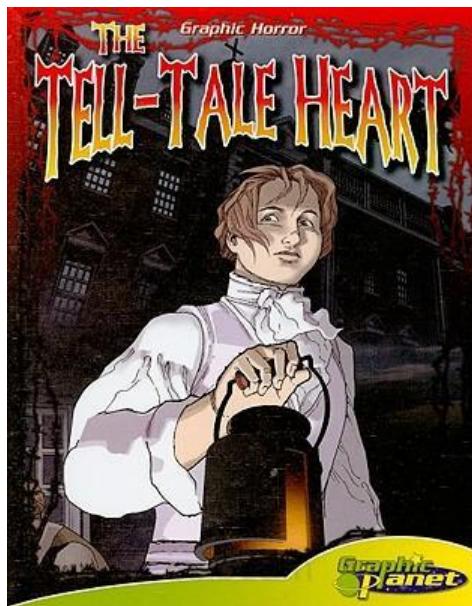
Begin to read the story. As you would read it, you would notice that we interrupt the story in between with questions. We would like you to answer these questions. We are actually giving you opportunities to test your understanding and make predictions and intelligent guesses about what is going to come next as you go on reading the story.

TRUE! Nervous, very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses, not destroyed, not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How then am I mad? Hearken! and observe how healthily, how calmly, I can tell you the whole story. It is impossible to say how first the idea entered my brain, but, once conceived, it haunted me day and night.

Question 1: We have been introduced to the narrator "I". Who is this "I"? What kind of a person do you think this "I" is?

Question 2: What disease do you think the person/narrator "I" suffers from?

Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! Yes, it was this! One of his eyes resembled that of a vulture----- a pale blue eye with a film over it. Whenever it fell upon me my blood ran cold,



and so by degrees, very gradually, I made up my mind to take the life of the old man, and thus rid myself of the eye for ever. Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded -- with what caution -- with what foresight, with what dissimulation, I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night about midnight I turned the latch of his door and opened it oh, so gently! And then, when

I had made an opening sufficient for my head, I put in a dark lantern all closed, closed so that no light shone out, and then I thrust in my head.

Question 3: What is it about the man that bothers the narrator? Why?

Question 4: What turns his "blood cold"?

Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly, very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha! Would a madman have been so wise as this? And then when my head was well in the room. I undid the lantern cautiously -- oh, so cautiously -- cautiously (for the hinges creaked), I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights, every night just at midnight, but I found the eye always closed, and so it was impossible to do the work, for it was not the old man who vexed me but his Evil Eye.

Question 4: What did this person "I" used to do for seven long nights and why?

Question 5: What is going on in his mind?

And every morning, when the day broke, I went boldly into the chamber and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he had passed the night. So you see he would have been a very profound old man, indeed, to suspect that every



night, just at twelve, I looked in upon him while he slept.



Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I felt the extent of my own powers, of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was opening the door little by little, and he not even to dream of my secret deeds or thoughts. I

fairly chuckled at the idea, and perhaps he heard me, for he moved on the bed suddenly as if startled. Now you may think that I drew back -- but no. His room was as black as pitch with the thick darkness (for the shutters were close fastened through fear of robbers), and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily. I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in the bed, crying out, "Who's there?" I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed, listening; just as I have done night after night hearkening to the death watches in the wall. Presently, I heard a slight groan, and I knew it was the groan of mortal terror.

Question 6: What do you think will happen next? Why has this person "I" come into the old man's room?

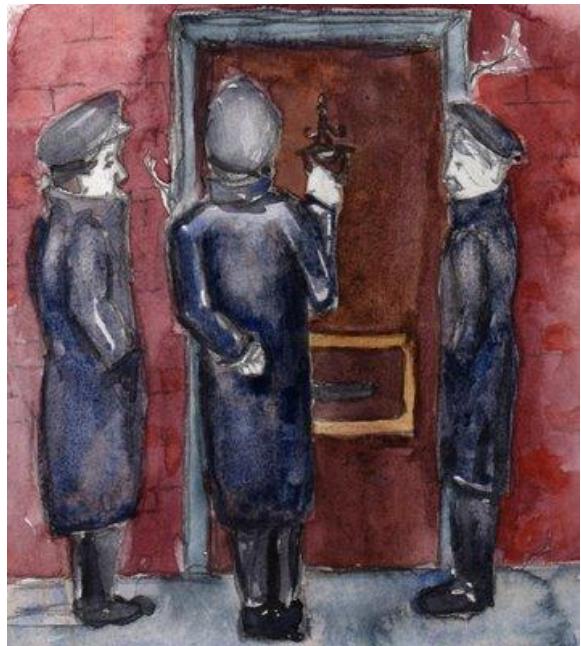
It was not a groan of pain or of grief -- oh, no! It was the low stifled sound that arises from the bottom of the soul when overcharged with awe. I knew the sound well. Many a night, just at midnight, when the entire world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and pitied him although I chuckled at heart. I knew that he had been lying awake ever since the first slight noise when he had turned in the bed. His fears had been ever since growing upon him. He had been trying to fancy them causeless, but could not. He had been saying to himself, "It is nothing but the wind in the chimney, it is only a mouse crossing the floor," or, "It is merely a cricket which has made a single chirp." Yes he has been trying to comfort himself with these suppositions; but he had found all in vain. ALL IN VAIN, because Death in approaching him had stalked with his black shadow before him and enveloped the victim. And it was the mournful influence of the unperceived shadow that caused him to feel, although he neither saw nor heard, to feel the presence of my head within the room. When I had waited a long time very patiently without hearing him lie down, I resolved to open a little -- a very, very little crevice in the lantern. So I opened it -- you cannot imagine how stealthily, stealthily -- until at length a single dim ray like the thread of the spider shot out from the crevice and fell upon the vulture eye. It was open, wide, wide open, and I grew furious as I gazed upon it. I saw it with

perfect distinctness -- all a dull blue with a hideous veil over it that chilled the very marrow in my bones, but I could see nothing else of the old man's face or person, for I had directed the ray as if by instinct precisely upon the damned spot.

And now have I not told you that what you mistake for madness is but over-acuteness of the senses? Now, I say, there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew that sound well too. It was the beating of the old man's heart. It increased my fury as the beating of a drum stimulates the soldier into courage. But even yet I refrained and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eye. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder, every instant. The old man's terror must have been extreme! It grew louder, I say, louder every moment! -- do you mark me well? I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me -- the sound would be heard by a neighbor! The old man's hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once -- once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. But for many minutes the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more. If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body.

Question 7: How does the old man react when he hear sounds in his room?

The night waned, and I worked hastily, but in silence. I took up three planks from the flooring of the chamber, and deposited all between the scantlings. I then replaced the boards so cleverly so cunningly, that no human eye -- not even his -- could have detected anything wrong. There



was nothing to wash out -- no stain of any kind -- no blood-spot whatever. I had been too wary for that. When I had made an end of these labors, it was four o'clock -- still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart, -- for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbor during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

Question 8: What do you think will happen next? Will the narrator admit or hide the crime?

I smiled, -- for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search -- search



well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim. The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat and while I answered cheerily, they chatted of familiar

things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears; but still they sat, and still chatted. The ringing became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definitiveness -- until, at length, I found that the noise was not within my ears.



Question 9: Why do you think the narrator felt uneasy after a while?

No doubt I now grew very pale; but I talked more fluently, and with a heightened voice. Yet the sound increased -- and what could I do? It was a low, dull, quick sound - much like a sound a watch makes when enveloped in cotton. I gasped for breath, and yet the officers heard it not. I talked more quickly, more vehemently but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men, but the noise steadily increased. O God! What could I do? I foamed -- I raved -- I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder -- louder -- louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God! -- no, no? They heard! -- They suspected! -- they knew! -- they were making a mockery of my horror! -- this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! -- and now -- again -- hark! louder! louder! louder! LOUDER! --

"Villains!" I shrieked, "Dissemble no more! I admit the deed! -- tear up the planks! -- here, here! -- it is the beating of his hideous heart!"

The End

Read the notes on the short story "TELL-TALE HEART". These notes will give you a deeper understanding of the story. **These notes will give you information about settings, characters, style, theme, and point of view.** Remember in units 1-7, you have done activities based on all these elements.

Settings

The story covers a period of approximately eight days with most of the important action occurring each night around midnight. The location is the home of an elderly man in which the narrator has become a caretaker.

Characters

This story contains a nameless narrator, an old man and the police who enter near the end of the story when they were called by a neighbour whose suspicion had been aroused upon hearing a scream in the night. The protagonist or narrator becomes the true focus of the tale. This narrator may be male or female because Poe uses only "I" and "me" in reference to this character.

Point of view

Poe writes this story from the perspective of the murderer of the old man. When an author creates a situation where the protagonist tells a personal account, the overall impact of the story is heightened. The narrator, in this particular story, adds to the overall effect of horror by continually stressing to the reader that he or she is not mad, and tries to convince us of that fact by how carefully this brutal crime was planned and executed.

Style and Interpretation

Poe's story is a case of domestic violence that occurs as the result of an irrational fear. To the narrator that fears is represented by the old man's eye. Through the narrator, Poe describes this eye as being pale blue with a film over it, and resembling that of a vulture. Does the narrator have any reason to fear the old man or his eye? Is it this phobia that evokes the dark side, and eventually drives the narrator to madness?

The belief in the evil eye dates back to ancient times and even today. The belief centres around the idea that those who possess the evil eye have the

power to harm people or their possessions by merely looking at them. Wherever this belief exists, it is common to assign the evil eye as the cause of unexplainable illnesses and misfortunes of any kind.

Theme

Human nature is a delicate balance of light and dark or good and evil. Most of the time this unstable balance is maintained; however, if the balance is lost, the dark or perverse side surfaces. In this story, it is the "vulture eye" of the old man that makes the narrator's blood run cold. It is this irrational fear which evokes the dark side, and eventually leads to murder. The narrator plans, executes and conceals the crime.

Exercise 13

Read the story once again and answer the following questions by choosing the right answer from the options given with each question

1. The narrator says his senses were _____ by a disease.
 - a weakened
 - b strengthened
 - c destroyed
 - d diminished

2. The narrator says that he _____ the old man.
 - a pitied
 - b hated
 - c was afraid of
 - d loved

3. According to the narrator, the old man's eye was like the eye of
 - a an owl
 - b an eagle
 - c a crow
 - d a vulture

4. The old man died after
 - a being strangulated by the narrator
 - b a bed was put on top of him

- c being stabbed by the narrator
 - d hitting his head against a lantern
5. At four o'clock in the morning, the narrator was visited by
 - a a neighbour and two police officers
 - b two neighbours and two police officers
 - c three police officers
 - d two neighbours
 6. While the narrator was conversing with the police officers, he became convinced that they could hear
 - a) his heart beat
 - b) their own heart beats
 - c) the old man's heart beat
 - d) each other's heart beats

Exercise 14

The following questions will check your overall understanding and to some extent your interpretive skills about the story. Answer the questions.

1. What do you think the title of "The Tell-Tale Heart" means?
2. Describe the narrator in detail.
3. How does the narrator act towards the old man during the day? Why?
4. Why doesn't he just kill the man during the day, when his eye is open?
5. How does the narrator kill the old man?
6. What do the steps that he takes to hide the crime say about him or about his mental state?
7. How does the narrator feel after he commits the murder? Is he worried about being caught?
8. How does he react when the police arrive?
9. What happens to shake the narrator's calm? Why does he confess?
10. List three details, descriptions, or actions that the author uses to create an atmosphere of horror.
11. Does the narrator really hear a heartbeat? Whose heart beat does he hear?



Literary devices are a major part of writing. A good author will use literary devices to bring the reader into what they are reading. When an author does this, the reader begins to feel and think as the characters feel and think. This is what Poe does to a reader when he writes a story. Poe uses quite a few literary devices or figures of speech in his short story. Let us look at just a few of these literary devices:

Anaphora

Anaphora is a figure of speech in which a word or phrase is repeated. This device is used to give emphasis to ideas and create balance in writing. Read this extract from "The Tell-Tale Heart":

I heard all things in the heaven and in the earth. I heard many things in hell. With what caution-with what foresight, with what dissimulation, I went to work! He had been trying to fancy them causeless, but could not. He had been saying to himself, "It is nothing but the wind in the chimney, it is only a mouse crossing the floor," or, "It is merely a cricket which has made a single chirp." There was nothing to wash out-no stain of any kind-no blood-spot whatever. They heard!-they suspected!-they KNEW!-they were making a mockery of my horror!

Exercise 15

Find examples of "Anaphora" from the story....there are many, for example, in the beginning of the story there is a sentence: Nervous, very, very dreadfully nervous".



Personification

Remember in previous units we have explained to you what “personification” is. Well, personification is a figure of speech in which non-living objects are given with human qualities. In the “The Tell Tale Heart”, you can find quite few examples of personification, for example:

- Death in approaching him had stalked with his black shadow before him and enveloped the victim. (Here, Death is a person.)
- A watch's minute hand moves more quickly than did mine.
-dim ray like the thread of the spider shot out from the crevice and fell upon the vulture eye.
-sound a watch makes when enveloped in cotton.

Exercise 16

Writers use words (**Imagery**) that appeals to the senses (sight, sound, taste, touch, smell). For example: “the hinges creaked”.

1. What special words does the author use to help you see, hear, smell, and/or taste things in the story? Find out examples of imagery from the story “The Tell Heart” that create images.

Exercise 17

1. The narrator mentions a “watch” four times in the story. **Can you identify these four instances where a watch is used as a visual?**
2. The narrator also uses “lantern” a few times. Can you also identify those sentences where a lantern is used as a visual?

UNIT 9

Literature Revisited

Introduction



In the last eight (8) units we have introduced "Literature" to you. You have read about poetry, novel, drama, and prose which are the important literary genres. In units about poetry, you have learnt about figures of speech, themes, setting, tone, mood etc. In units on novel, we have given you a fair idea about plot, structure, characters etc. Furthermore, we have selected extracts from novels "Jane Eyre" and "The Kite Runner" to demonstrate the key elements of a novel. In units on drama, we have given you some basic information about what is a drama, its kinds and elements. We have also introduced you to a famous Shakespearean drama "Hamlet". Similarly, in the unit on prose, we have tried to tell you the difference between prose and poetry and have selected prose samples and extracts of Pakistani writers. In the same unit, we have also introduced to you Edgar Allan Poe's short story "The Tell - Tale Heart". We are sure that after going through all the eight units, you must have realised that reading of literature brings many rewards. The experience you all have had after studying the eight units would have definitely given you the idea that literature through its poems, plays, short stories, dramas and novels gives you a chance to escape your own lives — if only for a few moments — and become a part of things past, present, and future. But the key question is whether understanding literature is just the matter of reading? NO it isn't! The key to understanding and enjoying literature is your active involvement with that particular piece of literature. As readers, you need to interact with literature; experiencing the ups and down, the lows and highs of the plot, identifying or relating with different characters, immersing yourself in the setting and mood of the story or poem.....thus enjoying the true fruits of a literary text.

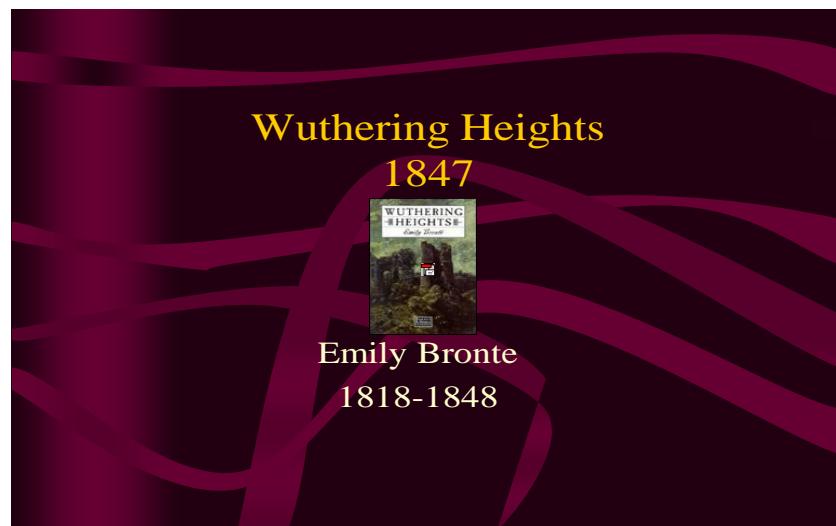
In this unit we have tried to consolidate some of the points that you have read in the previous units. This unit will give you the opportunity to extend your understanding about literature and will allow you to give independent responses. The practical exercises given in this unit are based on different pieces of literature, you have to apply the knowledge you have gained from the previous units and come up with detailed analysis.

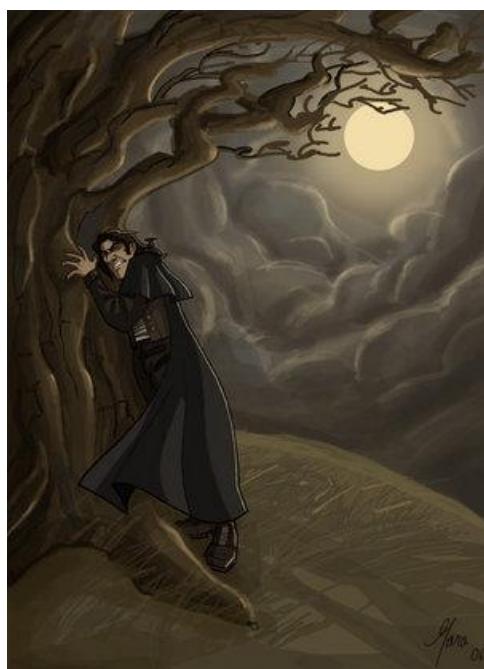
Exercise 1

Let us begin with an interesting introductory activity. Look at the following pictures. These pictures are based on the famous novel "**Wuthering Heights**" **written by Emily Bronte**. Emily Bronte was the sister of Charlotte Bronte, the novelist who has written the novel "Jane Eyre".

Look closely at these pictures and then make some intelligent guesses. **Infer the atmosphere, setting, and the mood of the novel.** Add some more words or expressions if you think the given are not adequate enough.

- Dark and stormy
- Depressing and destructive
- Cold and windy
- Barren and desolate landscapes
- Crumbling ruins, moonless nights, and bizarre imagery
- _____
- _____
- _____





In the previous units we have given you some brief explanation about symbolism. For your help here is a simple definition of symbolism:

- Symbolism is something that represents something else, either by association or by resemblance.

Exercise 2

Look again at the pictures and **try to interpret the symbolism that Emily Bronte is conveying:**

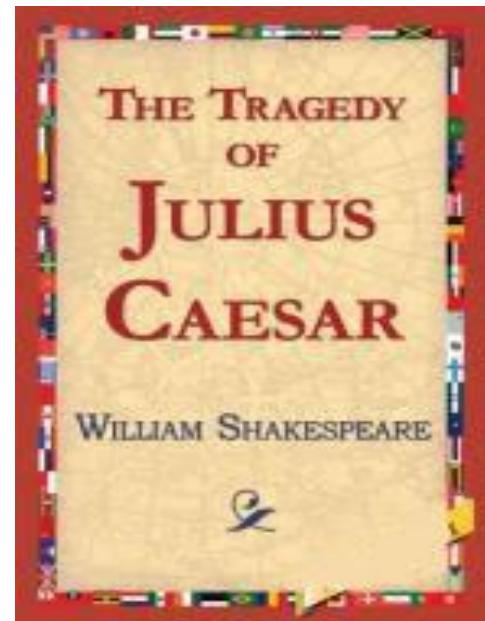
1. Closeness between characters suggests or symbolises love and friendship.
2. A tree on fire in the first picture suggests or symbolises destruction, pain, calamity, barrenness.
3. In the second picture a man clutching a tree suggests what? What is the symbolism in this picture?
4. What does the house symbolises in the last picture?

Exercise 3

This is a demanding exercise because it will test your language competence. Read the sample taken from William Shakespeare's play "Julius Caesar". In this extract, Mark Antony has come to make a speech at his friend Caesar's funeral. Caesar has just been murdered by a group led by Brutus. Antony cannot attack Brutus openly, so he does it indirectly.

Note down:

- unfamiliar words or expressions
- words or expressions which sound old-fashioned or out of date. For example, hath, oft, under leave of, etc.



Read the sample more than once and then answer questions that follow.



Friends, Romans, countrymen, lend me your ears
I come to bury Caesar, not to praise him.
The evil that men do lives after them;
The good is oft interred with their bones.
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious.
If it were so, it was a grievous fault,
And grievously hath Caesar answered it.
Here, under leave of Brutus and the rest-
For Brutus is an honourable man,
So are they all, honourable man-
I come to speak in Caesar's funeral.
He was my friend, faithful and just to me.
But Brutus says he was ambitious,
And Brutus is an honourable man.
He hath brought many captives home to Rome,

1

9

16

Whose ransoms did the general coffers fill.
Did this is Caesar see ambitious?
When that the poor have cried, Caesar hath wept.
Ambition should be made of sterner stuff.
Yet Brutus says he was ambitious,
And Brutus is an honourable man.
You all did see that on the Lupercal 23
I thrice presented him a kingly crown,
Which he did thrice refuse. Was this ambition?
Yet Brutus says he was ambitious,
And sure he is an honourable man.
I speak not to disprove what Brutus spoke, 28
But here I am to speak what I do know.
You all did love him once, not without cause.
What cause withholds you then to mourn for him?
O Judgement, thou art fled to brutish beasts,
And men have lost their reason! 33

1. Choose any lines from the sample and translate them into everyday English. For example, lines 16-22 might be as follows:

He had brought many prisoners back to Rome,
And the treasury paid the ransom for these prisoners.
Did Caesar act like an ambitious person when he did this?
And when the poor cried, Caesar wept with them.
Did he act like an ambitious person when he did that?
Ambition should be only for those people who are stern and unfeeling.
But Brutus still says he was ambitious,
And Brutus is an honourable and trustworthy man.

Exercise 4

English has a rich vocabulary. This exercise will give you an opportunity to exploit that richness of the English language. Remember that in unit 1 we have briefly explained to you about “**onomatopoeia**”. Onomatopoeia is a word which imitates a noise or action, such as: the fly buzzed past. The word “buzzed” is a word which gives you an idea about a fly flying. In unit 2, we have told you about “**Personification**” which is a literary device or figure of speech which writers use to attribute human characteristics to a non-living object, animal, or abstract idea.

Read the two samples given below and **identify which sample represents onomatopoeia and which demonstrates personification.**

Sample text 1

Mornings

Rustling sheet,
Shuffling feet,
Creaking bones,
Stifled groans,
Chirping, crowing,
Noses blowing,
Toilets flushing
Bath taps gushing,
Coffee cups clatter,
Breakfast chatter,

Neighbours singing,
Telephones ringing,
Radios tuning,
Traffic booming,
Motorbikes thrumming,
Power drills drumming,
Jet planes thunder -
I just wonder
At the NOISE!

Sample text 2

Words

Some words are happy and others are sad.
Some words are perfumed and others smell bad.
Some words are open and some words are sly.
Some words are slimy and others are dry.
Some words are cold and some words are hot.
Some words are tender and other are not.

Some words are honest but other words cheat.
Some words are bitter, while others are sweet.
Some words move quickly; some words move slow.
Some words are shrinking, while some others grow.
Some words we use little and some quite a lot.
Some words are remembered, and other ... forgot.

Exercise 5

Choose the appropriate word from the box representing onomatopoeia.

BOO! YUM YUM! OUCH! HUH? YUCK! SHH! WOW! PHEW!
YOO-HOO!

1. _____! I've cut my finger!
2. _____! I frightened you, didn't I?
3. I can't stand nihari! _____! How can you eat that?
4. I've finally finished reading that book. _____!! I'm glad it's over!
5. _____! Stop making so much noise, baby is sleeping.
6. _____! ? What did you say? Sorry, I'm hard of hearing.
7. _____! What a beautiful present!
8. _____! Anybody home?
9. _____! This is really good!

Exercise 6

Read the example and then **personify the given forms of nature.**

Example:

- Sun burns, sun shines, sun smiles, sun hurts.....
1. Water
 2. Breeze
 3. Trees
 4. Mountains
 5. Moon

Exercise 7

Read the prose passage below. You would notice that there are blanks that you need to fill. Consider the alternatives a, b, and c given for each blank. Select the one you consider most suitable in each case. Please note that all the alternatives are grammatically and stylistically possible. After doing the exercise yourself, look at the key that follows.

Sample text

Charlie Chaplin (1922)

Charlie Chaplin. He is of an agreeable exterior. He has a neat figure, admirably (1)..... his hands and feet are well shaped and small. His features are good, the nose rather large, the mouth expressive and the eyes fine. His movements are (2)..... graceful. He is shy. His speech has in it still (3) the Cockney of his early youth. His spirits are ebullient. In a company in which he feels himself (4)..... he will play the fool with delightful abandon. And yet all the time you have a feeling that at the back of it all is a profound (5)..... He does not give you the impression of a happy man. I have a notion that he suffers from nostalgia of the slums. The celebrity he enjoys, his wealth, (6) him in a way of life in which he finds only constraint. I think he (7) the freedom of his struggling youth, with its poverty and bitter privation, with a longing which knows it can never be satisfied. To him the streets of southern London are the scene of (8) gaiety and extravagant adventure.

One night I walked with him in Los Angeles and presently our steps took us into the poorest quarter of the city. There were sordid tenement houses and the shabby, (9) shops in which are sold the various goods that the poor buy from day to day. His face lit up and a (10) tone came into his voice as he exclaimed: 'Say, this is the real life, isn't it? All the rest is (11)



Alternatives

1	a shaped	b proportioned	c built
2	a singularly	b remarkably	c pleasingly
3	a hint of	b traces of	c accents of
4	a relaxed	b in good form	c at ease
5	a sadness	b melancholy	c sorrow
6	a imprison	b trap	c confine
7	a regrets	b recalls	c looks back to
8	a pleasure	b frolic	c fun
9	a cheap	b vulgar	c gaudy
10	a bright	b buoyant	c cheerful
11	a unreal	b a façade	c just sham

Key Original wording.

1	b proportioned	2	a singularly	3	a a hint of
4	c at ease	5	b Melancholy	6	a imprison
7	c looks back to	8	b frolic	9	c gaudy
10	b buoyant	11	c just sham		



In unit 4, we have told you about **the first and third person points of view**. It should be clear to you that although a story is written by an author, it is not necessarily the author who tells the story – it is a narrator created by the author. The most common voices or narrators found in most stories are a third person narrator and you will notice the use of pronouns he, she, it or they and a first person narrator using the pronouns I and we.

Exercise 8

Read example of each narration using short extracts from **Charles Dickens's novel "Bleak House"** and then label which demonstrate the third person narration and which the first person narration.

Sir Leicester is twenty years, full measure, older than my Lady. He will never see sixty-five again, nor perhaps sixty-six, nor yet sixty-seven. He has a twist of the gout now and then, and walks a little stiffly. He is of a worthy presence, with his light grey hair and whiskers, his fine shirt-frill, his pure white waistcoat, and his blue coat with bright buttons always buttoned. He is ceremonious, stately, most polite on every occasion to my Lady, and hold her personal attractions in the highest estimation. His gallantry to my Lady, which has never changed since he courted her, is the one little touch of romantic fancy in him.

I have a great deal of difficulty in beginning to write my portion of these pages, for I know I am not clever. I always knew that. I used to say to my doll, when we were alone together, 'Now Dolly, I am not clever, you know very well, and you must be patient with me, like a dear!'



In the words of William Wordsworth, “poetry is the spontaneous overflow of powerful feelings, recollected in tranquility”. Poetry is a creative literary piece made up of specially arranged words in metre or free verse.

The title of the poem and the first few lines can tell you its message. Poetry is written to be heard, its meanings are conveyed through sound. When reading a poem, ask yourself the following:

- Who is the speaker?
- What is the occasion?
- What is the central purpose of the poem?

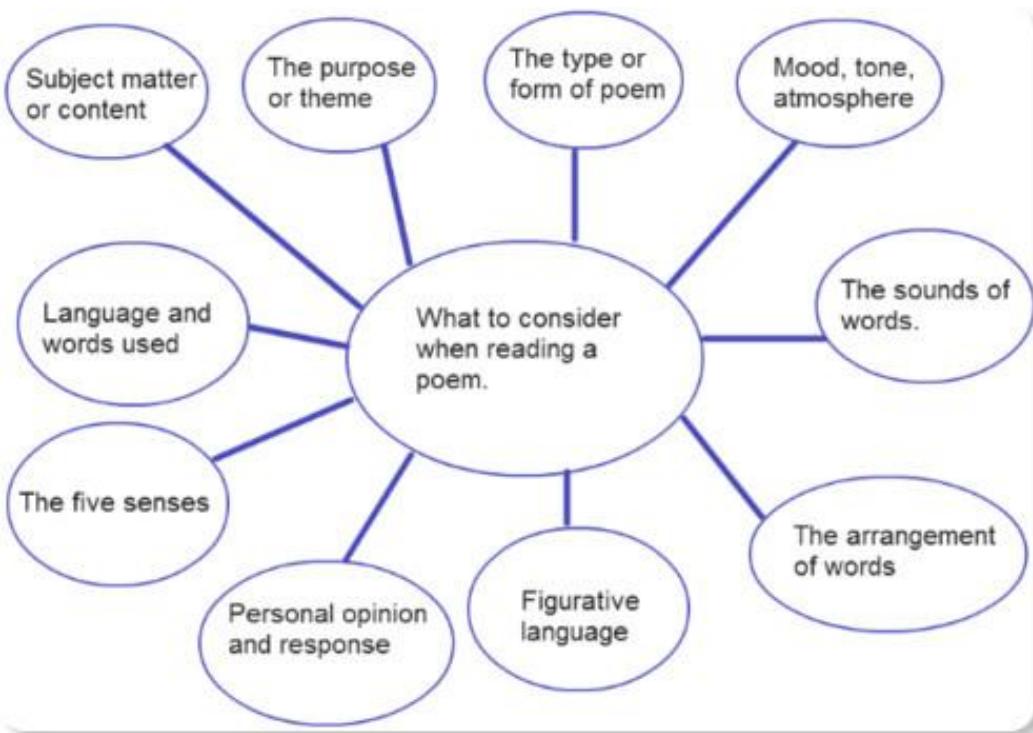
The theme is the idea, point of view or perception presented in the poem. It expresses the poet's vision. The moral are lessons that the readers can learn from the poem. The setting is the place where the poem takes place and the time when it is written. Setting also represents the social environment of the time. Style refers to the way a poet uses language to express his/her ideas. The following are the literary devices commonly used by poets:

- **Imagery:** Imagery may be defined as the poet's words through which we perceive an idea or image that can appeal to all five senses: sight, sound, touch, smell and taste. Imagery is language that transports us to another place, time and experience. It allows us to understand the emotions conveyed and its underlying meaning
- **Metaphor:** A figurative comparison that does not use 'like' or 'as' between two unlike things to help us see something in a new or more meaningful way.
- **Similes:** Similes are similar to metaphors, but use the words 'like' or 'as' in making comparisons. For example, "Life is like a river" is a simile. Metaphors and similes are both used as a means of comparing things that are essentially unlike; in similes the comparison is expressed by the use of some word or phrase such as like, as, than, similar to, resembles or seems; in metaphors, the comparison is implied.
- **Personification:** Personification is a technique of giving human qualities or traits to an animal, object or a concept.

When analysing poetry, we need to keep in mind the following things:

- The poet's background
- The time period the work was written
- The title of the poem
- Different poetic devices or figures of speech employed by the poet
- The tone, mood, theme, message and subject, etc.

See the diagram given below for a quick recall:



Read the poem "If" written by **Rudyard Kipling**.



By Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,

Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream---and not make dreams your master;
If you can think---and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build' em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings,
And never breathe a word about your loss:
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings---nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And---which is more---you'll be a Man, my son!

Now read the summary, themes, setting, moral values and language and style of this poem:

SYNOPSIS

"If" is a didactic poem, a work meant to give instruction. "if" gives an instruction in cultivating several specific traits of a good leader. Kipling offers this instruction not through listing specific characteristics, but by providing concrete illustrations of the complex actions a man should or should not take which would reflect these characteristics. The poem is about moral lessons and conduct. It contains advice from a father to a son on how to grow up to be a better person and a true man. He reminds his son that he will be a Man if he can hold on to his values and not be swayed by others. If he follows his advice, he will have a rewarding and enriching life. He will have everything he can wish for.

THEMES

- Living a good and virtuous life
- Temptations
 - How we are surrounded by greed and negativity and why we must resist such temptations
- Character building
 - the poem extols the virtues of patience, determination, honesty, courage, humility and other good personality traits. We should be moderate in our appearance and behavior.

SETTING

There is no physical setting mentioned

MORAL VALUES

- We should cultivate human qualities such as patience, humility, honestly, courage and wisdom. These are all qualities that come along with manhood.
- We should live a full and meaningful life. We must not be the same as everyone else. We should make our mark for all the good things and not give up the precious things.
- We must be tolerant and moderate, and sincerely want to cultivate inner strength and courage.
- When everyone doubts us, we must remain calm and be in control of our emotions. We must keep our sanity.
- We should take failure in our stride and persevere when we are facing obstacles. We should not quit even if the odds are against us.



LANGUAGE AND STYLE

The poem is straightforward and written in simple language. the key word “if” is repeated to emphasize that we need to work hard to reap the rewards of life.

a) **Personification**

- **Dreams**: masters who can control our lives. In this case, dreams assume a human role/quality, that of being a master.
- **Triumph and Disaster** are imposters who can lead us astray. Success is personified as ‘Triumph’ and can make us complacent. Failure is personified as ‘Disaster’. It can influence us to believe that failure is permanent.
- **Will** is personified as a person who encourages us not to give up.

b) **Metaphor**

- **Unforgiving minutes** refers to time that waits for no man, it is like a race where every second is important.
- **Worn out tools** refer to the feeling of total exhaustion that can force someone to give up.
- **Make one heap of all your winnings** is compared to a pile of money won at the gambling table.
- **Walk with Kings** means to socialize with important people
- **Talk with crowds** refers to mixing with all kinds of people.

c) **Symbol**

A symbol represent an idea

- **Knaves** represent scoundrels, liars or conmen
- **Crowds** symbolize the common folk/people
- **Kings** represent the important people in society
- **Common touch** represents humility



Exercise 9

Here is “Sonnet 18” by William Shakespeare. Read it carefully and then analyse it on the same lines as the poem “If” is analysed. Let us give you a hint! You will find “Metaphor” and “Personification” in the poem.

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his shade,

When in eternal lines to time thou growest:
So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.



We have adopted the following pages from the book "Step Ahead" Book 4/5 by Robyn Mann, published by SNP Panpac Pte Ltd, 2005.

Read the mystery short story "**The Perfect Murder**" by **Renate Yates**. The exercises that will follow demand your intensive reading skills, that is you have to read and re read the story to find answers to the questions and solve the exercises that follow.

The Perfect Murder

She lay quite still in the darkness, listening intently, aware of the silence of the night but driving off the sleep she craved. Alert and watchful, she planned her next move, a simple, necessary murder - a murder too important to allow herself the **indulgence**, now, of sleep.

Outside, the night was a cold one; a sharp wind stirred the leaves, but the stars were alive and glinting in the icy blackness. Restlessly she rose and paced the floor, willing the time to pass, waiting impatiently for the dawn. The two small figures by the window breathed steadily as they slept, unaware of their mother's preoccupations. They trusted her as children do, certain that no harm could come to them while she was there. When it happened that she was compelled to leave them alone, something she hated to -do, it was never for long. And she never returned without a present for them both; a surprise, usually a delicacy of some kind to please them. Then, as mothers do, she would watch over them as they ate, ensuring that they grew as they should, healthy, with strong bones.

Her ways with the two of them were invariably loving, always gentle and tender. They did not know that she could be cruel, that in certain situations, she could be utterly heartless, at times even merciless. Later they would see it for themselves but not yet, not while they were still so small, so vulnerable.

Towards dawn she slept a little but her sleep was light and fitful, her dreams violent; she awoke suddenly, grateful to be free of them. It was vital, the murder she planned there in the darkness; the darkness that was lifting now with the first glimmerings of dawn. She looked down at the small sleeping forms, at the pale faces so peaceful in the half-light. Her conscience did not trouble her. The rewards implicit in the deed outweighed its hazards, outweighed its dangers.

Soon it would be day; her body tautened with the thought, but her eyes became calm. The decision had been made long ago — and to carry it out successfully was all that remained.

Exercise 10

Answer the following questions:

1. At what time of the day does this story begin?
2. What was the main character planning?
3. Choose the closest synonym for "indulgence" (line 4).
a. kindness c. leniency
b. luxury d. laxity
4. Which words describe the mother as loving and caring?
5. At what stage would the main character's children have to know about their mother's cruel and heartless actions?
6. Had the main character planned where and when the murder would take place? Quote a sentence to support your answer.

Continue reading the story:



When the little ones awoke, their blue eyes wide and eager, their mother gave them a drink but ate nothing herself. Later, when the deed was accomplished, there would be time enough for her own needs.

She waited until the sun was up before she left them, knowing it would not be for long. She was sure that they were quite safe together. Content, they played happily alone, still innocent.

Purposefully then, she walked out of the garden, across the road and towards the children's playground in the park. The swings, roundabouts and slippery slides were set in sand to soften the children's falls. Large trees gave shade and many flowerbeds were bright around the perimeter. Here and there clumps of scarlet flowers attracted the birds who darted and chattered in their branches, almost oblivious to the children's laughter and noise. Perhaps they were used to it.

Today there were not so many children in the park. It was earlier than usual; she had planned it thus. The absence of the regular crowd, those who came rowdily after school, pleased her. It would make her task so much easier. And she hardly wanted witnesses to the killing. Murder was a solitary business, or ought to be.

Casually she walked among the children; those who knew her smiled and welcomed her. She greeted them serenely with no outward manifestation of her design. She was beautifully self-possessed, she was tranquil, she was as usual. But her heart pounded with anticipation. She sat for a time on one of the wooden benches, beside an acquaintance, to relax, to observe. She looked about her, missing nothing.

It was not long before she saw her, her unsuspecting victim, and the sight of the small plump figure thrilled her. It would be as she had planned, nothing could go wrong now. But she was in no hurry; her purpose was best achieved deliberately, with caution, with infinite care. She strolled slowly between the

roundabouts and swings towards the shelter of the trees. Along the way she stopped to observe the poppies, their red and yellow petals fluttering raggedly in the wind, and already she was part of the scenery. She looked back; no one watched her. Swiftly and with ease she disappeared completely into the shrubbery. The children continued to slide down the slides and to swing on the swings while their mothers gossiped; there would be no audience.

She stood, invisible behind the largest tree, her purple shadow flat as a dead leaf and as still. Only her eyes, large and lustful in the small white face, glittered as she watched. Her heart beat steadily, pumping courage into every sinew and muscle. Now she was ready. Her eyes flickered only once as she moved out of the shadows, slowly at first, till with a sudden, quick movement she was upon her quarry, brutally squeezing the life from the limp throat, stilling the high-pitched scream almost before it began. Immobilised, her victim begged with feeble voice, with final breath, to be spared.

Entirely unaffected, her teeth flashing like rapiers, the cat crushed and swallowed the head of the bird. The warm, plump corpse she took gently between her teeth, and carried swiftly back to her kittens.

Exercise 11

Answer the following questions:

7. Which of the following statements describe the main character's thoughts about the actions she had to take?
 - a. She did not feel guilty about murder.
 - b. She believed that murder should be committed alone.
 - c. She always ate before she murdered.
 - d. The murder was a spontaneous act.
 - e. She had to commit murder to keep her children alive.
8. What image does the simile "flat as a dead leaf" (line 70-71) brings to your mind?
9. What was murdered at the end of the story?
10. Which word in the last paragraph of the story tells us what the murderer was? Who was the murderer?
11. Summarise the plot of the story.

Exercise 12

Read the following extract from "The Perfect Murder".

It was not long before she saw her, her unsuspecting victim, and the sight of the small plump figure **thrilled** her. It would be as she had planned, nothing could go wrong now. But she was in no hurry; her purpose was **best** achieved deliberately, with caution, with infinite care. She strolled slowly between the roundabouts and swings towards the shelter of the trees. **Along** the way she stopped to observe the poppies, their red and yellow petals fluttering raggedly in the wind, and already she was part of the scenery. She looked **back**; no one watched her. Swiftly and with ease she disappeared completely into the shrubbery. The children continued to slide down the slides and to swing on the swings **while** their mothers gossiped; there would be no audience.

She stood, invisible behind the largest tree, her purple shadow **flat** as a dead leaf and as still. Only her eyes, large and lustful in the small white face, glittered **as** she watched. Her heart **beat** steadily, pumping courage into every sinew and muscle. Now she was **ready**. Her eyes flickered only once as she moved out of the shadows, slowly at first, till with a sudden, quick movement she was upon her quarry, brutally squeezing the life from the limp throat, stilling the high-pitched scream almost before it began. **Immobilised**, her victim begged with feeble voice, with final breath, to be spared.

Write down which of the following grammatical category each bold word is:

- An adjective
- An adverb
- A verb
- A connector
- A preposition

Word	Grammatical category
Thrilled	
Best	

Along	
Back	
While	
Flat	
As	
Beat	
Ready	
immobilised	



A story has characters taking part in actions and events. Readers become involved in the story as they imagine what the characters look like, how they feel, how they do things and how they react to situations. Writers describe the way the characters dress, walk, speak and do things. This helps readers to "see" what the characters look like, to "hear" the way they speak and to understand their personalities. Readers can then relate to the characters.

Writers do not describe characters using only adjectives. Descriptions can include verbs and adverbs that give information about what a character is doing, as well as phrases and word groups that add details about a character. Stories contain descriptive passages to give the reader images of the setting and the characters. Good writers keep their descriptions short but full of images.

Read the two descriptions from the novel "To Kill a Mockingbird" by Harper Lee. This story is set in America in the 1930s.

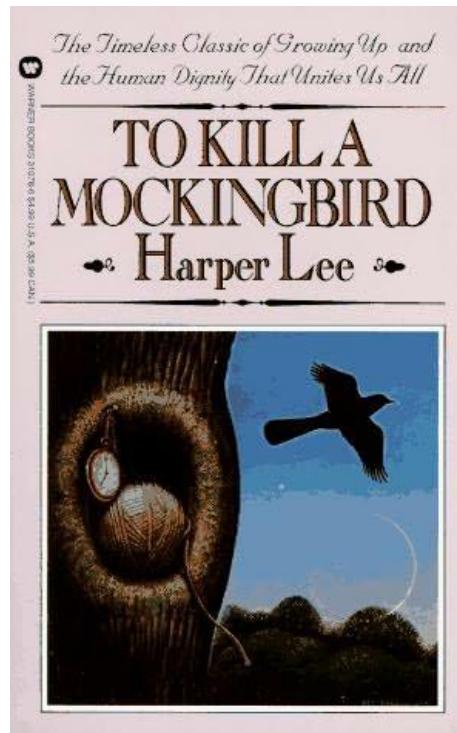
To Kill a Mockingbird

Mrs Dubose

Mrs Dubose lived alone except for a Negro girl in constant attendance, two doors up the street from us in a house with steep front steps. She was very old; she spent most of each day in bed and the rest of it in a wheelchair. It was rumoured that she kept a pistol concealed among her numerous shawls and wraps.

She was horrible. Her face was the colour of a dirty pillowcase, and the corners of her mouth glistened with wet, which inched like a glacier down the deep grooves enclosing her chin. Old-age liver spots dotted her cheeks, and her pale eyes had black pinpoint pupils. Her hands were knobby, and the cuticles were grown up over her fingernails. Her lower jaw was not in, and her upper lip protruded; from time to time she would draw her nether lip to her upper plate and carry her chin with it. This made the wet move faster.

Something had happened to her. She lay on her back, with the quilts up to her chin. Only her head and shoulders were visible. Her head moved slowly from side to side. From time to time she would open her mouth wide, and I could see her tongue undulate faintly. Cords of saliva would collect on her lips; she would draw them in, then open her mouth again. Her mouth seemed to have a private existence of its own. It worked separate and apart from the rest of her, out and in, like a clam hole at low tide. Occasionally it would say, 'Pt', like some viscous substance coming to a boil.



Exercise 13

1. What is the colour of Mrs Dubose's face likened to?
2. What image does the verb "glistened" (line 12) bring to your mind?
3. What image does the simile "glacier" (line 13) bring to your mind?
4. What things in the passage give the impression of old age in the character?



Read this description of a town called "**Maycomb**" from "**To Kill a Mockingbird**".

Maycomb

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then; a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.

Exercise 14

1. What images can you see in this description?
2. How does this description make you feel?
3. What smells can you imagine from this description?
4. What simile is used to give an image of the ladies after suffering through the hot day?
5. Identify three phrases that show how hot it was.

Read the following passage.



A Strange Neighbour

The elderly man who lives in the flat next door to mine is very peculiar. I do not know what he does for a living, but he never seems to be short of money. He always seems to be at home, so perhaps he is retired. He either has a very good pension or another source of income. He is always buying things.

He is very regular in his habits. He always goes for an hour's walk every morning at eight o'clock. I do not know where he goes, but I sometimes meet him on his way back when I am going to school. Whenever I see him, he is muttering to himself. I do not know what he is saying or what language he is muttering in. It does not sound like English.

He has an oval-shaped face and an elongated nose; his ears are twice the normal size; he has a wide mouth with thick lips that are always a bit blue in colour; he is completely bald and his head comes to a sort of point.

He always seems to be expecting something terrible to happen, too.

He has turned his flat into a small fortress. It must be impregnable! He has had a new front door made. It is about 30 centimeters thick and made of solid steel. He had new locks and bolts put on the door last week and at this very moment, as I am writing, he is having a huge padlock fitted. Whenever I see him, he is always clutching his front door keys tightly in his hand. He cannot bear to let them out of his sight and obviously does not want anyone to go into the flat.

Exercise 15

Answer these questions.

1. Why does the writer think that his neighbour is peculiar?
2. Write down the evidence the writer provides for the following observations:

Writer's observations about his Neighbour	Evidence
He never seems to be short of money.	
He is very regular in his habits.	
He always seems to be expecting something terrible to happen.	

3. How does the writer explain the following observations about his neighbour?
 - a. He always seems to be at home.
 - b. He is always buying things.
 - c. He is always clutching his front door keys tightly in his hand.

Read the following passage.

As the Traveller glided through the murky haze of thick clouds surrounding the planet, red craggy mountains appeared like wild animal claws in front of their startled eyes. Dark canyons plunged deep into the planet's core. Bubbling black liquid oozed out through the cracks in the sheer rock walls. On touchdown, dust billowed into the air and droplets of water formed on the viewing windows. The searing heat penetrated through the door seals and the smell of burning seeped into the cabin. As the exploration crew stepped through the exit, an eerie silence made them feel uneasy about the environment they found themselves in.

Within an hour's walk, the landscape of crumbling rock changed to that of a spongy surface with foaming pools of thick white liquid. Patches of quicksand surrounded the pools and the crew had to use a pole to test the ground in front of them before they could proceed. Without warning, a deafening

explosion shattered the silence, and showers of molten rock and black smoke poured into the air. The crew had only enough time to return to their ship before a fireball swept over them.

Exercise 16

1. Underline the words and phrases in this passage that describe when and where the action is taking place.
2. Categorise the descriptions of the setting in the passage under the following headings in the table.

Headings	Description
What was seen	
What was heard	
What was smelled	
What was felt	

Mini Literature Project

In the last eight units, we have given you ample information and practice on understanding literature. Now we have come to the end of the course and we want you to undertake this mini literature project.

We would like to encourage you to go to a bookstore and buy any one of the novels from the ones given below. (You can buy all if you want).

List of Novels:

1. The Crow Eaters by Bapsi Sidwa.
2. Meatless Days by Sara Sulari.
3. David Copperfield by Charles Dickens.



Before you start to read the novel, we want you to consider the following **Pre reading questions and try to find answers to them.**

1. How much do you know about the author? Find out the details about the author and write a brief biographical sketch of the novelist?
2. What does the title of the novel suggest? Can you write a couple of predictions/guesses about the subject matter or content of the novel?
3. What is the total number of pages?

After reading the novel, can you answer the following questions?

1. What kind of a novel was it (genre)? Was it a fiction, a historical fiction, a science or horror novel....?
2. What time period is depicted in the novel? In other words, what is the setting or settings of the novel?
3. Identify all the different characters in the novel and describe the relationship between them.

4. Create a sequence or a chronological timeline of the major events in the novel.
5. What point of view has the novelist used?
6. Write a short summary or review of the novel?
7. What is the lesson/ moral you get from the novel?
8. Is there anything in the novel you don't like? If yes, please specify.
9. Are you happy with the ending of the novel? Or you have some other ending in your mind.