

L003E107

I - V



ANNAMALAI UNIVERSITY

DIRECTORATE OF DISTANCE EDUCATION

B.A., / B.Sc. Degree Programmes

FIRST YEAR

PART-II : ENGLISH

PROSE AND COMPOSITION

UNITS : I – V

B.A., / B.Sc. DEGREE PROGRAMMES

FIRST YEAR

PROSE AND COMPOSITION

Editorial Board

Members

Prof. Dr. M. Nagarajan

Dean
Faculty of Arts
Annamalai University
Annamalainagar

Dr. K. Rajaraman

Professor and Head
Department of English
Annamalai University
Annamalainagar

Dr. J. Arul Anand

Associate Professor and Head
English Wing, D.D.E
Annamalai University
Annamalainagar

Mr. M.V. Sivakumar

Associate Professor
English Wing, D.D.E
Annamalai University
Annamalainagar

Dr. V. Malarkodi

Assistant Professor
English Wing, D.D.E
Annamalai University
Annamalainagar

External

Dr. S. Sree Kumar

Reader in English
Department of English
Government Arts College
Coimbatore

Dr. M. Murugesan

Reader in English
Department of English
Bharathidasan University
Trichy

SLSM Prepared by

Dr. R. Suresh Kumar

Assistant Professor
English Wing, D.D.E
Annamalai University
Annamalainagar

B.A. / B.Sc. DEGREE PROGRAMMES

First Year

PART – II: ENGLISH

PROSE AND COMPOSITION

syllabus

1. PROSE TEXTS FOR DETAILED STUDY

- 1) **Reader's Delight: *An Anthology of Twentieth Century Prose***, Edited by R.Sundararaju, The National Publishing Co., Madras.
- 2) **Prose in Practice**, Edited by Dr. K.P.K. Menon, Macmillan Co., Madras.

General Study

- 1) **Inspiring Lives**: Ed. by Dr. G. Nageswara Rao. Emerald Publishers, Chennai 1982.
- 2) **Stories from the East and the West**. Ed. by Dr. R. Ganapathy, Emerald Publishers, Chennai, 1982.
- 3) **Great Expectations**: Charles Dickens.

Composition

Precis Writing

2. Usage

- | | |
|-----------------------------|---|
| i. Change of voice | ii. Reported speech |
| iii. Degrees of comparison | iv. Use of Articles, Prepositions, etc. |
| v. Correction of Sentences. | vi. Interrogative sentences |

B.A., / B.Sc. Degree Programmes**FIRST YEAR****PROSE AND COMPOSITION****CONTENTS**

Unit	Lesson No.	Title	Page No.
Unit-I : Readers' Delight			
	1.1	Reading for Pleasure - L.A.G. Strong	1
	1.2	On not Answering the Telephone – William Plomer	5
	1.3	Our own Civilization – C.E. M. Joad	9
	1.4	Travelling Through Air – Navin Sullivan	13
	1.5	Heaven in your Hand – Norah Lofts	17
	1.6	A walk Through the Fire – A. D. Smith	21
	1.7	Chumley – Gerald M. Durrell	25
	1.8	The Aberdeen Terrieer – H.F. Wallace	29
	1.9	The Man Who Knew Too Much – Alexander Baron	33
	1.10	A Boy Looks at Cricket – Neville Cardus	37
	1.11	The Race – F.D. Ommanney	41
	1.12	A Glory Has Departed – Jawaharlal Nehru	45
Unit-II : Prose in Practice			
	2.1	Tagore's "England" - Rabindranath Tagore	50
	2.2	From the First Invention to Menlo Park - Egon Larsen	59
	2.3	Resurrection - A. J. Cronin	65
	2.4	An Entry into the United States - David Daiches	71
	2.5	Book-Shop Memories - George Orwell	78
	2.6	A Man from Glasgow - William Somerset Maugham	84
	2.7	The Beauty Industry - Aldous Huxley [1894-1963]	91
	2.8	History and the Reader - G. M. Trevelyan	97
	2.9	Cricket and its Champion - Neville Cardus	101
	2.10	On Marriage - Ernest Barker	106
	2.11	Thoughts at the Ferry - E.V. Lucas	110
	2.12	The B.B.G.- Hilaire Belloc	114
	2.13	A Disappointed MAN - Robert Lynd	118
	2.14	In Crimson Silk - J.B. Priestley	122
Unit-III : Great Expectations (Charles Dickens)			126
Unit-IV : Inspiring Lives - (General Study)			
	4.1	Mahatma Gandhi - Lord Pethick - Lawrence	160
	4.2	Abraham Lincoln - Dorothy King	163

Unit	Lesson No.	Title	Page No.
	4.3	Thomas Alva Edison - <i>Egon Larson</i>	166
	4.4	Helen Keller - <i>Patrick Pringle</i>	169
	4.5	Winston Churchill - <i>C.P. Snow</i>	172
	4.6	Rabindranath Tagore - <i>Krishna Kripalani</i>	175
	4.7	Albert Schweitzer - <i>G.F. Lamb</i>	178
	4.8	Mother Teresa - <i>Khushwant Singh</i>	181
	4.9	Sir Jagdish Chandra Bose - <i>D.C. Sharma</i>	184
	4.10	Martin Luther King - <i>B.N. Roy</i>	187
		Stories From the East and the west (General Study)	
	4.11	Possession - <i>Rumer Godden</i>	190
	4.12	The African Child - <i>Camara Laye</i>	193
	4.13	The Gold Watch - <i>Mulk Raj Anand</i>	196
	4.14	Drought - <i>Sarat Chandra</i>	199
	4.15	The Burglary - <i>Arnold Bennett</i>	202
	4.16	The End of the Party - <i>Graham Greene</i>	205
	4.17	Between Two Flags - <i>Manjeri S. Esvaran</i>	208
	4.18	Fortune-Teller - <i>Karel Capek</i>	211
Unit-V : English Grammar (General Introduction)			
	5.1	General Introduction Prologue	213
	5.2	Articles	214
	5.3	Pronouns	218
	5.4	Adjectives	225
	5.5	The Verb	231
	5.6	Auxiliaries and Modals	234
	5.7	Adverbs and Adverbial Phrases	243
	5.8	Preposition	246
	5.9	Conjunction	254
	5.10	The Tense – Forms and Use	257
	5.11	Agreement of the Verb with its Subject	264
	5.12	Negative and Interrogative Sentences	268
	5.13	Passive Voice	275
	5.14	Non-Finites	279
	5.15	Direct and Indirect Speech	285
	5.16	Precis Writing	289
		Assignment – 1 & Assignment – 2	300
		Model Question Paper	301

Dear Students.

At the end of the First Year you will take *Paper I* under Part-II : English — **Prose and Composition**. Following are the texts prescribed for your study.

FOR DETAILED STUDY

Prose I - *Readers' Delight*, Edited by

Prof. R. Sundararaju

(The National Publishing company, Chennai).

Prose II - *Prose in Practice*, Edited by

Dr. K.P.K. Menon

(Macmillan Publishers, Chennai).

FOR NON-DETAILED STUDY

(1) *Great Expectations*

By Charles Dickens

(2) *Inspiring Lives*, Edited by

Dr. Nageswara Rao

(Emerald Publishers. Chennai).

(3) *Stories from the East and the West* Edited by

Dr. R. Ganapathy

(Emerald Publishers. Chennai).

Very importantly remember to concentrate on the Grammar Section.

Before going through the guidelines, you must read the text-books prescribed.

Good Luck!

1.1 : READING FOR PLEASURE**– L.A.G. Strong**

1.1.1 INTRODUCTION

Leonard Alfred George Strong (1896-1958), author remarkable for conversational ease and grace, was an Irish poet, novelist and journalist. As a popular broadcaster, he delivered more than 80 talks in the programme for schools. His style is marked by lucidity and straightforward utterance.

1.1.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to hone their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.1.3 CONTENT**Introduction**

'Reading for Pleasure' is a radio-talk taken from *English for Pleasure* by L.A.G. Strong. In it, he pleads for reading that interests people.

Sensible reason for reading

We read anything because we like it or hope to enjoy it. This is the only sensible reason for reading anything. The author strongly believes that one should read only what one likes, and because one likes it.

Variety of reasons for reading books

(i) *People in general:* People read for a variety of reasons. Some people read a book just to make the claim of having read it. Such people only skim through it. Some people read a book to reap good from it. Strong is of the view that we have to treat a book as a friend to get benefit from it.

Students: Students read books only to please their teachers. Many will not have genuine liking for books but they are forced to read. It is like giving a child food only suitable for adult. They will develop a distaste for reading. Teachers are to blame.

People with lack of judgement

There are people who persuade themselves that they enjoy a book. Such people will have no taste of their own. They lose their capacity for independent thinking. They accept as good what is recommended to them. They do not know what is good or what they like. Without knowing the author's name, they can't decide whether they like it or not.

The author's experience

The author narrates his own experience. Even as a small boy, he learned to read sooner than most children because his ankles were weak and he was slow in learning to walk.

i) *Books*: Even as a boy, he heard stories moral in tone from his grand-mother. As he grew older, he chose his own reading. He was drawn towards comic papers, thrillers and stories of adventure. He found stories of adventure better than thrillers. He found Sherlock Holmes more exciting and more satisfying. Then he read stories written by P.G. Wodehouse in the magazine *The Captain*. He enjoyed reading stories by Jacobs.

ii) *Plays*: The author owed his love of Shakespeare's plays to his school mistress. She used to read the plays and encouraged the students to read the plays for themselves- He loved the plays so much that he could not help seeing Sir Herbert Tree, a famous Shakespearean actor in *The Merchant of Venice*. He read the plays by day and witnessed them in the evening. He even read the plays by the other playwrights of Shakespeare's time.

iii) *Poems*: The author liked reading poems. The same English teacher encouraged the students to read the poems for themselves.

Conclusion

Strong asks us to enjoy reading because we enjoy it and not to read anything that bores us. Our taste differs with our mental growth. Once the author liked violent and blood-thirsty adventures. When he grew out of that stage, they no longer satisfied him. He winds up his talk with the words:

"Nearly no one wants to feed all the time off one dish only. It gets monotonous, and we want a change."

The essay is an excellent model for those who want to use English effectively. In a language marked by lucid style. Strong makes a strong plea for reading anything that interests people.

1.1.4 REVISION POINTS

- The Sensible reason for reading is liking.
- People read for a variety of reasons
- The author narrates his own experiences- he learned to read because he was weak.
- -Our tastes differ with our mental growth.

1.1.5 INTEXT QUESTIONS

What, according to Strong, are the various reasons for people reading books?

Why does the author object to teachers recommending some books strongly?

What was the author's experience?

1.1.6 SUMMARY

The author strongly believes that we should read what we like and not what we do not. People read for a variety of reasons. Some people read a book for the sake of reading. Some read a book to get good from it. The author coins that we have to treat a book as a friend to reap benefit from it. Students read books only to please their teacher. Therefore, they develop a distaste for reading. Some people persuade themselves that they enjoy a book. With neither taste for reading nor independent judgement, they accept as good what is recommended to them.

The author narrates his own experience. Even as a small boy, he learned to read sooner than most children. He heard stories with morals from his grandmother. When he grew older, he chose his own reading. Comic papers, thrillers. and stories of adventure fascinated him. He enjoyed stories by Sir Arthur Conan Doyle, P.G. Wodehouse and Jacobs. At school, his English teacher used to read poems and Shakespeare's plays and encouraged them to read poems and plays for themselves. With mental growth, his tastes differed.

1.1.7 TERMINAL EXERCISES

1. Fill in the blanks with suitable articles

1. You only begin to get good from _____ book when your spirit and _____ book's spirit _____ come together. _____ book is like _____ living person. You must meet it as _____ friend, [p.2.]

2. Fill in the blanks with appropriate prepositions

1. Two or three _____ them may _____ genuinely like it, _____ its own sake, and be grateful _____ the teacher _____ putting it _____ heir own way. [p.2].
2. Once they get _____ the way _____ this kind _____ thing, they cease to have any taste _____ their own _____ all. [p.3].

1.1.8 SUPPLEMENTARY MATERIALS

What was the author's experience with books, poems and plays?

The author, Strong, is a bibliophile. He recalls his reading habit. Even as a small boy, he learned to read sooner than most children. His grandmother was a good story teller. He heard stories moral in tone from her. He felt gravitated towards comic papers, thrillers and stories of adventure. He enjoyed reading stories by sir Arthur Conan Doyle, P.G. Wodehouse and Jacobs. At school, his English teacher used to read poems and Shakespearean plays and encouraged the students to read them for themselves.

1.1.9 ASSIGNMENTS

- 1) The only sensible reason for reading anything is _____ because we enjoy it. (Correct the sentence)
- 2) When I was a very small boy. my ankles _____ (be), weak, and I _____. (be) slow in learning to walk. (Give the correct tense form of the verb given in brackets)
- 3) Of course, pleasure covers a whole variety of feeling and shades of feeling. (Change the voice)
- 4) Give them something without a label, and they are lost (Change into a complex sentence)
- 5) (i) There is nothing wrong with them. (Change into an affirmative sentence)
(ii) Does it do any good to advise people to read certain books? (Change into an assertive sentence)
- 6) One day, at school, an older boy said to me
"If you like Jacobs, you'd like Dickens."

(Change into reported speech)

7) They were better than the adventures of Tom Merry.

(Change into the positive degree)

8) We read Shakespearean plays with a teacher _____ made them very interesting.

(Fill in the blank with a suitable relative pronoun)

1.1.10 SUGGESTED READING/ REFERENCE BOOKS

1. Reader's Delight, Edited by Prof. R. Sundararaju
2. Tales from Shakespeare

1.1.11 LEARNING ACTIVITIES

- Based on their preferences for reading, students will be divided into group and will be encouraged to share their reading with the other members of their group.

1.1.12 KEY WORDS

- Sherlock Holmes: is a fictional private detective created by Sir Arthur Conan Doyle
- P.G. Wodehouse: is a twentieth century English Author.
- Shakespeare: is an Elizabethan poet and dramatist.



1.2 : ON NOT ANSWERING THE TELEPHONE

– William Plomer

1.2.1 INTRODUCTION

William Plomer, essayist, fictionist librettist, and biographer, was born in South Africa in 1903 and was educated there and in England. His best known works include *Turbott Wolfe*, *Museum Pieces* (both novels). *Collected Poems* and an autobiography, *Double Lives*. He is credited with the discovery and edition of Kilvert's *Diary*, a minor classic.

OUTLINE OF THE LESSON

Introduction - reactions of people towards others without telephones - the author's two reasons for not having a telephone - inconveniences in having a telephone in one's own house - the author's avoidance of three things - conclusion.

1.2.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to hone their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.2.3 CONTENTS

Introduction

On 'Not Answering the Telephone' is a delightful essay by William Plomer. In it, he expresses his dislike of owning a phone or using a public phone and discusses the inconveniences in having a telephone of one's own or speaking in a public phone. He also reveals his aversion towards cars and typewriters.

Reactions of people towards people without telephones

The author has no telephone. Somebody takes it for granted that he has a telephone. Some people feel that the author must have a telephone. Some people wonder how the author carries on without a telephone and feel envious of him.

Two reasons for not having a telephone

There are two reasons for the author not having a telephone. Firstly, he does not really like the phone because he can still manage without it. Secondly, he can't like the phone because he considers it a pest. Waiting for an expected call that never comes or irritating delay due to engaged tone creates unnecessary suspense and anxiety.

Dislike of using a public telephone box

The author reveals his dislike of using a public phone. Speaking in a public telephone box is really horrible. A person is in a hurry to speak but he finds other people waiting before him. Once inside the box, he feels suffocated in an ill-ventilated box. While half way through his conversation, he has to face the cold looks of someone waiting to take his place.

Inconveniences in having a telephone in one's own house

The telephone at a person's house rings at odd hours. The person can ignore it but he may not. He may suppose that somebody has an important message for

him. He may rush dripping from the bath or chewing from the table or dazed from the bed only to be told that his is a wrong number. If he does not answer it, it goes on ringing in the privacy of his own hours.

Some people may answer the call, saying 'Hullo'. It is, indeed, absurd to say 'Hullo' or to give out their number or name to a total stranger. Even if a person does not give out his number, it can be found in the telephone directory. He may feel it important to have a telephone in case of sudden emergency. In that case, he can avoid having his number printed in the telephone or he can have a telephone usable only for outgoing calls.

The author's avoidance of three things

It is said that a person must have a telephone or a typewriter. A conversation over the phone avoids the exchange of letters. In the absence of a telephone, it is advisable to have a typewriter because he has to write a number of letters. The author disagrees. He had a typewriter at the beginning. But now he does not enjoy typing. He has no use even for a car. In the past, he had a car. But now he has no temptation to arrive a car. He may be called an escapist, a (Tank, a simple-lifer in this age of machines. It is a matter of preference, not principle to do without a telephone, a typewriter and a car. They are all machines but the author does not want to be dominated by machines. He does not like oiling, cleaning or mending them.

Conclusion

What is necessary to others need not be so for the author. The English people pay particular attention to two things. One is mechanical invention. The other is literature. *The* author's own business happens to be with the use of words. The essay ends *on* an ironic note. With all his aversion to telephone, he can't help answering a call when somebody is waiting to speak to him on the telephone.

The essay is written in a conversational style which makes it readable and enjoyable.

1.2.4 REVISION POINTS

- It is a delightful essay
- The author dislikes having a phone for he feels that it is a pest.
- He dislikes using a public telephone
- There are inconveniences in having a telephone in one's own house
- He avoids three things – telephone, typewriter and car
- He concludes that at times he has to answer the calls

1.2.5 INTEXT QUESTIONS

1. What are the inconveniences in having a telephone in one's own house?
2. State the reasons for the author's avoidance of the use of the typewriter and the car.
3. Why does Plomer avoid using a typewriter?
4. What experience did Plomer have with car driving?

1.2.6 SUMMARY

The author has no telephone. He does not really like the phone because he can still manage without it. He can't like the phone because he regards it as a pest.

The author reveals his dislike of using a public phone. It is horrible to speak in a public telephone box. He finds people waiting before him or he has to face the cold looks of someone waiting to take his place.

There are inconveniences in having a telephone in one's own house. It rings at odd hours. He can ignore it but he may not. On rushing from the bath or the bed, he is told that his is a wrong number. If he does not answer it, it goes on ringing in the privacy of his own house.

The author has no typewriter or car. At the beginning, he had a typewriter and a car. Now he does not enjoy typing. He has no temptation to drive a car. They are all machines. He does not like cleaning or oiling or mending them. He does not want to be dominated by them.

What is necessary to others need not be so to the author.

1.2.7 TERMINAL EXERCISES

1) Fill in the blanks with appropriate prepositions

1. As _____ speaking _____ a public telephone box, that seems _____ me really horrible. You would not use it unless you were _____ a hurry and because you are _____ a hurry, you will find other people waiting _____ you. (p. 16)

2) Fill in the blanks with suitable articles

2. Am I not aware that we are living in _____ machine age? Am I trying to put _____ clock back? Am I _____ escapist. _____ crank, simplelifer? (p.20)
3. All _____ same, I felt _____ instant sympathy with _____ well known actor whom I heard on _____ radio _____ other day. (p. 18)

1.2.8 SUPPLEMENTARY MATERIALS

What experience did Plomer have with car driving?

Plomer obtained his first driving licence in South Africa at the age of seventeen, after having been taught to drive in the rush hours in the middle of the busy city of Johannesburg. His sole idea was to reach a places quickly as possible. He, therefore, drove fast. Within a week or two the speedometer was broken. He never had it mended, He was not a reckless driver. He never lost control of the car. He never killed or injured anybody. But he was bored. He preferred to walk. He had no temptation to drive a car.

1.2.9 ASSIGNMENTS

Rewrite as Directed

- 1) I do not enjoy to make them work.
(Correct the sentence)
- 2) You would not use it unless you _____ (be) in a hurry. (Use the correct tense form of the verb given in bracket)
- 3) i) How terribly inconvenient!
ii) How I envy you !
iii) How absurd it is !

Change into an assertive sentence)

- 4) Is it not important to have a telephone?

(Change into a statement)

- 5) I never killed anybody. I never injured anybody.

(Combine them by using neither...nor)

- 6) One is seldom far from a telephone.

(Change into an affirmative sentence without the change of meaning)

- 7) I obtained my driving licence in South Africa.(Change the voice)

- 8) I don't like oiling, cleaning or mending them.

(Change the underlined words into the infinite)

- 9) I felt an instant sympathy with a well-known actor _____ I heard the other day.

(Fill in the blanks with a suitable relative pronoun)

1.2.10 SUGGESTED READING/ REFERENCE BOOKS

- ➡ The Autobiography of William Plomer

1.2.11 LEARNING ACTIVITIES

- ➡ None

1.2.12 KEYWORDS

- ➡ Dislike : a feeling of not liking or approving of something or someone
- ➡ Inconvenience:something that causes trouble or problems



1.3 : OUR OWN CIVILIZATION

– C.E.M. Joad

1.3.1 INTRODUCTION

C.E.M. Joad (1891 - 1953), British thinker and distinguished philosopher, began his career as a civil servant and later became Head of the Faculty of Philosophy at Birkbeck College, University of London. He was a pioneer member of the 13.B.C. programme (1941- 1947) called the Brains Trust. He wrote on several subjects of contemporary interest. Some of his important works are: *A Guide to Philosophy*, *A Guide to Modern Thought* and *The Story of Civilization*.

OUTLINE OF THE LESSON

Introduction - man's doings in an ordinary day - blessings of our civilization - defects of our civilization - meaning of being civilized - conclusion.

1.3.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to horn their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.3.3 CONTENTS

Introduction

'Our Own Civilization*' is an extract taken from *The Story of Civilization* by C.E.M. Joad. The present essay highlights those aspects of modern civilization that have been conferred upon man by science and technology. It seeks, also, to caution us against the perils inherent in that civilization so that we can together make it better.

An ordinary day in the life of a man

Joad shows how an ordinary man in advanced countries relies on machinery for his everyday life. An alarm clock wakes up man in the morning. Gas in a geyser heats the water for his hot bath. The water for his shave comes from a kettle heated by electricity. Clothes are spun and woven by power run by steam or electricity. Newspapers printed by machines tell him of the happenings in the world. Man conveys message to another through type-written letters or telegrams or the telephone. He travels by bus or train. Thus in his work, in his travelling and in his amusements he relies on machinery.

Blessings of our civilization

Order and safety

Joad praises the blessings of our civilization. In the past, might was right. Today right is might. Law protects man. In the past, a burglar could break, open the house and run away with our possessions. Today, burglars are rare. Law protects man from robbery and violence. Modern man enjoys safety and security. Order and safety are not themselves civilization but they are necessary to enjoy the fruits of civilization.

Health

In the past, men fell ill. Now illness is reduced. In the past, death rate was high. Now death rate is reduced. In the past, pain was a terrible thing. Now, the use of anesthetics has reduced pain. Man lives longer and healthier. Health is not itself civilization but it is necessary to enjoy the fruits of civilization.

Wide-Spread nature

In the past, civilized societies were destroyed because they were surrounded by uncivilized people. Now, our civilization is more secure than any that has gone before it because it is much more widely spread.

The world as one

The world has a chance of becoming a single whole. Advance in travel and communication and trade and commerce has brought several parts of the world together. Things considered rare and valuable are within the reach of the common man.

Perils of our civilization

Joad exposes the dangers of our civilization. The danger comes from within. It is a danger from ourselves.

Inequality in distribution system

There is political equality but not economic equality. The distribution of food, clothing and shelter is unfair. Some people live in luxury but many have not enough to eat, drink and wear. Until everyone gets his share of necessary and delightful things, our civilization will be far from being perfect.

The danger of war

Fear and pride are the chief causes of war. Each nation is afraid of the power of the other nations and spends more money on arms and ammunition. War is destructive. Another war will spell the destruction of human civilization.

The danger from machines

Science has given man powers fit for gods but man uses them like small children. Machines are servants of man but they have become masters of man. Machines are not themselves civilization but are aids to civilization.

Conclusion

Being civilized means making and liking beautiful things, thinking freely, living rightly and maintaining justice equally between man and man and removing the causes of quarrels and poverty. Time and energy given to man by machines must be used towards achieving these things.

1.3.4 REVISION POINTS

- ➡ An ordinary man relies on machinery for his everyday life
- ➡ The blessings of our civilization – we are safe and lead an orderly life.
- ➡ Man lives longer and healthier – death rate is reduces and we are freed from pain
- ➡ The world may become a single whole

- Perils of our Civilization – There will be no economic equality
- There are possibilities of war- fear and pride are the chief causes of war.
- There is a danger of machines becoming masters of man

1.3.5 INTEXT QUESTIONS

1. Show how an ordinary man in advanced countries relies on machinery for his everyday life.

What are the blessings of our civilization?

What are the chief defects of our civilization?

What, according to Joad, is civilization?

Who are masters - men or machines?

1.3.6 SUMMARY

Whatever is done in an ordinary day is done for man by machines. Joad highlights the merits of our civilization in terms of order and safety, health, its wide-spread nature and the world as one. We are completely free from the fear of violence. There is greater longevity and better health today. There is little danger of savages or unknown people destroying our civilization. The housewife of today is richer in terms of food stuffs than the great rulers of the past.

Joad exposes the defects of our civilization namely unfair distribution of food, clothing and shelter, the danger of war and the danger from machines. The system of distribution is not equitable. There is the danger of war. We. are in danger of becoming slaves to machines.

According to Joad. being civilized means making and liking beautiful things, thinking freely, living rightly and maintaining justice equally between man and man.

1.3.7 TERMINAL EXERCISES

1. Fill in the blanks with appropriate prepositions

- 1) The gas is supplied _____ me _____ the Gas Board _____ the area _____ which I live; it is part _____ a national system, (p.25)
- 2) I arrive _____ my station, am carried up _____ the surface _____ the earth _____ a moving staircase, again worked _____ electricity, (p.26)

2. Fill in the blanks with suitable articles

- 1) My breakfast-room is heated by _____ gas-fire, which is regulated by _____ automatic machine in _____ hall. I put _____ shilling in _____ slot of the machine, (p.26)

1.3.8 SUPPLEMENTARY MATERIALS

Who are masters - men or machines?

In countless ways, in his work, in his travelling and in his amusements, man relies on machinery. Machines are extra limbs to assist him in doing anything, seeing anything and hearing anything or going anywhere. Machines were made to be man's servants but they have become his masters. Most men spend most of their time

looking after and waiting upon machines. Machines are very stem masters. They are to be taken care of properly. Otherwise they spread ruin and destruction all around them. Thus machines have become masters, not servants of man.

1.3.9 ASSIGNMENTS

Rewrite as directed

My home is at London. (Correct the sentence)

- i) The gas is supplied to me by the Gas Board.
- ii) The water is supplied by the Metropolitan Water Board.
- iii) My break-fast room is heated by a gas fire.
- iv) I put a shilling in the slot of the machine.
- v) The paper has been printed by machines.
- vi) The bus is driven by an engine.
- vii) The telegrams are sent by electric signals.
- viii) I am carried up to the surface by a moving staircase.

(Change the voice)

- 2) i) Man is the most restless and energetic of all living creatures.
- ii) Our civilization is more secure than any. (Change into positive degree)
- 3) i) There are many families of five or six persons who _____ (live) in a single room.
- ii) I get up in the morning when an alarm clock _____ (ring) on the table by my bed. (Give the correct tense form of the verb given in bracket)
- 4) Men and women enjoy better health: they live longer. (Combine them by *not only ...but also*)
- 5) They are too poor to afford another room.

(Remove 'too....to')

- 6) They are extra limbs _____ men have made outside themselves, to do their work for them.

(Fill in the blank with a suitable relative pronoun)

1.3.10 SUGGESTED READING/ REFERENCE BOOKS

- 1. C.E.M. Joad – Wikipedia, the free encyclopedia
- 2. The Story of Civilization by Joad

1.3.11 LEARNING ACTIVITIES

- None

1.3.12 KEYWORDS

- Geyser : a device for heating water in a bathroom or kitchen
- Perils : dangers
- Burglars: Persons who illegally enter a building in order to steal things
- Anesthetics: a drug that causes a person to lose feeling and to feel no pain in part or all of the body
- Pride : a feeling that you are more important or better than other people



1.4 : TRAVELLING THROUGH AIR

– Navin Sullivan

1.4.1 INTRODUCTION

Navin Sullivan, writer and publisher, usually writes on scientific subjects. In his *Progress in the Modern World*, he explains, in simple language, many things which we generally tend to consider too scientific or too technical.

OUTLINE OF THE LESSON

Introduction - man's experiments in the art of flying - parts of an aeroplane, engines and their positions and functions - various controls for guiding the aeroplane - radio and radar transmitters and their functions - difference between helicopters and aeroplanes - conclusion.

1.4.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to hone their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.4.3 CONTENTS

Introduction

In this extract 'Travelling through the Air', taken from his book *Progress in the Modern World*, Navin Sullivan deals with the design of an aeroplane, its various parts and their functions and the differences between a helicopter and an aeroplane.

Man's experiments

In the past, men dreamed of flying with the help of artificial wings and gas-filled balloons. Then men found aeroplanes to go at the speed of sound. Modern aeroplanes are made of metal. Light metals such as aluminium are used to save weight. Steel and titanium are used for very high speed aeroplanes.

Engines in an aeroplane

Aeroplanes have a body called a fuselage with wings at the sides and a tail with two small wings at the back. The engines are in different places in different kinds of aeroplanes. Very often, they are in or underneath the wings. But in some of the newest aeroplanes, they are placed on each side of the fuselage near the tail. The pilot lets the engines pull the aeroplanes forwards along the ground. The air pushes upwards underneath them. It pushes so strongly that the aeroplane is lifted into the air and it flies.

Kinds of engines and their functions

There are two kinds of engines: the piston engine with propellers and the jet engine often without propellers. The turbo-prop engine has a propeller as well as a jet engine. Propeller engines work well at low speeds. Jet engines work better at higher speeds. Turbo-prop engines work well at both low and higher speeds, but they cannot move an aeroplane along as fast as pure jet engines.

Various controls for guiding the aeroplanes

The pilot has various controls for guiding the aeroplane. There are hinged pieces called elevators at the back of the tailplane and the rudder at the tailfin. The elevators are turned up or down to make the aeroplane climb or dive. The rudder is turned to the right or the left to make the aeroplane turn to the right or the left. There are flaps called ailerons at the back of the wings. If the pilot turns one of the ailerons on the wing up and the one on the other wing down, the aeroplane flies one wing lower than the other.

Designing aeroplanes

Fast aeroplanes are streamlined. They are so shaped that they move as easily as possible through the air. In designing aeroplanes, their exact models are made and placed in wind tunnels and are specially shaped to avoid resistance to air.

Radio transmitters and radar transmitters

The pilot uses the radio and the radar in guiding the airliner. He uses the radio transmitters to find out where he is at any given moment. Radar beams give warning of any mountain ahead or other places. At an airport, there are radar transmitters. These are used to show the men in the control room where planes are as they approach the airfield. At night, lights on the ground show where the runways are. In bad weather, he is guided by the controller or by special radar and special instruments. The pilot and the controller always talk to each other in English.

Difference between helicopters and aeroplanes

Helicopters are different from aeroplanes. Helicopters do not have wings. There is a great horizontal propeller called a rotor above fuselage. The blades of the rotor are really the helicopter's wings. The angle of the rotor blades can be changed to pull the helicopter sideways or forwards or backwards. Helicopters can go straight up or down and therefore do not need runways like ordinary planes. They can lift the wounded people from the forests or a sinking boat.

Conclusion

Today, most countries have their own airlines connecting them to the rest of the world. Airways help to make the world smaller by bringing people together.

The essay is couched in the simplicity of language. Even those who do not know much of science can follow this article.

1.4.4 REVISION POINTS

- -Man realized the dream of flying with the invention of aeroplanes
- -The parts of an aeroplane including the engines which are in different places of planes
- -There are two kinds of engines
- -There are various controls for the pilots to guide the aeroplane
- -Pilots use radio and radar transmitters to guide the aeroplane
- -Helicopters are different from aeroplanes.

1.4.5 INTEXT QUESTIONS

1. What are the controls in the hands of a pilot for guiding an aeroplane?
2. Explain briefly how the piston engine works.
3. Explain briefly how the jet engine works.
4. To what uses does a pilot put radar?

1.4.6 SUMMARY

The aeroplane is man's triumph over natural surroundings. It helps him to fly at the speed of sound. Aeroplanes have a body called a fuselage with wings at the sides and a tail with two wings at the back. The engines are usually in or underneath the wings. But in some of the newest planes, they are placed by each side of the fuselage. There are two kinds of engines - the piston engine with propellers and the jet engine without the propeller. The turbo engine has a propeller as well as a jet plane. Propeller engines work well at low speed, jet engines at higher speed and turbo-prop engines at both speeds.

The pilot has various controls like elevators, the rudder and ailerons for controlling the aeroplane. The aeroplanes are so shaped that they move as easily as possible through the air. The pilot uses the radio transmitter and the radar transmitter in guiding the aeroplane.

Helicopters are different from ordinary planes. They do not have fixed wings. They can go straight up or down and so they do not need runways.

Airways make the world smaller by bringing people together. USAGE

1.4.7 TERMINAL EXERCISES

1. Fill in the blanks with appropriate prepositions:

1. _____ looking _____ waves reflected _____ the ground, the navigator can see a picture _____ the land _____ which he is flying (p 44)
2. The engines are _____ different places _____ different kinds _____ aeroplanes. Very often they are _____ or _____ the wings, (p 40)

2. Fill in the blanks with suitable articles:

1. Aeroplanes have _____ body called _____ fuselage, with wings at _____ sides and _____ tail at _____ back, (p 40)

1.4.8 SUPPLEMENTARY MATERIALS

i) Explain briefly how the piston engine works.

The piston engine burns petrol and makes a series of explosions inside the cylinder of the engine. Each explosion forces a piston to and fro in the cylinder. Several pistons in each engine together turn a crankshaft. The crankshaft turns the propeller. The propeller turns round quickly and the curved blades pull the aeroplane forwards.

ii) Explain, briefly how the jet engine works.

The jet engines without propellers have a compression at the front. The compressor sucks the air into the engine and heats the air very quickly. The heat makes the air expand and pushes against the front of the engine and the rest of the aeroplane forward. Jet engines work better at high speeds.

iii) To what uses does a pilot put radar?

Radar has a special kind of radio which has waves sent out from an aeroplane. Beams of radar waves are sent out from an aeroplane. These waves are reflected back from objects all around and are shown on a screen. By looking at the waves reflected from the ground, the pilot can see a picture of the land over which he is flying.

1.4.9 ASSIGNMENTS

Rewrite as directed:

- 1) The furnitures in the room are bad.
(Correct the Sentence)
- 2) The rotor turns. It lifts the helicopter.
(Combine into a complex sentence)
- 3) i) In bad weather, the pilot is guided by the controller or by special radar.
ii) There the air is heated by the flames of burning kerosene-
iii) Men made balloons.
iv) These balloons could carry men through the air.
v) Modern airliners carry their passengers very fast. (Change the voice)
- 4) i) A bird's wing is much more complicated than any artificial wing.
ii) Gases were lighter than air.
(Change into the positive degree)
- 5) Men are not strong enough to lift themselves.
(Change into an affirmative sentence without changing the meaning)
- 6) The pilot and the controller always talk to each other in English because this _____ (be) the official language for air traffic control all over the world.
(Give the correct tense form of the verb given in bracket)
- 7) This is a special kind of radio _____ has waves of a very high frequency.
(Fill in the blank with the appropriate relative pronoun)

1.4.10 SUGGESTED READING/ REFERENCE BOOKS

1. Progress in the Modern World by Sullivan

1.4.11 LEARNING ACTIVITIES

- ➡ None

1.4.12 KEYWORDS

- ➡ Fuselage: The main part of an aeroplane
- ➡ Propellers: A device with two or more blades that turn quickly and cause aircraft to move
- ➡ Rudder: A flat, movable piece usually of wood or metal used in steering
- ➡ Tailfin: A decorative part that is shaped like a fish's fin
- ➡ Transmitters : A device that sends out signals



1.5 : HEAVEN IN YOUR HAND

– Norah Lofts

1.5.1 INTRODUCTION

Born in Norfolk in 1904, Norah Lofts, fictionist and romancer, showed a penchant for writing at the age of eleven or twelve. *I Met a Gypsy*, published in 1935, was her first novel.

1.5.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to hone their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.5.3 CONTENTS

Introduction

The present extract 'Heaven in your hand' is taken from the title story by Norah Lofts. The title is significant and suggestive. It drives home the truth: 'Heaven is something that you can hold in your hand'

Ennie, a fit playmate to Dorothy

Ennie had lost her father. Her mother had to bring up six of her children of whom Ennie was one. She had a pretty sister by name Emily. Emily was rich. She had one and only daughter by name Dorothy. Ennie's younger sister was too young. Her little brother was too old. Her brothers were not well-disposed towards Dorothy. Therefore, Ennie was considered a fit playmate to Dorothy. Ennie's mother was too poor to buy new clothes for Ennie. Therefore Ennie had to wear Dorothy's used clothes. She was constantly reminded of her poverty and dependence.

Ennie's birthday

Ennie had her birthday celebrated. The party was a simple affair. Her mother did provide a simple tea with sandwiches and cakes. She only promised her a new hair ribbon. Her little sister presented her with aniseed balls. Her brother, Fred, allowed her to ride on his newly-bought bicycle.

Dorothy's birthday

A month later came Dorothy's birthday. Ennie hated wearing Dorothy's dress. But she could not but attend the party wearing it. The house was full of people and flowers. Dishes included various tempting items like tea, icecream, cakes, strawberries and sandwiches. There were sixty presents, all new, expensive and covetable. Dorothy's room looked like a shop. Ennie was envious of Dorothy's presents. They shone by contrast. Aniseed balls were the only present Ennie had. She became sick with envy.

Moody behaviour of Dorothy

The party came to an end. Ennie too wanted to leave. Dorothy's dress on her person made her cry inwardly. Aunt Emily wanted her to carry home some of the birthday cakes. Ennie could not decline that. With all the presents, Dorothy was unhappy because of the absence of Connie who had gone to Italy. She expressed her desire to go to Italy. The idea of visiting Italy never occurred to Ennie. Ennie's eyes wandered back to the door. She became sick of Dorothy's presents.

Emily's offer and Dorothy's choice

Just then Aunt Emily came carrying a box and put it into Ennie's hand and kissed her. Ennie thanked her for the lovely gift. Aunt Emily felt sorry for having forgotten Ennie's birthday. She insisted on giving Ennie a birthday present. Ennie's sense of independence stood in the way of accepting any present. But she did most dreadfully want a doll. Even pride could not make her decline it. Emily asked her to take her choice. Ennie chose the smallest doll there - a very tiny Chira doll but she made no move to take it. Aunt Emily had to lift it and put it into her hand.

Conclusion

Ennie was in a state of joy. All self-pity, envy and malice were gone. She walked home, one hand carrying the box of cake and the other curled about the little doll. On her way, she indulged in philosophical thoughts. With all her presents, Dorothy was dissatisfied. She hungered for more and longed to go to Italy, But Ennie was contented and happy. The tiny doll is the heaven which she has at her hand.

1.5.4 REVISION POINTS

- The title of the story is suggestive
- Ennie is a fatherless child brought up by her mother
- She is poor but her cousin Dorothy was rich
- The difference between Ennie's birthday and Dorothy's birthday
- The moody behaviour of Dorothy
- Emily's offer and Ennie's choice

1.5.5 INTEXT QUESTIONS

1. How was Ennie's tenth birthday celebrated?
2. Give an account of some of the presents received by Dorothy on her birthday.
3. How did Aunt Emily show her kindness to Ennie?
4. Describe Ennie's feelings when her fingers closed about the little doll's body.
5. Explain the significance of the title.

1.5.6 SUMMARY

Ennie was a fatherless child brought up by her mother. Her mother was too poor to buy new clothes for her. She had a rich sister by name Emily. Emily had only one daughter by name, Dorothy. Ennie had to put on Dorothy's clothes- She was constantly reminded of her poverty and dependence.

Ennie had her birthday party. It was a simple affair. Aniseeds were her only birthday present. It was given by her little sister. A month later Dorothy had her birthday. The house was full of people and flowers. Dishes included tempting items. Dorothy's little room looked like a shop with all the sixty presents. Ennie became sick with envy. With all the sixty presents, Dorothy was dissatisfied. She hungered for more. She yearned for the company of Connie.

The party came to an end. Aunt Emily gave Ennie a box full of birthday cakes. She felt sorry for having forgotten Ennie's birthday. Emily insisted on giving Ennie a birthday present and asked her to take her choice. Ennie's sense of independence

stood in the way. But she wanted a doll and chose the smallest doll there. Aunt Emily put it into her hand.

With joy Ennie walked back home carrying the box of cakes and the little doll. All envy was gone. With the tiny doll in her hand, she felt holding the heaven in her hand.

1.5.7 TERMINAL EXERCISES

1. Fill in the blanks with appropriate prepositions:

I went to play and to have tea _____ the big house _____ least once a week, was asked _____ parties, was once taken _____ a whole bitter-sweet month _____ the sea-side, (p 51)

2. Fill In the blanks with suitable articles:

My brother Fred allowed me as _____ signal honour, to ride for ten minutes on _____ bicycle which had recently been purchased at _____ staggering cost to enable him to attend _____ school, six miles away, to which he had won _____ scholarship. (p.52)

1.5.8 SUPPLEMENTARY MATERIALS

1. Describe Ennie's feelings as her fingers closed about the little doll's body

Ennie experienced a sense of tightness, of completeness and of complete belonging. Such a feeling comes once or twice in a life time. She felt extremely happy and forgot all envy, malice, and self-pity. She realized that she had made the right choice. Anything else would have been an embarrassment. The tiny doll was handy, handsome and portable. It could be carried to school in her pocket, and tucked under her pillow. It was her doll, made for her. None could share it.

2. Explain the significance of the title 'Heaven in your hand'

Heaven symbolises contentment and happiness. With all her sixty presents - all new, expensive and covetable - Dorothy was dissatisfied. She hungered for more. She had the company of Ennie. Ennie was with Dorothy. But Dorothy yearned for the company of Connie and longed to be with her in Italy. Therefore she was unhappy. On the other hand, Ennie was contented with the little doll. Therefore, she was happy. The title means: You need not go in search of happiness. It comes from within. Heaven lies in your hand.

1.5.9 ASSIGNMENTS

Rewrite as directed

1. i) I was looking Dorothy's dolls.
- ii) She smiled me.

(Correct the sentences)

2. i) He switched off the light. He went to bed.
- ii) She put the box into my hands and kissed me.

(Change into simple sentence)

3. I don't want anything, Aunt Emily, thank you. I said.

(Change into reported Speech)

4. It was a lovely party.

(Change into an exclamatory sentence)

5. My younger son was too young to be a suitable company for Dorothy.

(Remove 'too ... to')

6. i) All the presents might well be ruined by the absence of the chosen one.

ii) I did most dreadfully want a doll. (Change the voice)

7. The moment the games stopped, I remembered all those presents.

(Use 'as soon as')

8. Dorothy's playroom _____ they were all laid out for inspection looked like a shop.

(Fill In the blank with the suitable relative pronoun)

1.5.10 SUGGESTED READING/ REFERENCE BOOKS

1. Norah Lofts – Wikipedia, the free encyclopedia.

1.5.11 LEARNING ACTIVITIES

- None

1.5.12 KEYWORDS

- Fuselage: The main part of an aeroplane
- Propellers: A device with two or more blades that turn quickly and cause aircraft to move
- Rudder: A flat, movable piece usually of wood or metal used in steering
- Tailfin: A decorative part that is shaped like a fish's fin
- Transmitters : A device that sends out signals



1.6 : A WALK THROUGH THE FIRE**- A.D. Smith**

1.6.1 INTRODUCTION

Alan D. Smith, essayist, fictionist and broadcaster, was sergeant-turned writer. During his service as a sergeant in the British army in India, he encountered exciting experiences. These experiences provided him with enough material for his stories and articles.

1.6.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to horn their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.6.3 CONTENTS**Introduction**

'A Walk through the Fire' is a radio-broadcast talk by Alan D. Smith. This article gives an account of the spectacular feats witnessed by him while he served as a sergeant in the British army in India.

An encounter with an elderly Indian

One day Mr. Smith was driving back to the camp after a visit to Secunderabad. On the way he saw two shadowy figures disappear and an elderly Indian lying with a blood-stained face. With his pocket hand-kerchief Mr. Smith cleaned the blood from his face. The Indian told the author that he had not suffered greatly at the hands of his assailants, two Anglo Indian youths because, knowing that Mr. Smith would come to his rescue, he had covered his face and pretended to be unconscious. When asked how he had known of the author coming to his rescue, he replied that some things were known to all but others only to a few. The author gave him lift in his truck to his place. The Indian promised to return the hand-kerchief during the next meeting and disappeared without the author's knowledge.

The first feat of Professor Rao

A few weeks later, Mr. Smith had the opportunity to witness the amazing feats performed by Professor Rao and his Indian troupe. The first feat of the Professor was an amazing performance. The Professor held a 12 foot long iron bar against his throat. Twelve volunteers were arranged six on either side to hold the bar. On a signal from the Professor, they began to push with all their strength, and the iron-bar was bent into a U-shape around his neck.

The closing act of the Professor

The Professor's closing act was unforgettable. The Professor lay down under a five-ton truck with men in it. An old railway sleeper was placed along side his chest. The truck was then driven quickly forwards across the Professor's chest.

Fire-walking by an Indian

An Indian splashed water over his bare feet and walked to and fro over the red hot coals in a trench. Not a single blister was to be seen. It was an incredible spectacle. The author knelt down to have a close look at the feet. The Indian fire-walker thrust a hand kerchief into the author's hand. It was then that the author recognized him.

Mr. Smith's walk through the fire

Mr. Smith volunteered to walk with the firewalker across the fire trench. The Indian fire-walker splashed water over Mr. Smith's feet. Mr. Smith was asked to put aside his fear, close his eyes and imagine walking a country lane with green fields on either side of him. He did as instructed. He walked along with the Indian over the red hot coals and back to the starting point. Mr. Smith's feet were unburnt. When everyone came crowding him to inspect his feet, he lost sight of the Indian fire-walker. He failed in his attempt to trace him the following day.

Conclusion

A.D. Smith's chance encounter with an elderly Indian, his rescue of him from two Anglo-Indian assailants, his subsequent meeting with him, his witnessing the Indian walking through the fire and of his witnessing Professor Rao's amazing and incredible feats provided him with the material for their broadcast talk.

1.6.4 REVISION POINTS

- Smith's meeting with an elderly Indian
- The first feat of Professor Rao
- Fire walking by an Indian
- The author's walk through the fire.

1.6.5 INTEXT QUESTIONS

1. Give a short account of Mr. Smith's experience on his way back from Secunderabad.
2. Describe two of Professor Rao's feats.
3. Describe the author's recognition of the Indian fire-walker.
4. Describe how the old man made Mr. Smith walk through fire.

1.6.6 SUMMARY

Mr. Smith, a sergeant in the British army in India, on his way back to the camp, rescued an elderly Indian from two Anglo-Indian youths. With his pocket hand-kerchief he cleaned the blood from the Indian's face and gave him lift in his truck to his place. The Indian promised to return the hand-kerchief during the next meeting and disappeared without the author's knowledge.

A few months later, Mr. Smith had the opportunity to witness the amazing feats performed by Professor Rao and his troupe. Twelve volunteers six on either side pushed a twelve foot long iron bar against his throat and the iron-bar was bent into a U-shape around his neck. The Professor's closing act was unforgettable. A five-ton truck with men in it was driven over an old railway sleeper placed along side his chest.

Mr. Smith then saw an incredible spectacle. An Indian splashed water over his bare feet and walked to and fro over the red hot coals in a trench. Not a single blister was to be seen. Mr. Smith recognized the Indian when the latter thrust a hand kerchief into his hand. Mr. Smith also had water splashed over his feet and walked with the Indian fire walker over the red hot coals. Mr. Smith's feet were unhurt. In the melee that followed he lost sight of the Indian.

1.6.7 TERMINAL EXERCISES

1. Fill in the blanks with appropriate prepositions:

1. It was _____ the early part of 1945 when I found myself stationed _____ a Sapper camp _____ a small place called Begampet _____ Hyderabad State, (p 64)

2. Fill in the blanks with suitable articles:

1. _____ five-ton army, truck was then driven into _____ centre of _____ circle formed by _____ audience, which was _____ only stage _____ Professor used, (p 69).

1.6.8 SUPPLEMENTARY MATERIALS

Describe the author's recognition of the Indian fire walker.

Once the author had saved an elderly Indian from two Anglo-Indian assailants. With his pocket hand-kerchief, he cleaned the blood from the old Indian's face and even gave him a lift in the track. On reaching his destination, the old Indian thanked the author and promised to return his hand-kerchief during their next meeting. A few weeks later, the author witnessed the old man walk through the fire. As he knelt down to look at the Indian's unburned feet, he felt a hand kerchief thrust into his hand. It was then that he recognized the fire-walker.

1.6.9 ASSIGNMENTS

1. I reversed the truck back along the road.
(Correct the sentence)
2. It was truly an amazing performance.
(Change into an exclamatory sentence)
3. i) None but I could hear the words.
ii) Firozguda was not far out of my way.
(Change into an affirmative sentence without changing the meaning)
4. I asked him how he had known that I would come to his rescue.
(Change into direct speech)
5. I never saw the fire-walker again.
(Change the voice)
6. I have two cakes. I want to eat them.
(Combine the two sentences)
7. Shut the door
(Change the voice)

1.6.10 SUGGESTED READING/ REFERENCE BOOKS

- Essays of Alan D. Smith

1.6.11 LEARNING ACTIVITIES

- None

1.6.12 KEYWORDS

- Shadowy : dark and mysterious; not clearly seen or understood
- Feat: An act that shows courage, strength, or skill.
- Incredible : Something difficult to believe ; extremely good, great, or large
- Encounter : meeting
- Assailants: persons who attack others violently with blows or words



1.7 : CHUMLEY**– Gerald M. Durrell****1.7.1 INTRODUCTION**

Born in India in 1925 and educated in France, Switzerland and Greece, Gerald M. Durrell had his remarkable experience in search of wild animals in the regions famous for their wild life. The collecting trip he had made along with his friend, John Yealand, in the thick and wooded rain forests of the Cameroons in West Africa (gave him enough material for the best of his known works. *The Overland Ark. The Drunken Forest and My Family and Other Animals.*

1.7.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to hone their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.7.3 CONTENTS

'CHUMLEY' is an extract taken from *The Overland Ark* by Gerald M. Durrell. In it, he gives us a beautiful pen portrait of Chumley, an African ape. The prescribed piece is an evidence of his keen power of observation of Chumley and his behaviour.

First day impressions

Chumley was an African ape. His owner requested the author to deposit the animal in London Zoo. The author got a rude shock on his arrival.

i) A terrific personality

Chumley was not a young chimp but a full-grown chimpanzee with huge arms and deep-set eyes. The top of his head was almost bald. Owing to bad tooth, the face was swollen. There was a look of intelligence and a glitter of ironic laugh in his eyes. He had a chain round his neck with the superior air of a Lord Mayor.

ii) Intelligence and Dignity

Chumley had a handshake with the author and looked at the author hopefully expecting some refreshment. The author offered Chumley a cigarette and a box of matches. Chumley lit the cigarette blowing clouds of smoke and put the cigarette butts in one corner of the room. The author poured tea in a mug and offered it. Chumley took it in both hands and drank the tea to the lees. At the sight of food and drink Chumley greeted the author with cries of delight and bit the author's finger as a sign of greeting and trust.

iii) Table Manners

Chumley's manners were perfect. He would never grab food and eat it greedily. He would first greet the man, and thank him with his *marl* expressive 'hoos, hoos'. Then he would eat delicately and slowly, pushing aside unwanted pieces. His only breach of table manners was that, at the end of a meal, he would seize his empty mug and plate and throw them away.

iv) Chumley's mischief

The first day Chumley created an uproar among the monkeys by pelting stones at them. Durrell appeared on the scene with a stick. On seeing Durrell, Chumley lay on the ground covering his face and head with his long arms. The author gave Chumley two cuts with a stick,

Chumley refused to return the author's handkerchief and stuffed it in his mouth. The author sat there pleading and cajoling with him. At last, very reluctantly, Chumley disgorged it. Thereafter, Chumley would return without fuss anything he was playing with when the author asked for it

Chumley's immediate recognition of the author in the Sanatorium

One day Chumley was handed over to London Zoo. After a long interval, the author visited him in the Sanatorium. Chumley recognized him and greeted him gently biting his fingers. They smoked together. At the time of parting, he shook hands with the author.

Chumley's excited behaviour at Regent's Park

The author never saw Chumley again but he heard of Chumley's excited behaviour at Regents Park in London. One day, he broke out, boarded a passing bus and began biting the people there. Leaving the bus, he attacked a lady down the road. On the arrival of a member of the Sanatorium, he walked back home. Perhaps, he would have realized that civilized people were not decent companions. After this, he was branded not safe and sent back to the monkey-house.

Conclusion

Chumley was Incomparable for force and charm of personality. No one would look upon him as an animal. Everyone would regard him as a courtly old man disguising himself as chimpanzee.

1.7.4 REVISION POINTS

- ▣ Chumley was an African ape
- ▣ Author's first impression of Chumley – a terrific personality
- ▣ Chumley's intelligence and dignity
- ▣ The table manners of Chumley
- ▣ Chumley was sent to London Zoo
- ▣ Chumley recognizes the author after a long time
- ▣ Chumley at Regent's Park.

1.7.5 INTEXT QUESTIONS

1. Give an account of Durrell's first day experience with Chumley.
2. Cite a few instances to show that Chumley was intelligent and dignified.
3. Describe Durrell's meeting with Chumley at the Sanatorium at Regent's Park.
4. Give a brief account of Chumley's life in London.

1.7.6 SUMMARY

Chumley was an African ape. His owner left him with the author, with a request to deposit Chumley in London Zoo. The author got a rude shock to see Chumley with huge arms and deep-set eyes.

Chumley was intelligent and dignified. He shook hands with the author, smoked the cigarette and drank the tea offered by the author. At the sight of food and drink, Chumley greeted the author with cries of delight and bit the author's finger gently as a token of greeting and trust. He would never grab the food and eat it greedily. He would first greet the man, thank him and then eat delicately and slowly pushing aside unwanted pieces.

There was mischief in the glitter of Chumley's eyes. The first day he created an uproar among the monkeys by pelting stones at them. The author gave Chumley two cuts with a stick. At the end of a meal, he would seize his empty mug and plate and throw them away.

Chumley was handed over to London Zoo. After a long interval, when the author visited him in the Sanatorium, he recognised the author and greeted him. The author never saw Chumley again. But he heard of Chumley breaking out, biting the bus passenger and attacking a lady down the road. After this, Chumley was branded not safe and sent back to the monkey-house.

1.7.7 TERMINAL EXERCISES

1. Fill in the blanks with appropriate prepositions:

_____ his neck was a thick chain, and its length drooped _____ the tail-board _____ the lorry and disappeared _____ the depths _____ his crate, (pp.77-78)

2. Fill in the blanks with suitable articles:

Chumley was _____ full-grown chimpanzee; his owner, _____ District Officer, was finding _____ ape's large size rather awkward, and he wanted to send him to London Zoo as _____ present, so that, he could visit _____ animal when he was back in England on leave, (p. 76).

1.7.8 SUPPLEMENTARY MATERIALS

Model Paragraph

Give, a brief account of Chumley's life in London.

Chumley was admitted into a sanatorium Durrell visited him after four months. Surprisingly, the author was recognized. Soon Chumley was removed to the monkey-house. The author never saw Chumley again but he heard that Chumley was a great television star and was acting in front of television cameras. The author also heard of his exciting behaviour at Regent's Park. One day Chumley broke and boarded a passing bus and injured the people there. leaving the bus, he attacked a lady down the road .After this, he was branded not safe and sent back to the monkey-house.

1.7.9 ASSIGNMENTS

1. When I asked for a room, he took me to upstairs.

(Correct the sentence)

2. This was no young chimp.

(Change into a negative sentence without changing the meaning)

3. How big Chumley was !
(Change into an assertive sentence)
4. Chumley wore the chain with the superb air of a Lord Mayor.
(Change the voice)
5. No sooner had I left him chained up and gone into the hut than a frightful upheaval took place.
(Use 'as soon as')
6. Ravi said, "Shall we start the game of chess?"
(Change into reported speech)
7. Those _____ dare and act succeed in life.
(Fill in the blank with a suitable relative pronoun)

1.7.10 SUGGESTED READING/ REFERENCE BOOKS

- ➡ The Overland Ark by Durrell

1.7.11 LEARNING ACTIVITIES

- ➡ Students are advised to observe and record activities of animals

1.7.12 KEYWORDS

- ➡ Chumley:
- ➡ Dignified
- ➡ Mischief
- ➡ Uproar
- ➡ Sanatorium



1.8 : THE ABERDEEN TERRIER**- H.F. Wallace**

1.8.1 INTRODUCTION

H.F. Wallace, a man of varied interests such as water colour drawing, stalking deer and big game hunting, has to his credit a number of books and articles on stalking and hunting.

1.8.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to hone their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.8.3 CONTENTS**Introduction**

The prescribed extract 'The Aberdeen Terrier' is taken from *Happier Times* by H.F. Wallace. It describes an Aberdeen terrier.

A picture of Jock, an Aberdeen terrier

A lady in Rugby offered Jock, an Aberdeen terrier, for sale. The author's wife brought Jock. Wallace bought him. Jock looked like a small black bundle or a small dark ball. He had shining buttons of eyes, one ear cocked and the other drooping. Very small, he was full of character.

A Universal favourite

Jock was a universal favourite. The sandwich-board men greeted Jock 'Ullo Scotty*. In shops and on chance encounters, enquiries were made as to his welfare. Jock was the friend of the man at the stores and the retired Commissionaire. Once an elderly couple offered to buy Jock but they were disappointed to learn that he was not for sale. An old lady who professed to hate dogs adored Jock.

An encounter with a black cat

Jock was a friendly dog, unlike his kind. He had a happy and trustful nature. He expected similar qualities in others. One day Jock encountered a black cat. He stopped and cautiously poked forward an enquiring nose. The cat scratched the dog's nose. Jock fell over backwards and shot into the road, followed by the victorious cat. The author rushed to the dog's rescue. Thereafter, Jock never liked cats and walked past passing cats.

Excitement caused by Jock's sudden disappearance

Jock was then about eighteen months old. The author's wife was then engaged in a discussion on female clothing. She had forgotten the dog. When she looked for Jock, he had disappeared. The policeman on duty, two commissionaires and a train of helpers joined the couple in their search for the lost dog. The couple heard the barking of Jock behind the closed door of a large drapery establishment. The author's wife rang the bell. The door was opened. Jock hurried himself on her with yelps of delight.

Once again, Jock was lost in Victoria street. That day the author's wife had taken out the dog with her. It was her overdue social call. She became unaware of its absence. Jock had a weakness for dainties. Therefore, the author went towards a food shop, an ABC establishment. Jock was found in the midst of four ladies of the countryside. One was pouring milk into a saucer. Another prepared a plate of food. Jock was sitting on his haunches, begging. The party was unaware of the author's presence. The author dived under the table, seized Jock and brought him home.

Jock's amusing accomplishment

Jock's most amusing accomplishment was hide and seek. He loved to play with toys particularly small woolly bears and squawking ducks. Jock would be told to hide his eyes. He would gallop out of the room. His toy would be hidden. A call of 'All right' would make him come out and search behind cushions under chairs or any possible hiding place. Within a few seconds, his treasure found. Jock would retire to his favourite corner.

Jock in death-bed

One autumn day Jock caught cold. As the couple had to leave London, Jock was put in charge of the servant. On their return to London, he was found very ill. Mrs. Wallace nursed him devotedly. A frantic telephone call brought the author home. The author saw Jock lying on a chair with mouth foaming, body convulsing and eyes closed. Jock opened the eyes and wagged his tail. The author gently stroked Jock. Jock touched the author's fingers with his tongue. An hour later, Jock died.

Conclusion

The author loved Jock so much that he had never owned another dog since his death.

The essay reveals his canophilia, in particular his love of an Aberdeen terrier. The style has a personal voice.

1.8.4 REVISION POINTS

- The picture of Jock, a friendly dog
- Jock's encounter with a black cat
- Jock's sudden disappearance
- The amusing accomplishment of Jock and its death bed

1.8.5 INTEXT QUESTIONS

1. Describe how Jock was a universal favourite.
2. Give an account of Jock's encounter with a black cat.
3. What was the author's experience in the ABC establishment?
4. Describe how Jock participated in the hide-and-seek game.
5. Describe Jock in his death-bed

1.8.6 SUMMARY

Wallace bought Jock, an Aberdeen terrier from a lady in Rugby. Jock looked like a small black bundle.

Jock was a friend of sandwich-board men. men at the shops and in the stores and of the retired commissionaire. Once an elderly couple offered to buy him. An old lady who hated dogs adored Jock.

Jock was a friendly dog. One day he encountered a black cat. The cat scratched the dog's nose. Jock fell over backwards and shot into the road, followed by the victorious cat. The author rushed to his rescue. Thereafter, Jock never liked cats.

Jock was found missing when he was about eight months old. A search was made. The couple heard the barking of Jock behind the closed door of a large drapery establishment. The author's wife rang the bell. The door was opened. Jock hurried himself on her with yelps of delight. Once again Jock was lost in Victoria street. Knowing the weakness of Jock for dainties, the author went inside a foodshop, seized Jock and brought him home.

Jock's most amusing accomplishment was hide and seek. He loved toys; he would be told to hide his eyes. His toy would be hidden. At a call, he would search for the toy. Within a few seconds, his treasure found. Jock would retire to his favourite corner,

One autumn day Jock caught cold. He was very ill. The author saw him lying on a chain with mouth foaming, body convulsing and eyes closed. Jock opened the eyes and wagged the tail. The author gently stroked Jock. Jock touched the author's fingers with his tongue- An hour later, he died.

1.8.7 TERMINAL EXERCISES

1. Fill in the blanks with appropriate prepositions

One was pouring milk_____ a saucer, another prepared a plate_____ food. A small black nose quivered_____ excitement as two shining eyes remarked the preparations_____ the forth coming treat. He was sitting _____ his haunches, begging, (p. 97)

2. Fill in the blanks with suitable articles:

_____ man at _____ stores who presided over_____ destinies of _____ perambulating canine population was_____ great friend of his. (p. 93)

1.8.8 SUPPLEMENTARY MATERIALS

Happier Times by Wallace

1.8.9 ASSIGNMENTS

Rewrite as directed

1. He still made friend easily with any human being.
(Correct the sentence)
2. We stopped. The bark was repeated.
(Change into a complex sentence)
3. His little frame was shaken by convulsive tremors.
(Change the voice)
4. We were too relieved at his reappearance to be angry for long.
(Use 'so that')
5. i) His most amusing accomplishment was hide - and - seek.
ii) Women are braver than men
(Use the positive degree)

6. An old lady _____ professed to hate dogs adored him.
(Fill in the blank with a suitable relative pronoun)
7. When we reached the railway station, we found that the train _____ (leave) already.
(Give the correct tens? form of the verb)

1.8.10 SUGGESTED READING/ REFERENCE BOOKS

1. Happier Times by Wallace

1.8.11 LEARNING ACTIVITIES

1. Students can be asked to write or tell about their favourite animals

1.8.12 KEYWORDS

- Aberdeen : a county in Scotland
- Terrier : a type of small dog used for hunting
- Dainties : something delicious or pleasing
- Rescue : save someone or something from danger



1.9 : THE MAN WHO KNEW TOO MUCH

– Alexander Baron

1.9.1 INTRODUCTION

A soldier-turned writer, Alexander Baron has made a name as a novelist, film-script writer and literary critic. *From the City, From the Plough*, published in 1948, was his novel about the war.

1.9.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to hone their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.9.3 CONTENTS

Introduction

The man who knew too much' is an extract taken from *The Human Kind* by Alexander Baron. In it, he sketches the character of Private Quelch, known as the Professor.

The Professor's interruption

Alexander Baron was a new recruit in the army. He and his fellow-soldiers had their first lesson in musketry. A sergeant described the mechanism of a Service Rifle and its speed as well over forty thousand feet a second. There was Private Quelch. He was known as the Professor because of his frowning through horn-rimmed spectacles. Though an ordinary soldier of the lowest rank, he knew by heart technical definitions, the parts of the rifle, its use and care. He interrupted the sergeant pinpointing the speed of a Service Rifle as two thousand four hundred and forty feet per second. The sergeant, at the end of the lecture, put questions to the trainees and asked the Professor whether he had had any training. The Professor denied having had any training and claimed that it was all a matter of intelligent reading.

The Professor's ambition and accomplishment

The Professor had brains. He was sure to get a commission. As a first step, he meant to get a stripe. In pursuit of his ambition, he worked hard. He borrowed training manuals and burned the midnight oil and taxed his brain with facts and figures. He badgered the instructors with questions. He drilled with enthusiasm and on route marches, he was tireless. His salute at pay table was a model to behold. With officers in sight, he would march to the canteen like a guardsman.

The Professor's conduct to his fellow-soldiers

Day in and day out, the Professor lectured to the trainees on every aspect of human knowledge. At first, the trainees had a certain respect for him. Soon it developed into horror. Every time they made a mistake, the Professor would publicly correct them. Once, out for a walk, they heard the drone of a plane flying overhead. None of them could even see it in the glare of the sun. But without

looking upward, the Professor identified it from the harsh engine note as a North American Harvard Trainer.

A turning point in the Professor's life

On one occasion Corporal Turnbull was taking a lesson on the hand grenade for the trainees. He was a young man but not a man to be trifled with. He was telling them about the division of the outside of a grenade into a large number of fragments to assist segmentation. The Professor sprang a surprise on all by specifying the number of segments as forty four and even reminded the Corporal that he should have started off with the five characteristics of the grenade. The Corporal got offended and asked the Professor himself to give the lecture. Unabashedly, the Professor gave them an unexceptional lecture on the grenade. At the end of the lecture, the Corporal asked the Professor to fall in with others. He then told the trainees that as per the platoon officer's request, he was nominating the Professor for the cookhouse as he was just the man for the job. Thus the Corporal snubbed the Professor and had his revenge on him.

Conclusion

The ASSIGNMENTS of cookhouse duties was really a punishment given to the Professor but he was in no way different. He had not given up his pompousness even after going to the cookhouse. It was a sight to dream of to see the Professor protesting against the unscientific and unhygienic method of peeling potatoes.

1.9.4 REVISION POINTS

- The picture of Jock, a friendly dog
- Jock's encounter with a black cat
- Jock's sudden disappearance
- The amusing accomplishment of Jock and its death bed

1.9.5 INTEXT QUESTIONS

1. What happened during the first lesson in musketry?
2. How did Quelch conduct himself to fellow-soldiers?
3. Why was Corporal Turnbull offended?
4. How was Quelch punished?
5. Sketch the character of Private Quelch. Justify the title: 'The Man who knew Too Much'.

1.9.6 SUMMARY

Alexander, a new recruit in the army chanced to meet Private Quelch during the first lesson in musketry under a sergeant. Private Quelch was known as the Professor because of his frowning through the horn-rimmed spectacles.

Private Quelch knew by heart technical definitions, the parts of the rifle, its use and care. He interrupted the sergeant by specifying the speed of a Service Rifle. He claimed to have had no training but owed everything to intelligent reading.

The Professor's aim was to get a commission. He worked hard. He borrowed training manuals and studied them late at night. He lectured to the trainees on

every aspect of human knowledge. Without looking up, he could identify a plane flying overhead.

On one occasion Corporal Turnbull was teaching the trainees the division of the outside of a hand grenade. To the surprise of all, the Professor specified the number of segments and reminded the Corporal that he should have begun his lecture with the five characteristics of the grenade. The Corporal got offended. To snub the Professor, the Corporal told the trainees that as per the platoon officer's request, he was nominating the Professor for the cookhouse.

Even after going to the cookhouse, the Professor had not given up his pompousness. In all seriousness, he was seen telling the trainees about the sheer waste of vitamins caused by the unscientific and unhygienic method of peeling potatoes.

1.9.7 TERMINAL EXERCISES

Usage

1. Fill in the blanks with, appropriate prepositions:

When he had finished, he put questions _____ us; and perhaps _____ the hope revenge, he turned _____ his questions again and again _____ the Professor, (p. 106)

2. Fill in the blanks with suitable articles:

Once, out for _____ walk, we heard _____ drone of _____ plane flying high overhead. None of us could even see it in _____ glare of _____ sun. (p. 107)

1.9.8 SUPPLEMENTARY MATERIALS

Model Paragraph

Sketch the character of Private Quelch.

Justify the title; 'The Man who knew Too Much'.

Private Quelch was known as the Professor because of his frowning through the horn-rimmed spectacles. He knew by heart technical definitions, the *party*, of the rifle, its use and care. He had no training. He owed everything to his intelligent reading. He had brains. His ambition was to get a commission. As a first step, he must get a stripe. He worked hard. He borrowed training manuals and studied them late at nights. He badgered the instructors with questions. Day in and day out he lectured to the trainees on every aspect of human knowledge. Without looking up, he could identify a plane flying high overhead. Even when assigned cookhouse duties, he had not given up his pompousness. Aptly he has been called the man who knew too much.

1.9.9 ASSIGNMENTS

Rewrite as directed:

1. We listened the Orderly Officer's praise.

(Correct the sentence)

2. Corporal Turnbull was a young man. but he was not a man to be trifled with.

(Change into a complex sentence)

3. What could a gang of louts like us do with a man like that?
(Change into an assertive sentence)
4. Most of us could not help glaring at Private Quelch.
(Change into an affirmative sentence without changing the meaning)
5. None of us will ever forget the drowsy summer afternoon.
(Change the voice)
6. The sergeant asked. "You had any training before?"
(Change into reported speech)

1.9.10 SUGGESTED READING/ REFERENCE BOOKS

- ▢ Happier Times by Wallace

1.9.11 LEARNING ACTIVITIES

- ▢ Students can be asked to write or tell about their favourite animals

1.9.12 KEYWORDS

- ▢ Aberdeen : a county in Scotland
- ▢ Terrier : a type of small dog used for hunting
- ▢ Dainties : something delicious or pleasing
- ▢ Rescue : save someone or something from danger



1.10 : A BOY LOOKS AT CRICKET

– Neville Cardus

1.10.1 INTRODUCTION

Neville Cardus (1889-1975) is, perhaps, the most famous and felicitous of cricket writers. He was equally an authority on cricket and music and a reporter of both for the *Manchester Guardian*. Born of poor parents in the slum of Manchester, he had only four years of school education. He was a self-educated man. He served as an assistant Cricket Coach at a school for a few years. This was the beginning of his career on the field and later as a writer. He has to his credit a number of books notably *A Cricketer's Book*, *The Days in the Game* and *Cricket*. He is known for his racy and straight forward style and for his excellent sense of humour.

1.10.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to hone their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.10.3 CONTENTS

Introduction

'A Boy Looks at Cricket' is an extract from Neville Cardus's *Autobiography*. In it, he reveals his admiration for his heroes in cricket and his mastery of most felicitous style.

Hero-Worship in Neville Cardus

Neville Cardus worshipped the Lancashire team but he hated the Yorkshire team. He thought that his favourite cricketers were the best in the world. He considered Maclaren, Spooner and Tydesley of the Lancashire team as his heroes but regarded the members of the Yorkshire team as barbarians. He always prayed to God for heavenly aid for his heroes. But when the Yorkshire spin bowler, George Hirst bowled, Neville closed his eyes and prayed that George Hirst would drop down dead before bowling the next ball. His prayers were not on his own behalf but on behalf of his darlings of cricket.

Contradiction in Neville Cardus

Sometimes Neville Cardus got himself into difficult positions with God. Victor Trumper next to Maclaren and Spooner, was most adored. He was an Australian, and Neville was a patriotic English lad. Neville was self-contradictory in his prayer to God. He wanted Victor Trumper always to score a century but he also wanted England to win the match.

Reaction when Lancashire and Yorkshire clashed

Once in 1904, Lancashire was near defeat at Leeds against Yorkshiremen. Neville was on pins and needles. He could not go to Leeds. He went to the nearest city, Manchester and came to know of the latest details of the match from the different editions of the newspapers. He performed various acts to get the gods on his side and on Lancashire's side. He stood over a grid in a gutter and told himself

that if he could spit through it without touching the bars. Lancashire would be spared. Maclaren and Spooner had gone early. Tydesley was still not out. Lancashire's day was saved by a century by Tydesley. The day, thus, revealed its best and worst.

Ranjitsinhji and Fry in the Tests against Australia

Years passed. New players appeared on the cricket scenario. Ranjitsinhji appeared as an Eastern king wearing a ruby-studded crown and being taken out in a procession on an elephant. "C.B. Fry appeared as Ranjits' Grand vizier or Prime Minister. Ranjit was a tremendous batsman. He scored 3000 runs in a season averaging nearly 90. Fry scored six centuries in successive innings. The crescendo of Fry's six hundreds send all school boys into fevers of amazement and admiration.

Conclusion

Ranjit and Fry in all their splendour were chosen for England to meet Australia at Lord's. Both Ranjit and Fry were bowled out for zero run by the Australian. Neville was deeply shocked. Jackson helped Maclaren to stop this shocking decline and fall. England was 102 for two wickets. The pride of the English team was humbled by an unknown Australian bowler, by name Hopkins. The defeat of the English team was bowled by a heavy rate.

Neville Cardus, thus, looked upon his heroes at cricket with emotions terribly mixed.

1.10.4 REVISION POINTS

- Neville Cardus and hero-worship
- Contradiction in Neville Cardus
- The clash between Lancashire and Yorkshire
- Ranjit and Fry in Tests
- The defeat of England

1.10.5 INTEXT QUESTIONS

- 1) What was Cardus' experience at Old Trafford when Lancashire played against any other team?

(or)

How did the boy Neville Cardus react as his favourite players batted?

- 2) Explain the statement, 'Sometimes I got myself into difficult positions with God'.
- 3) How did Neville Cardus feel when Lancashire and Yorkshire clashed in 1904?
- 4) What does Neville Cardus say about Ranjit and Fry?

(or)

What was the most sensational cricket news in 1902?

1.10.6 SUMMARY

Neville Cardus considered Maclaren, Spooner and Tyldesley of the Lancashire team as his heroes. But he regarded the members of the Yorkshire team as barbarians. He always prayed to God for divine help for his heroes. But when the Yorkshire bowler, George Hirst bowled, Cardus closed his eyes and wished George Hirst would drop down dead before bowling.

Neville Cardus loved the Australian player Victor Trumper as much as he loved the English players. He wanted Victor Trumper always to score a century but also wanted England to win the match.

Once in 1904, Lancashire was on the point of being defeated by Yorkshire. He went to Manchester and came to know of the details of the match from the different editions of newspapers. He performed various acts to get the gods on his side and on Lancashire's sides. Lancashire's day was saved by a century by Tyldesley.

Ranjit and Fry in all their splendour were chosen to meet Australia at Lords'. Both were bowled out for zero run by the Australians. Cardus was shocked. The downfall of the English team was brought out by an unknown Australian bowler by name Hopkins. 1.10.7 terminal exercises

1.10.7 TERMINAL EXERCISES

USAGE

1. Fill in the blanks with appropriate prepositions:

- 1) A boy looks_____ his heroes_____ cricket_____ emotions terribly mixed. He believes they are gods, yet_____ the same time he has no real confidence _____ them. (p. 116)
- 2) I went_____ the city_____ Manchester, where I could be_____ the spot when the different editions_____ the newspapers came out _____ later and later details of the match. (p. 118)
- 3) Then_____ 1901, the miraculous occurred; Fry scored six centuries_____ successive innings. He began_____ 106 _____ Hampshire, but we were not astonished_____ that. (p. 120)

2. Fill in the blanks with suitable articles:

At_____ time when_____ batting average of fifty_____ innings was_____ sure proof of genius, Ranjitsinhji scored 3000 runs in_____ season, average nearly 90. Then in 1901,_____ miraculous occurred, (p. 120)

1.10.8 SUPPLEMENTARY MATERIALS

Model Paragraph

Explain the statement: "Sometimes I got myself into difficult positions with God"

There was Victor Trumper. He was an Australian. Next to Maclaren and Spooner, he was Cardus' most adored. Cardus was a patriotic English lad. He wanted Victor Trumper always to score a century, but he also wanted England to win the match. The problem was how to pray simultaneously for the victory of Victor Trumper as well as his own English team. He resolved the dilemma by praying to God to let Victor Trumper score a century out of a total of 137 all out.

1.10.9 ASSIGNMENTS**Rewrite as directed:**

1. Ranjit casted his magic spell over all his team.
(Correct the sentence)
2. i) Lancashire's day was saved by a century by Tyldesiey.
ii) They were encompassed by peril. (Change the voice)
3. I looked at the Town hall clock. (Add a question tag)
4. Blood is thicker than water. (Use the positive degree)
5. It could not be taxed without injustice. (Change into an affirmative sentence)
6. i) The teacher said, 'The earth is round'.
ii) Ravi said, " shall we start the game of chess !"
(Change into reported speech)
7. The clerk _____ was guilty was punished.
(Use a suitable relative pronoun)

1.10.10 SUGGESTED READING/ REFERENCE BOOKS

- Neville Cardus' Autobiography
- A Cricket Book by Cardus

1.10.11 LEARNING ACTIVITIES

- A discussion can be initiated on cricket

1.10.12 KEYWORDS

- Lancashire : Name of an English Cricket team
- Yorkshire : Name of an English Cricket team
- Ranjit Singhji : a cricketer of Indian Origin
- C.B. Fry : another famous cricketer



1.11 : THE RACE**– F.D. Ommannney**

1.11.1 INTRODUCTION

FRANCIS DOWNES OMMANNEY was the Director of Singapore Research Station from 1952 to 1957 and for the next three years taught Marine Biology at Hong Kong University. He is a writer by choice and in all his writings, for example. *South Latitude*, he has described his own experiences.

1.11.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to horn their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.11.3 CONTENTS**Introduction**

'The Race' is an extract taken from *The House in the Park* by F.D. OMMANNEY. In it, he narrates the excitement arising from his participation in the running race.

Ommannney's decision to participate in the race

Ommannney was a small boy. He had failed in the trial race. But he had finished the course without giving it up. It was in itself a triumph. He felt that, with an extra effort, he would win the race. On Sunday before the School Sports Day, Ommannney told Mr. and Mrs. Miller, the friends of his family, that he was participating in the 225 yards handicap race. They expressed their wish to come and see the race. He got a promise from his girl friends to come and see the race.

The influence of personal visitors

On the Sports Day, the Millers and the girl friends he wanted to please were provided seats near the finishing point. Mr. Shuttleworth, the headmaster, patted Ommannney on his shoulder. Miss Shuttleworth was pleasant to him. Mr. Simpson evinced interest in him.

Encouragement to Ommannney

Ommannney's failure in the trial race had made Mr. Shuttleworth give him a start of a hundred yards from the starting line. He was standing at the starting point and was waiting for the crack of Mr. Shuttleworth's pistol. Miss Shuttleworth advised him not to look around. Mr. Shuttleworth asked him to run gently, pick up speed slowly and run with all his effort. Mr. Simpson advised him to breathe gently and naturally.

The start of the race: Ommannney's mistakes

The pistol cracked. But then he was looking at his girl friends. Thus he lost a second of precious time. Now he heard the thundering steps of his rivals. He was still ahead. Then he did an unpardonable thing. He glanced over his shoulders to see who were following him. In that moment, his rival, a boy in the first form, overtook him. With all his strength, Ommannney ran but the rival won. Ommannney had come second.

Reaction to the. boy's second position

Mrs Miller embraced Oniroanney. To her, his second position was something to be proud of his father considered it better than nothing. His mother asked him not to mind his defeat. He would be first another time. Mr. Shuttleworth proposed to make an athlete of him. Miss Shuttleworth was a bit angry. She called him a very stupid little boy and said that he would have won if he had not looked around.

The prize distribution

The evening came. It was the prize distribution function. On a table there were rows of trophies, cups, shields and medals- Ommanney wished the prize to be a bicycle or a postcard or a model engine. He was wondering what the prize would be. A lady in purple dress was to give away the prizes. The boy's turn came. She lifted the biggest prize and gave it to him saying 'What a big prize for a little boy!' Mr. Shuttleworth was then talking to some people. Omrnanney bore it off very proudly. Just then the real winner came and snatched it. The victor told the disappointed boy by way of encouragement that he would get the big one next year.

Conclusion

The lady had made a mistake when Mr. Shuttleworth's attention was elsewhere. The mood of joy turned into one of agony for the boy. The boy shed tears. He purified it with his tears

1.11.4 REVISION POINTS

- Ommanney's decision to take part in the race
- -His failure in the trial race and the encouragement to him
- -His mistakes in the race, he looked at his friends after the pistol cracked
- -He finished second and the prize distribution

1.11.5 INTEXT QUESTIONS

1. How did the staff of the school encourage Ommanney?
2. How did Ommanney miss the chance of finishing first?

or

Why did the boy finish second in the running race?

3. Describe the boy's joy and sorrow during the prize distribution.

or

What happened after the race was over?

1.11.6 SUMMARY

Gist of the Lesson

Ommanney decided to participate in the 225 yards race. The Millers expressed their wish to come and see him win. His girl friends promised to come and see him win. On the Sports Day, the Millers and his girl friends were all seated near the finishing point. Mr. Shuttleworth patted him. Miss Shuttleworth smiled at him. She advised him not to look back. Mr. Simpson asked him to breathe gently.

Ommanney took his position. The pistol cracked. He wasted a second by looking at the girl friends. Then others shot past him. The boy picked up speed. He

was ahead of them all. At this moment he committed the blunder of looking back to see who were following him. The rival won. The boy finished second.

All congratulated the boy. Something was better than nothing, they said. But Miss Shuttleworth was angry. He would have won if he had not looked around. The boy looked at the prizes on the table. He was not impressed with any of them. He preferred a bicycle bell, or a post card or a model engine.

A lady in purple dress was to give away the prizes. The boy's turn came at last. The lady gave Ommanney the heavy cup meant for the first place winner. The boy was overjoyous. Just then the real winner snatched away the cup. The victor encouraged the disappointed boy saying that the boy would get the big one next year.

1.11.7 TERMINAL EXERCISES

USAGE

1. Fill in the blanks with appropriate prepositions:

I stood _____ the head _____ the long tail _____ boys trembling _____ excitement, waiting _____ the crack _____ Mr. Shuttleworth's pistol. (p. 129)

2. Fill in the blanks with suitable articles:

_____ largest and most expensive were not even intended as guts, but only to be loaned or even only to be kept at _____ school in _____ prominent place with _____ name of _____ latest winner engraved on _____ bulbous silver surface
(p. 133)

1.11.8 SUPPLEMENTARY MATERIALS

Model Paragraph

Describe the boy's Joy and sorrow during the prize distribution.

In the running race, a boy in the first form came first. Ommanney had come in second. Miss Shuttleworth felt his failure more keenly than he. He was not impressed with the prizes arranged on the table. The boy's turn to get the prize came. The lady on the stage gave him a heavy cup meant for the first place winner. Hugging it to his breast, and blushing with pride and triumph, he bore it off into the crowd. He would have refused a bicycle or an album or a model engine at that time. The real winner snatched it from him. The lady had made a mistake while Mr. Shuttleworth's attention was elsewhere. The mood of joy changed into one of agony.

Yet the boy was consoled that he would get the big prize next year.

1.11.9 ASSIGNMENTS

Rewrite as directed:

1. We'll come and see you to win.

(Correct the sentence)

2. 'Will you promise to come and see the race?' I asked.

(Change into reported speech)

3. i) I heard vaguely an indeterminable voice coming from it.
 ii) I did an unpardonable thing.

(Change the voice)

4. I had not won. I had come second.

(Change into a complex sentence)

5. She felt my failure more keenly than I did myself

(Change into positive degree)

6. This is the bicycle _____ you wanted.

(Fill in the blank with a suitable relative pronoun)

1.11.10 SUGGESTED READING/ REFERENCE BOOKS

- The House in the Park by Ommannney

1.11.11 LEARNING ACTIVITIES

- Students may be asked to list the mistakes they normally commit

1.11.12 KEYWORDS

- Race : A running competition
- Trial : a tryout or experiment
- Athlete : a sports person
- Purple : the colour between red and blue
- Agony : pain



1.12 : A GLORY HAS DEPARTED**– Jawaharlal Nehru**

1.12.1 INTRODUCTION

Jawaharlal Nehru, India's first Prime Minister, was a great visionary, prolific writer and powerful orator. Born in Allahabad, he was educated at Harrow and Cambridge. On his return to India, he joined the struggle for India's Independence. Aristocratic by birth and autocratic by temperament, Nehru was, nevertheless benevolent by nature. He became a worthy disciple of the Mahatma who called Nehru 'The Jewel of India.'

The most important of his books are *An Autobiography*, *Glimpses of World History*, and *The Discovery of India*. Nehru's prose style is direct and simple. At the same time, as he has a poetic mind, he loves to bring in emotion, rhetoric and images. According to John Gunther, hardly twelve men in the modern world wrote English as elegantly as Nehru.

1.12.2 OBJECTIVES

To expose our young learners to the delightful world of English prose, thereby to hone their language skills. (This objective will be the same for all the twelve lessons in this unit.)

1.12.3 CONTENTS

'A Glory Has Departed' is a talk delivered by Nehru on the occasion of the assassination of Gandhiji. It glows with devotion to the departed leader and righteous indignation against the evil forces still at work in India.

Nehru's confession

Nehru confesses that as an individual and head of the Govt. of India, he has failed to protect Gandhiji. It is a shame to him as a Hindu because a Hindu raised his arm against the greatest Hindu of the age. It is a shame to him as an Indian because an Indian shot dead the greatest Indian of the day. They are unworthy of being called Gandhiji's children because a hand of a child of his struck him down.

Gandhiji above all praise

Gandhiji is above all praise. No words of praise are needed because he has the greatest praise in life than any living man in history. No monument either in bronze or marble is required for him because Gandhiji has become enshrined in millions and millions of hearts and will live for ages to come. They are not worthy to praise him because they could not follow his teachings. It is an injustice to praise him in words.

Gandhiji, the man of divine fire

Gandhiji was not of the common clay. A glory has departed. Gandhiji, the sun, warmed and brightened the lives of the Indians. Now the sun has set. There will not be darkness because Gandhiji has been a man with divine fire. By following his

path, people will be able to illumine the land with the spark taken out of that divine fire.

The best homage to Gandhiji

Gandhiji was great in life. He has become great in his death. By his death, he has served the great cause throughout his life. It is human to mourn for him but he would not like the people to mourn him. He never shed tears when he lost his wife. The best homage to him is to dedicate themselves to the great task undertaken by him. "So they have to work, labour and sacrifice" and thus prove the worthy followers of his.

The best way to serve Gandhiji's cause

Gandhiji's assassination is not merely the isolated act of a mad man. It is the outcome of an atmosphere of violence and hatred prevalent in the country. The only way to serve the cause put before them is to face and fight this atmosphere and root out the evil of hatred and violence. People should think of Gandhiji in terms of work, labour and sacrifice, in terms of fighting evil and in terms of holding to the truth.

Conclusion

There is a feeling that the people have been left desolate. But there is a feeling of proud thankfulness that they have been associated with this mighty person in this generation.

1.12.4 REVISION POINTS

- A talk delivered by Nehru after the assassination of Gandhiji
- Nehru's confession and feeling of shame
- Gandhiji is above all praise
- Gandhiji is man of divine fire
- The best homage is dedication to the great task undertaken by him

1.12.5 INTEXT QUESTIONS

1. Why does Nehru feel that we are not worthy to praise Gandhiji?
2. What, according to Nehru, is the only way to do homage to the Mahatma?
3. What is Nehru's call to the people of this country?

1.12.6 SUMMARY

Nehru considers it a shame to him as a Hindu because a Hindu raised his arm against Gandhi, the greatest Hindu of the age. It is a shame to him as an Indian because an Indian shot dead the Mahatma, the greatest Indian of the day.

Gandhi is above all praise. No words of praise are needed because he has the greatest praise in life than any living man in history. No monument is required for him. He has become enshrined in millions and millions of hearts. They are not worthy to praise him because they could not follow his teachings.

Gandhi has passed away. A glory has departed. By his death Gandhi has served the great cause throughout his life. He would not like the people to mourn for him. The best way of doing homage to him is to dedicate themselves to the great task undertaken by him. They have to work, labour and sacrifice and thus prove

worthy followers of Gandhi. The only way to serve his chosen cause is to root out the evil of hatred and violence.

1.12.7 TERMINAL EXERCISES

USAGE

1. Fill in the blanks *with* appropriate prepositions:

No words_____ praise_____ ours_____ this House are needed, for he has had greater praise_____ his life than any living man_____ history. (p. 142)

2. Fill in the blanks with suitable articles:

I have_____ sense of utter shame both as_____ individual and as_____ head of_____ Government of India that we should have failed to protect_____ greatest treasure that we possessed. (p. 141)

1.12.8 SUPPLEMENTARY MATERIALS

Model Paragraph

"We are certainly not worthy of being his followers and we are not worthy of even saying words of praise for this great soul who has departed". - Explain.

Gandhiji stood and strove for secular decency, religious harmony and communal amity. He was against violence and bloodshed, communal hatred and religious animosity. The partition of India witnessed the atmosphere of violence, bloodshed and hatred. It culminated in the assassination of Gandhiji. He was against violence; But violence killed him. Nehru asserts that they are not worthy of being in this government if they fail to take effective steps to root out the evil of hatred and violence. To be worthy of being his followers they should think of Gandhiji in terms of work, labour and sacrifice, in terms of fighting the evil of hatred and violence and sticking to truth.

1.12.9 ASSIGNMENTS

Rewrite as directed:

1. Nehru has made this speech on Feb 2. 1948.
(Correct the sentence)
2. i) We praise people in well-chosen words.
ii) We have been moulded by him during these years. (Change the voice)
3. What can we add to that?
(Change into an assertive sentence)
4. We are too near it to be proper judges. (Use 'so ... that')
5. i) He was perhaps the greatest symbol of the India of the past.
ii) Gandhiji was the greatest Indian of the day.
iii) Gandhiji was the greatest Hindu of the age. (Use the positive degree)
6. The Sun _____ warmed and brightened our lives has set.
(Fill in the blank with an appropriate relative pronoun)

1.12.10 SUGGESTED READING/ REFERENCE BOOKS

1. The Discovery of India by Nehru
2. Glimpses of World History by Nehru

1.12.11 LEARNING ACTIVITIES

- ➡ None

1.12.12 KEYWORDS

- ➡ Assassination : killing of a leader for political reasons
- ➡ Confession : acceptance of a crime or wrong doing
- ➡ Homage : respect or honour
- ➡ Common clay : Not ordinary, something or someone very special



Dr. N. Kalaithasan

Professor of English (Retd)

A.P.S.A. College

Triruppattur - 630 211

Edited by Mr. P.Thanusuraman & Dr. L.Thirunavukkarasu



READERS' DELIGHT
Response Sheet – 1

I. Answer the following in about 100 words each:

- 1) What was Strong's experience with books, poems and plays?
- 2) State the reasons for Plomer's avoidance of the use of the typewriter and the car.
- 3) What are the controls in the hands of a pilot for guiding an aeroplane?

II. Answer the following in about 300 words each:

- 1) Give a pen-picture of Chumley or the Aberteen Terrier.
- 2) Write an essay on the admiration of young Cardus for his heroes in Cricket.

III. Fill in the blanks with appropriate prepositions:

No words _____ praise _____ ours _____ this House are needed, for he has had greater praise _____ his life than any living man _____ history.

IV. Fill in the blanks with suitable articles:

All _____ same. I felt _____ instant sympathy with _____ well-known actor whom I heard on _____ radio _____ other day.

V. Rewrite as directed:

- 1) I reversed the truck back along the road. (Correct the sentence)
- 2) Women are braver than men (Change into the positive degree)
- 3) The Sergeant asked, 'You had any training before?'
(Change into reported Speech)
- 4) We read Shakespeare plays with a teacher _____ made them very interesting.
(Fill in the blanks with a suitable relative pronoun)
- 5) I don't like *oiling*, *cleaning* or *mending* them.
(Change the underlined words into the infinitive)

Response Sheet – 2

I. Answer the following in about 100 words each:

- 1) Describe Ennie's feelings when she carried the little doll home.
- 2) State two of Professor Rao's feats.
- 3) What is Nehru's call to his country men?

II. Answer the following in 300 words each:

- 1) Sketch the character of Private Quelch.
- 2) Write an essay on Omnianney's participation in the running race.

III. Fill in the blanks with suitable prepositions:

I arrive _____ my station, am carried up _____ the surface _____ the early _____ a moving staircase, again worked _____ electricity.

IV. Fill in the blanks with suitable articles:

Aeroplanes have _____ body called _____ fuselage, with wings at _____ sides and _____ tail at _____ back.

V. Rewrite as directed:

- 1) The only sensible reason for reading anything is we enjoy it. (Correct the sentence)
- 2) It is terribly inconvenient, (change into an exclamatory sentence)
- 3) The gas is supplied to me by the Gas Board. (Change the voice)
- 4) Gases were lighter than air. (Change into the positive degree)
- 5) They are extra limbs _____ men have made outside themselves to do their work for them. (Fill in the blank with a suitable relative pronoun)

2.1. TAGORE'S "ENGLAND"**– Rabindranath Tagore****2.1.1 INTRODUCTION**

Rabindranath Tagore was born on 6th May 1861, on the same day Motilal Nehru (Nehru's father) was also born-a singular co-incidence. Though Tagore is the most outstanding name in modern Bengali Literature, he belongs to Indo-Anglian literature too. He gained a place for modern India on the world literary scene. He was awarded the Nobel Prize for literature for his collection of poems called "Gitanjali." He left behind him a great institution, the Visvabharathi at Shantiniketan. He was a poet, dramatist, actor, producer, musician, painter, an educationist, a reformer, philosopher, prophet, novelist, a short-story writer and a prose writer. The prescribed extract is taken from his "Reminiscences." The essay describes his experience in England when he was only seventeen years old. The memory pictures are presented casually but they connect a history of his inner life.

2.1.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man

as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.1.3 CONTENTS**Tagore, a Young Bravado**

Rabindranath Tagore spent six months in Ahmedabad before he left for England. He wrote letters about his journey to his relatives and to the Bengal Journal "Bharati." Tagore forgot what he wrote in his letters. Tagore was only seventeen at the time. The greatest pride of mind lies in its power to understand things, to accept facts and to respect what is great. Modesty and humility are the means of enlarging the mind. At the age of seventeen, Tagore's mind refused to admit those facts. To the young mind admiration and praise were the signs of weakness and surrender. The articles that he wrote to the "Bharathi" were the result of his strong desire to discredit others with his fiery argument.

Tagore wanted to establish his superiority over others and so his censures of those writers lacked straightness and common courtesy.

His love for Nature and Children

Tagore's association with the outside world was little. So his life in England would have been miserable but for the presence of his sister-in-law in Brighton.

Winter season was not far off. One day when Tagore and his relatives were chatting, they were informed that it was snowing. The author could see the sky filled with moonlight, and the earth covered with whites now. It was also bitingly cold. Such a sight was unfamiliar to him. The near places seemed as far off places and Tagore was steeped in deep meditation. When he stepped out of the door, the charm of immense beauty of Nature was a sudden revelation to him. Tagore spent his days happily under the affectionate care of his sister-in-law and in the boisterous romplings with the children. He would whole-heartedly join them in their games, and the children were greatly pleased and amused at his strange English pronunciation. He could not explain to them that there were no logical means of distinguishing between the sound of 'a' in warm and 'O' in worm. The caprices of English spelling were responsible for the ridicule he had to bear in England. To escape from the ridicules of the children, he invented new methods of amusing the children. His new ways helped him in time of needs but in course of time he felt his capacity for new methods was decreasing. He had the opportunity of unlocking his heart to the children. This unlocking of his heart to the children, had the freshness and exuberance of a first gift.

Tagore at Brighton School

He undertook the journey to England not to find a permanent stay but to study law and turn a barrister. So he was put into a public school in Brighton. The Headmaster of the school, after scanning his features remarked that he had a splendid head. His sister-in-law had made him believe that he was not handsome. She deliberately tried to keep in check vanity, especially in literary matters under check. He wants readers to count it to his credit that he implicitly believed her. So he deplored God's stinginess in not making him physically attractive. The English estimate of his features was different from the estimate of his sister-in-law at home. So he worried his mind over the divergence of the taste between India and England. What was one thing that seemed wonderful in the Brighton school was that the boys were kind and thrust oranges and apples into his pockets. Tagore ascribed this unusual behaviour of the boys to his being a foreigner.

Tagore in a Lodging-House

Tagore did not continue in the Brighton School for long. Mr. Tarak Palit, (the friend of Tagore's brother) persuaded the author's brother to take him to London and leave him there in a lodging-house. The lodging selected faced the Regent's park. It was winter season. The row of trees, with their thin snow-covered branches stood staring at the sky. There were no leaves on the trees. Such a sight chilled his very bones. For a stranger, London is a cruel place in winter. Neither he had acquainted persons nor could he move about in the new place. Sitting alone in his room, he was reminded of his childhood days in Calcutta. Through the window, he could see the turbid sky, the light lacking luster, and the horizon that shrunk upon itself. The sight that presented itself through the window was desolate and dreary. His room was not well furnished, but there was a harmonium which he used to play during night hours. Indians, slightly acquainted to him would come to see him. When, even the slightly acquainted

took leave of him. Tagore felt like engaging them in conversation for some more time. Tagore felt home sick when he was in London.

Tagore with his Tutor

A lean man with his worn-out dress came to teach him Latin. The gaunt figure of the man might be compared to the naked trees and he (gaunt figure) could withstand the grip of winter. Tagore does not know the age of the man but he (the man) appeared older than his years. While teaching, he would be at a loss for a word. He was considered a crank at home. He had become possessed of a theory. His theory was that one dominant idea manifested in every society in all parts of the world. The idea may take different shapes under degrees of civilization but the theory is at bottom, one and the same. The new theory is not taken from one by another because the truth holds good even where there is no conversation among persons. His mind was obsessed with the idea of gathering and recording of ideas of facts to prove his theory. His family was in poverty. His daughters had no respect for his theory and they were upbraiding him for his infatuation. When Tagore could see in his face that a new idea has struck in his mind, Tagore would begin the discussion on the subject. When he was in gloomy mood, he refused discussion on Latin Grammar. The author felt keenly for the Latin teacher and learning Latin was only a pretence but yet author could not get rid of him as long as he was at the lodging. When the author offered to settle the dues of his Latin tutor, he refused to accept the payment for he did nothing and only wasted the author's time. Only with great difficulty the author got his Latin tutor to take his fees. The Latin tutor was convinced of his theory that the minds of men are connected by deep-lying continuous medium. Any news is secretly communicated to the other.

Mr. Barker and his wife

Then Tagore was put under the care of one Mr. Barker who prepared students for their examinations. There was nothing attractive about the house Mr. Barker could find pupils because pupils had no chance of making their own choice. It was painful to think of Mrs. Barker who tried to console herself with a pet dog. When Mr. Barker wanted to punish his wife he tortured the dog and this led to the enlargement of her sensibility for the dog.

His Poetic Instincts

His sister-in-law sent for him from Torquay in Devonshire. Tagore was too glad to run off to her. Tagore's joy knew no bounds to see the hills there, the sea, the flower-covered meadows, the shade of the pine trees and the children of his sister-in-law. His eyes were surfeited with beauty and his mind was saturated with joy but there was no call of poetry to him. To fulfill his poet's destiny, he sallied forth along the rocky shore. The place he selected was of undoubted beauty. There was a bit of rock reaching out over waters; the sunny sky slept to its lullaby, the pine trees spread their shadows. It is here that Tagore composed his poem "Magnatari" (The Sunken Boat). The author humorously states that had he sunk it into the sea,

he would call it a good poem. But the poem does exist, though it is not published. The possibility of its publication was not completely ruled out.

Tagore's Admiration for Mrs. Scott's Family

Tagore was called back to London and this time he found refuge in the house of Dr Scott. The two young daughters of Dr. Scott had gone off their relative's house as they were afraid of Tagore. They turned up to their home only when they learnt that Tagore was a man of noble qualities. Tagore received heartfelt kindness from all the members of the family of Mrs. Scott who treated him as her son. Indians believe that an English wife is not devoted to her husband as an Indian wife is. What struck the author in Mrs. Scott's house in London was that human nature is the same everywhere. Mrs. Scott was typical of an Indian wife and was devoted to her husband. She would arrange her husband's arm-chair and woolen slippers before the fire with her own hands. With the help of her only maid, she would scrub and polish attics, kitchen, the brass rods on the stairs and the doorknobs and fittings. Apart from all the domestic routine, she had to attend not only to many calls of social duty but she also would join with enthusiasm in the evening readings and music of the family. Participation in the evening readings and music of the family is one of the important duties of a good housewife. Mrs. Scott would never forget what her husband liked and the behaviour, which pleased him. She attended to every detail of her husband's wants herself.

The qualities of Mrs. Scott

Tagore would join the girls of the family in table-turning seance. Mrs. Scott did not like this because she had her doubts about things that began to quake and quiver, when they were touched. When they put their hands on Dr. Scott's chimney-pot to make it turn, Mrs. Scott got angry and prevented them from touching it. Like a Christian, Mrs. Scott thought that it was the work of the devil. Tagore admires her self-abnegation and her reverence for her husband. Her self-sacrifice and love make the author generalise woman's love that grows into worship, if its development is not hampered by extraneous matters. In the midst of luxury and its accessories, this love is degraded and a woman's nature does not find the joy of its perfection. After spending some months there, Tagore was delighted at the prospect of returning home with his brother. When he took leave of Mrs. Scott, she wept and said "Why did you come to us, if you must go so soon". By the time some members of Doctor's family had gone to the celestial world and others were scattered in places unknown to the author. But his stay at the Doctor's house would ever be green in his memory.

Honesty of Londoners

Tagore admires the honesty of Londoners. When Tagore was passing through a street in Tunbridge Wells, a poor man with shabby dress partly covering his body and decadent shoes, looked at the face of the author as if he needed some help. Begging was forbidden in London and so he asked nothing. Tagore gave him a coin but the man turned up to return it saying that the author, by mistake gave him a

gold piece. He had a number of similar experiences in London. In the Torquay railway station, he gave the porter half-a-crown as he had no small change in his purse. As the cab started, the porter came running after it. The author thought that he came to demand something more but the porter thought that the half-a-crown was too much for him. So he said that the author might have mistaken half-a-crown for a penny. Tagore is also aware of the other side of the coin of life in London. Sometimes he was cheated in England but he had nothing specific in his remembrance. He believed in the principle that those who are trust-worthy know how to trust others. Had he wished, he could have evaded payment of rupees to the shop keepers never mistrusted him.

Tagore rendered one English song into an Indian Raga

Tagore was acquainted with the widow of some departed Englishman. She called the author by the pet name Ruby. An Indian friend of the widow, composed an elegy over death of her husband. The composer indicated that the elegy was to be chanted to the mode of "Behaga." The author accepted to sing the doleful poem. Tagore also realised the ridiculous way in which the "Behaga" combined with the absurd verses. Tagore had a horrible experience of rendering the English song into an Indian raga and sung it. To him it was a ridiculous performance. But the widow was touched to hear the Indian's doleful poem for her husband, sang to its native melody. She would ask Tagore to sing the "Behaga" in social gatherings and others in the gatherings made their requests. The author calls the sang a fateful composition. At the sight of the poem his ears would begin to redden and tingle. Though it was doleful song, the singing of it made one sorrowful. The audience thanked the singer profusely but they had to suppress their laughter not only out of respect for the widow but also because they did not want to offend the singer. Singing the mournful song was punishment and a blow to the author because he made a laughing stock of himself by singing the English song of lamentation to the "Behaga" mode. Tagore lost touch with the widow when he was attending lectures at the University College. But he frequently received letters from her inviting him to her suburban locality. The fear of singing the mournful song kept him from accepting the invitation. He received a pressing telegram from her and his stay in England was also coming to its close, so he decided to meet her before he left England.

Tagore's Train Travel

The author went straight to the railway station and the station he was bound for was the terminus of the line. It was a horrible day, bitterly cold, snowing and foggy. Tagore had seated himself comfortably reading a book. The passengers got down at their destinations. Then when the train stopped again there was no body seen nor any lights on platform. But the author went on reading his book. When the train moved backwards, Tagore criticised the railway for its eccentricity. It was actually a shuttle train and it came right back to the previous station. He was informed that there were no other trains for him to reach his destination and there were no inn for his stay within five miles. He had his breakfast at ten in the morning and had nothing else since. He had to console himself and concentrate his

attention on Herbert Spencer's Data of Ethics. Tagore was cheered up by the news of the porter that a special train was running and it would reach the station in half an hour.

Cold Behaviour of the Widow

When he reached the house of his hostess, it was nine. He should have been there by seven. His hostess asked him “what have you been doing with yourself?”. Tagore had to give an account of his wonderful adventures. Dinner was over, his misfortunes was hardly his fault and he did not expect any punishment from hostess. But the punishment came when the widow offered him only a cup of tea when Tagore was extremely hungry. He was never a tea drinker but he managed to swallow a cup of strong decoction so that it might be of some assistance to lessen his consuming hunger.

Tagore's Agony in the House of the Widow

The hostess invited him for a dance. Tagore was not in a mood and his bodily condition was not ready for such an exercise. The dance was mainly for the benefit of engaged couple but the author had to dance with the ladies of advanced age. All the time he felt hungry. Tagore sarcastically comments that hospitality was not lacking in her because she aided him in finding inn for his stay. He made enquiries for food, flesh fish, or vegetable hot or cold, anything. But he was told that he could get any drinks but nothing to eat. Then he looked to slumber for forgetfulness. The next morning the hostess sent for him only to provide him with the remains of the previous night's dinner. Had she offered a portion of this the previous night, that would have hurt none. Had she done it, the agony of dancing also would have been less.

The Widow is not an example of English hospitality

The Anglo Indian widow informed the author that the lady for whose enjoyment he (Tagore) was invited to sing was ill in bed. The author humorously and also irritatingly recalls his pathetic condition when he had to sing to the closed doors. Tagore did not hear anything for the ‘invalid’, the lady in closed doors. After his return to London he had to do penitence for the sin he had committed in showing deference to an eccentric woman. The author believes that she is not a typical example of English hospitality. Dr. Scott's girls attributed her inhospitable way to her residence in India and they tried to redeem the fair name of English hospitality.

2.1.4 REVISION POINTS

1. Tagore spent six months in Ahmedabad before leaving for England, and he vividly recollects his journey to England in the letters he wrote to his friends and relatives, and to the Bengal journal, “Bharati.”
2. Tagore being a loner spent much of his time with his sister-in-law at Brighton and her children. Here, he learnt to love Nature and children.
3. Tagore visited England because he wanted to study law and turn a barrister. He started his education in a public school in Brighton and managed to impress his teachers and classmates.

4. Mr. Tarak Palit, a friend of Tagore's brother suggested that he leave to London and occupy a boarding house. Tagore felt very lonely here, especially in winter, and his only company was the harmonium he used to play there.
5. Tagore vividly portrays his tutor in Latin who used to teach him at his lodgings.
6. Tagore also remembers the days he spent with the family of Barkers. He vividly pictures Mrs. Barker's love for her pet dog, and how Mr. Barker tortured the dog whenever he had ill-intentions toward his wife.
7. Tagore also admires the Scotts with whom he stayed for a brief period. It is there that he learnt that human nature is the same everywhere, for he could find in Mrs. Scott a typical Indian wife.
8. He also discusses the honesty of Londoners by showing how a porter refused to take half a crown and how a needy man refused money when Tagore gave him some. He also pictures the other side of London by showing how he was cheated by people in certain occasions.
9. Tagore remembers his acquaintance with the widow of a departed Englishman. Once she wanted an elegy composed on the death of her husband to be sung in the native "Behaga" mode. Tagore remembers how it became a punishment to him and how he made a laughing stock of himself singing an English elegy in the Behaga mode.
10. Tagore also mentions the horrible experience he had in a shuttle train, and how he forgot to get down at his destination and suffered a nightmare.
11. Tagore also recollects the inhospitable behavior of his hostess who gave him only a cup of tea when he came late. He recollects how he was asked to dance with women more aged than him, and that too on an empty stomach.

2.1.5 INTEXT QUESTIONS

1. What description does Tagore give of nature that he saw on his arrival in England?
2. What were his experiences at the public school at Brighton?
3. Give a portrait of his Latin tutor in London.
4. How does Tagore describe Mrs. Scott the ideal wife?

2.1.6 SUMMARY

Tagore vividly portrays his life in London in this essay. His early letters of life in London are the ones he wrote to his relatives and friends that got published in the Bengal journal, "Bharati." His visit to London was to study law and become a barrister. For this he had to face many hardships. He started his life in London living with his sister-in-law at Brighton where he had to face the ridicule of her children for his bad pronunciation skills. Later, he moved to a lodge in London and felt terribly lonely and bored. He then tried living as a paid-guest, firstly with a widow who made a laughing stock of him by making him sing an English elegy in the Behaga mode. He then moved on to live with Barkers and sarcastically records how Mr. Barker used to torture the dog of Mrs. Barker. He then stayed with the Scotts and learnt that human nature is the same everywhere because he could find

a typical Indian woman in Mrs. Scott and the way she cared for her husband and family. Tagore recollects vividly his tutor in Latin, the honesty of Londoners, the inhospitable nature of some of his hostesses etc.

2.1.7 TERMINAL EXERCISES

“She could not bear the idea of Satan having anything to do even for a moment, with her husband's head wear. (Page 7: II23-25)

When Tagore speaks of his experience in London in his essay “England”, he refers to a table turning séances, a spiritual investigation, in which sometimes he joined the girls. Mrs. Scott had her own doubts about the séance. Mrs. Scott did not like the séance because she was ceptical about things that began to shake or vibrate when they were touched. When they put their hands on Dr. Scott's Chimney-pot to make it turn. Mrs. Scott considered it to be the work of a devil. So she prevented people from touching it. Mrs. Scott's self-abnegation and her reverence for her husband are revealed. Her self-sacrifice and love make the author generalise women's love that grow into worships.

To Tagore Mrs. Scott is not different from an ideal Indian wife. The given passage reveals her love for her husband. She is typical of an Indian wife. The country in which women live might be different but there is not much difference in their attitude, temper and love for their husbands.

2. “It was the effect of India's salt they protested”, (Page 13:II 1-3)

In the concluding passage of his essay “England”, Tagore refers to the inhospitable behaviour of an Anglo-Indian widow. Dr. Scott's girls attributed her inhospitable way to her stay in India.

The Anglo-Indian widow offered only a cup of tea to the hungry Tagore, when he reached her house. But the next morning she served him the remnants of last night's dinner. After breakfast, the widow informed him that the lady for whose enjoyment he was invited was ill in bed. Tagore had to serenade her from her bedroom. Standing on the staircase, Tagore gave voice to ‘Behaga’ dirge. The author received no response from the lady. On reaching London, Tagore had to suffer the punishment for the mistake he committed in showing deference to an eccentric woman. Dr. Scott's girls attributed the eccentric behaviour of the widow to her stay in India.

Like the girls of Dr. Scott, Tagore also seems to believe that the widow is not a typical example of English hospitality. Her cold behaviour was due to the influence of India, during her stay in India.

3. “I had done nothing, and only wasted your time, I cannot accept any payment from you” (Page:5, II:1-2)

Tagore admires the gentlemanly behaviour of Englishmen. They are straightforward and honest. In the given passage he is all praise for the Latin tutor who refused to accept fees for teaching Latin to Tagore.

When Tagore was in the Lodging-house; a Latin tutor came forward to teach him Latin. At home his people considered him as eccentric. In the course of teaching,

sometimes he would be at loss for words. He had his pet theory but his daughters were scolding him for his infatuation. Whenever he was in mood, Tagore held discussions with his tutor on the subject. But Tagore states that his learning Latin was only a pretence and that continued as long as the author was in the Lodgings. When Tagore vacated the Lodgings, he offered to settle his dues with the Latin tutor. The tutor was typical English man and refused to accept any payment for his teaching Latin. The Latin tutor was conscious that he wasted much of the time of the author. He stated that he did nothing. Tagore forced him to accept the payment.

Tagore was impressed by the honesty of Englishmen. The Latin tutor was in poverty and yet was not enamoured of money.

2.1.8 SUPPLEMENTARY MATERIALS

1. “I implicitly believed her and inwardly deployed the parsimony of the creator in the matter of my making.” (Page 3. ll 2-4)
2. Who would have predicted at my birth or at his death what a severe blow would be the demise of the estimable Anglo-Indian. (Page: 9, ll 32-34)
3. Of what happened to the invalid as a result I have yet received no news (Page: 12, ll: 32-33)

2.1.9 ASSIGNMENTS

1. Tell the story of Tagore’s friendship with the widow of the Anglo-Indian Officer.
2. What are the examples of the honesty of the English people that Tagore gives?

2.1.10 SUGGESTED READINGS/REFERENCE BOOKS

1. The Essential Tagore

2.1.11 LEARNING ACTIVITIES

1. Read the summary carefully noting down the important events that Tagore discusses, and try to present them in your own language in the form of a few paragraphs.

2.1.12 KEY WORDS

- ➡ Bharati – the Bengali journal started by one of Tagore’s brother
- ➡ Brighton – a sea-side resort in East Sussex, England
- ➡ prevailed upon – persuaded
- ➡ turbid – not clear
- ➡ half-a-crown – A crown is a British coin worth with five shillings. Half-a-crown was too big a sum to be paid to the porter
- ➡ In a great state of mind – very angry
- ➡ scroggy – Lean and skinny
- ➡ delectation – enjoyment



2.2 FROM THE FIRST INVENTION TO MENLO PARK

– Egon Larsen

2.2.1 INTRODUCTION

Egon Larsen is a well-known biographer. The lives of Scientists and inventors interested him and so he chose to write the lives of scientists and their inventions. He has the talent of attracting the attention of the readers by narrating and describing the lives of inventors as if they are imaginary stories. It is quite amazing that an author who was excessively bad in science subjects during his student days took to writing about inventors and inventions. With his unscientific-brain he wanted to analyse the working of the minds of scientists and found a simple method of describing their discoveries. His books have the qualities and characteristics of a fascinating short story and so they are called ‘the fairy stories of our times’. He has developed a special technique of narrating incidents with anecdotes and dramatization of many incidents. The prescribed extract “From the First Invention to Menlo Park” is taken from his Men Who changed the World. The extract tells us the life of a poor and unpopular inventor Edison who acquired wealth and became popular.

2.2.2 OBJECTIVES

- ❖ To introduce our students to the ‘biographical narratives’ of Egon Larsen is the objective of the present lesson.

2.2.3 CONTENTS

From the First Invention to Menlo Park

The essay “From the First Invention to Menlo Park” by Egon Larson, has three parts. The first part “The First Invention” deals with Edison’s appointments in various places and dismissals. His invention of “vote-recorder” and his meeting with the Chairman of the Committee of the House of Representatives are dramatically described. The second part “A cup of Tea and Forty Thousand Dollars” tells us of the free tea offered to the hungry Edison by a stranger. The concluding part of the second section gives us a humorous account of the way in which Edison encashed the cheque for 40,000 dollars. The last section “Marriage and Menlo Park” tells about Edison’s marriage with Mary Stilwell and his (Edison) setting up of a well equipped large research laboratory in Menlo Park.

Edison Learnt Telegraphy

Edison rescued a child from being run over by a railwagon in the shunting yard. The child’s father was the station master of Mount Clemens Railway Station. As a sign of gratitude the station master was ready to help the poor Edison who was only fifteen at the time. Edison expressed his desire to learn telegraphy. He learnt every thing about telegraphy within four months. When he was 16 his name was recommended for the job of a telegraph operator on the Grand Trunk line.

Edison's Experience at Stratford Junction

Edison was put on night shift at Stratford Junction a small station in Ontario. He had to send each hour the Signal '6' to the train dispatcher's office to inform the he was not asleep. The "Sixes" came regularly from the Stratford but one day when he was called back there was no response. On investigation he was found asleep. He had designed a gadget which sent the signal every hour automatically along the line when he was asleep. Another charge on him was that he did not a stop a freight train as required and so he was dismissed from service.

Edison's Dismissal

Then Edison was employed in various states from Indiana to New Orleans and from Cincinnati to Louisville. He trained himself to become one of the fastest telegraphists in the Country. Simultaneously he was experimenting on chemicals. One day he had the misfortune of upsetting a bottle of sulphuric acid in the telegraph room and the acid burnt a hole in a beautiful carpet in the manager's office below. The office needed only telegraphists and not inventors and the result was that he was dismissed.

Edison's experience in the Western Union Telegraph in Boston

When he was in the Western Union Telegraph in Boston, his duty was to take press cables from New York for the "Boston Herald." His Co-telegraphists played a trick on him and made arrangements for sending the messages by New York's fastest operator. The man in New York tried to confuse the new operator by omitting letters. At last Edison Cabled back and wanted the young man in New York to Change off and send the message with his other foot. His Co-telegraphists never again tried to play tricks on him. In the same office he invented a method of electro-cutting to kill the cockroaches in the office. He fastened two pliable sheets of tin to the wall and connected them to the poles of battery. The cockroaches that came out were electrocuted.

Edison's Invention of "Vote –Recorder"

One of his inventions was a "Vote-Recorder". This enabled voting in the House of Representatives and the Senate quicker. And it was fool proof. All that a member had to do was just to press a button and the machine would count "Ayes" and "Noes". The chairman of House of Representatives in Washington stated that it was not good for the House. Edison said "It works to perfection." The chairman replied that the "vote recorder" is too reliable and so if a party in the house wants to prevent certain bills from being adopted by majority, the party cannot question the accuracy of voting figures. The old game of "filibustering" (obstructing) in a legislature would be impossible. He had decided never to invent anything for which there was no demand. Edison invented the stock-exchange ticker and took it to New York to find buyers. He had only one dollar when he reached New York.

A CUP OF TEA AND FORTY THOUSAND DOLLARS

Free Tea for Edison

The 22 year old Edison found it difficult to make both ends meet. Everybody seemed pre-occupied with his own business in New York. The tall buildings, and the shops full of goods depressed him. He was hungry and uncertain of his next meal. Edison threw a hungry look at a tea taster in front of him. The te-taster might have observed the hungry face of Edison and offered him a free cup of tea (that was prepared from the tea of Hong Kong). That was Edison's first 'meal' in New York. He searched for a fellow-telegraphist in London, and the telegraphist could lend only a dollar and arrange a place for sleep in the Gold Indicator-Company.

Telegraph System of Mr. Laws

The Gold Indicator Company was founded by Mr. Laws. Mr. Laws operated the gold-reporting telegraphs. After the American Civil War the value of gold and bank note fell apart. The value of paper dollar sank rapidly and the gold dollar rocketed. Business men exploited the situation and made a lot of money out of it. What interested Edison was the Gold Exchange established in Wall street and the simple telegraph in subscribers' office and that could be operated from the Gold Exchange, to indicate the rise and fall of the price of gold. Edison spent his three days in New York still sleeping in the battery room at night and hunting for a job during the day.

Edison Employed in Mr. Laws Company

Fortune smiled on Edison when the transmitter of the gold reporting telegraph refused to work. Three hundred messenger boys stormed into the building to complain that the tickers were out of order and their bosses suspected some trick. The superintendent was racking his head. Edison who had been studying the transmitter for the last three days, offered himself to mend it. He mended it without much difficulty. The Superintendent was dismissed for his lack of technical knowledge. When Mr. Laws offered Edison a job, his joy knew no bounds. After the formal interview, Edison was offered the salary of 300 dollars a month Edison was delighted and even feared that he would go crazy at the thought of the attractive salary.

He moved to decent "digs" (lodging) and opened a workshop where he experiments after working hours. He was pondering over as to how to make the ticker telegraph more efficient, simpler and fool-proof. He was in the centre of money-juggling but he never wanted to join the profiteers. He considered corrupt men as curious and unpleasant animals. To him money was only the means and not an end but money came to him in large quantities in his later life.

Edison and 40,000 Dollars

When Mr. Laws sold the Gold Indicator Company to the Gold and Stock Telegraph Company, Edison was asked to work out his suggestions for improving the exiting ticker systems. General Lefferts was the president of Stock Telegraph Company. Edison was ready to accept even 3000 for his invention. General Lefferts asked him "What would you say to forty thousand dollars?" These words came as

near fainting as he ever got. After three days he was called to sign the contract and receive a cheque for 40,000 dollars. As Edison handed it to the cashier for encashing, the cashier asked him to sign on the back of the cheque. Edison was deaf, and did not hear what the cashier said and thought the General Leffert was playing a trick on him. He went to General Lefferts's office and told what happened there. The General just laughed and informed that the cashier wanted only the sign of Edison. It is true that Edison was only a simpleton as far as business affairs were concerned.

After encashing, he stuffed the dollars in every pocket and sat up all night at home in fear that it might be stolen. The next day the General saw the man with dollar notes in his pocket and asked him "Even heard of a bank account?"

The man who began his life with a free cup of tea at New York earned 40,000 dollars, within a short span of life.

MARRIAGE ADN MENLO PARK

Edison Improved upon Morse's System

Edison wrote a letter to his father. He desired that his father should not work hard and he (his father) should get anything that his mother wished. His father could draw on him (Edison) for money. He had a shop in which eighteen men were employed. He would set up another shop in which 150 men could be employed. Edison was called "Bloated Eastern Manufacturer." But he did not write to his father how he worked hard at an average of nineteen or even twenty hours a day.

New ideas thronged his mind in a never ending stream. At a time he was working on not less than forty-five inventions simultaneously.

In the years between 1870 and 1875 he was associated with telegraphy;

1. In New York, he worked out a new system which allowed four telegrams over the same wires at the same time.
2. He speeded up the telegrams by automatic transmission and reception. About 3500 words a minute were cabled.
3. In collaboration with other inventors he tackled problems of Transmission of ordinary Roman characters by Telegraph instead of Morse's dots and dashes. Morse's system was a time consuming method. Edison had improved upon Morse's system and speeded-up the telegram.

Many young men took train in the laboratories of Edison. John Kruesi a Swiss mechanic was one of them. Edison entrusted him with any tasks and later on made him superintendent of his laboratories. John Foot was another. John Ott described Edison as an ordinary young fellow dirty as workmen, and as one dressed like a tramp. But he felt a great deal in Edison.

Edison and Mary Stilwell

Edison came into contact with Mary Stilwell, a girl whom he met on his way home from the laboratory. Edison was impressed by her words and permitted her to do research in his laboratory. Mary Stilwell proved to be an efficient and effective assistant to Edison. One day during the experiment, Edison stopped and looked at

Mary and tapped out a telegram in Morse code. The message was “Have been Thinking Much About You Lately, Stop, Will You Marry me Query.” She blushed and smiled and her response was “That would make me very Happy.’

The sudden death of Edison’s mother in April 1871 resulted in the postponement of his marriage, Edison was only 24 when he married Mary on 26, December 1871. Like many other Scientists, he spent most of his time in the laboratory taking his meals at the desk and his sleep in a chair, Mary never discouraged him.

His Laboratory in Menlo Park

His 70 years old father Samuel once came from his birthplace Michigan to see his son Edison and asked him whether he had finished his invention. But Edison’s reply was that he had only started his invention and wanted his father to find a place to establish a fully equipped new laboratory. Samuel Edison took two weeks to find a spot near the Pennsylvania Rail Road about twenty-five miles from New York. The name of the place is Menlo Park. The first large research laboratory was planned and built in Menlo Park and the word Menlo Park became a household work all over the world. Edison also built a house nearby for his family. His love and devotion for research was such that he called his children “Dot and Dash”. They are none other than his children Marion and Thomas Junior.

2.2.4 REVISION POINTS

1. Egon Larsen is a biographer who has the talent to attract leaders by narrating the lives of inventures as if they are imaginary stories.
2. The present lesson is about Edison, and has three parts.
3. The first part deals with Edison’s appointments in various places and dismissals.
4. The second part tells us about a free cup of tea and a humorous account of the way in which Edison encashed the cheque for 40,000 dollars.
5. The last part is about his marriage with Mary stilwell, and his research laboratory at Menlo Park.

2.2.5 INTEXT QUESTIONS

1. Who did help Edison to Learn telegraphy?
2. How did Edison lose his job on the Grand Trunk Line?
3. What was his Vote Recorder? Why was it not accepted by the chairman of the House of Representatives?
4. What was his first meal in New York and how did he get it?
5. How did his father help Edison after his marriage?

2.2.6 SUMMARY

Edison saved the child of a station master. As a sign of gratitude, the station master helped Edison to learn telegraphy. Edison was also recommended for the job of telegraph operator. The grat scientific temperament of Edison led him to new inventions, and also led him to lose his jobs at various places.

His invention of vote recorder was well appreciated but not well received by the Chairman of the House of Representatives. He decided never to invent anything for which there was no demand.

At the age of 22, Edison reached New York. Life became a hard-nut for him and he found it difficult to make both the ends meet. His "Technical Knowledge" helped him to get a job at Mr. Laws Company. The decent salary there helped Edison to lead a decent life. Fortune favoured him as he got an assignment worth 40,000. He worked improving his inventions especially the Morse system.

When he was 24 he married Mary. With the timely help from his father, he managed to have his own lab at a place called Menlo Park.

2.2.7 TERMINAL EXERCISES

1. Rewrite the 40,000 dollars episode in your own words.
2. Give an account of the early life of Edison.

2.2.8 SUPPLEMENTARY MATERIALS

1. Read books on Telegraphy.

2.2.9 ASSIGNMENTS

1. Sketch the character of Edison as a man and as an inventor.
2. Tell the story of Edison's marriage with Mary Stilwell
3. Describe Edison's first experience in a bank.

2.2.10 SUGGESTED READINGS / REFERENCE BOOKS

1. The Wizard of Menlo Park.
2. The story of Thomas Alwa Edison.

2.2.11 LEARNING ACTIVITIES

None

2.2.12 KEY WORDS

- | | |
|----------------------|--|
| 1. Morse | – He was the inventor of the electric telegraphic system |
| 2. Faraday | – Michael Faraday (1791-1867) an eminent scientist |
| 3. rocketed | – went up excessively |
| 4. 'Ayes' and 'Noes' | – the votes in favour of and against a motion |
| 5. unkempt | – untidy uncombed |
| 6. Michigan | – Edison's birth place |
| 7. Menlo Park | – A place, twenty miles away from New York |
| 8. Samuel Edison | – father of Edison |



2.3. RESURRECTION

– A.J.Cronin

2.3.1 INTRODUCTION

Archibald Joseph Cronin (1896-1981) is one of a long line of medical men who have enriched the literature of the world. His works have been translated into many languages. He was a small boy when his father died. Cronin won a series of scholarships to enable him to continue his studies and finally take the M.D of Glasgow University. It is quite surprising that a man who qualified for a medical Profession abandoned medicine to become a full-time writer. He burst upon the literary world with his first novel *Hatter's Castle*. *My Three Loves*, *The Stars Look Down*, *The Citadel*, and *The Keys of the Kingdom* are some of his important novels.

His autobiographical book **Adventures in Two Worlds**, from which this extract is taken describes his early adventures as a doctor in Scotland, in Wales and finally in London. The extract 'Resurrection' illustrates A.J. Cronin's excellence as a story teller. He is able to hold the reader's attention continuously. His narrative technique is bold and clear. Resurrection means the rising of Jesus from the tomb. But the prescribed extract is not about Jesus but about one Mrs. Todd who took overdoses of cholordyne and the result was that she slept too long. But her son and others decided that she was dead. But she came back to life when the doctor held spirits of ammonia under her nose.

2.3.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.3.3 CONTENTS

Dougal Todd's visit to the Hospital

A.J. Cronin was glancing through the "West Highland Advertiser." He had less consultants on that day. Dougal Todd, the village painter and carpenter, dropped into the room for consultations. He had bad teeth and scanty yellowish red hairs on his head. Todd's accent had all the peculiarities and eccentricities of his local dialect. The author had to translate it. Todd explained that his eighty years old mother was weak and too poor. Dougal had insured her life in a society or two. In his sanctimonious style he wanted the author to 'see her for half the ordinary fee'.

Dr. Cameron's Instruction to his Assistant

A.J. Cronin decided to put the matter before Dr. Cameron under whom he was the medical assistant. But Dr. Cameron wanted his assistant to make the fee

double, and he had no sympathy for Dougal and his insurance societies. But Dr. Cameron instructed the author not to charge even a penny if Todd's mothers came on her own accord for her rheumatic or bronchitis. She should be given free consultation and free medicine. She would pay with the few pennies in her purse because Dr. Cameron knew that she was the 'decentest' and 'honestest' old woman but Dougal was the most miserly person in Tannochbrae.

Todd's Family

Todd was a greedy person. His greediness spread to his wife Jessie and his only daughter Jessica. The child never gave any eatables to any of her friends. Whenever her schoolmates asked for a share of her candy (a sweet) she would reply that she had just now put the last bit in her mouth. The Todds lived in the main street, beside the general store. The Todds were not altogether bad. They were hard-working, self-respecting and God-fearing folks. Dougal worked six days in a week without even the thought of half-holiday. He was seen only with a paint, brush and a ladder. He wore dirty white coat on working days and a sober black dress on Sundays when he escorted his wife and daughter to the church.

Mrs. Todd, A Contrast to her son

Mrs. Todd was a woman of noble qualities. She was kind and modest, quiet and timid. She had a wrinkled but cheerful face. The wonder in Tannochbrae was, how the kindly woman propagated a miserly man like Dougal. In her old age, she had nothing that was her own but only the miserly son. She had done everything for her son. Now her treasures were only bottle of cough syrup and a few peppermints in a tin box. She kept these treasures in her small room at the top of the house. Usually she had her meals down-stairs. Most of the time she was warming herself with the spark of fire given to her. Once in a way she went out of her house when the weather was warm. Dougal reminded her of her age and dissuaded her wish for small excursions.

Dougal's Parsimony

Dougal was so stingy that he did not provide sufficient food for his mother. If she took a second cake at tea time, he threw a disturbed look at her. He was unhappy that she used tiny scuttle of coal to feed her hearth. In spite of his miserliness, Dougal was not rich. He was able to cut down his expenses but his parsimony prevented his business from prospering. But he was optimistic of earning a lot. He would get 'a heap of silver' if his mother died, because he had insured his mother's life. But the woman refused to die. Both husband and wife wanted the old woman to die. They brooded over many diseases that might have taken away the life of Mrs. Todd but did not.

Mrs. Todd's visit to Arden House

One day she made a short journey down the street and bought some tape and sweets at "Jenny McKechnie's – fancy goods". On her way back she called on the author at Arden house and after getting cough syrup for her, wheezing, she reached her room. The Todds had their breakfast next day but Mrs. Todd did not appear. Jessie looked at the wall clock and was muttering and fidgeting, as Mrs. Todd had

not got up in time for her breakfast. Jessie had put up with the “old faggot” (Mrs. Todd) on many occasions and she felt irritated that she had to carry food to Mrs. Todd. The fact was that Mrs. Todd was a little bit deaf and did not hear properly the doctor’s instructions and took over doses of the medicine and fell into a long sleep.

The Todds decided that Mrs. Todd was Dead

Jessica the daughter called Mrs. Todd the old idle person. Jessie called her daughter to the upstairs. With a piece of cake in one hand she bounced the upstairs. Mrs. Todd’s body was stretched stiff like a rod. The old woman lay on her back with her mouth fallen open and her cheeks fallen. Dougal lifted his mother’s hand but it slipped out of his grasp and fell stiffly on the bed. He was sniffing and whining for his “dead mother.” Jessie consoled him that it was God’s wish and that she did her best for her (Mrs. Todd). After all she was an old woman and had to die one day or other and she had a ‘peaceful end’. So Jessie wanted her husband to maintain composure.

Dougal’s Meeting with Janet

They thought that Mrs. Todd was dead. Jessica reminded Dougal of the doctor’s certificate’s ‘the undertaker to see’ and ‘the insurance’. It was not a time for frugality. So he drank whisky. He went to Arden House where Janet (Cameron’s house keeper) informed him rather roughly that the doctor was out. She would send the assistant when he turned up. Then he met Sam Gibson and ordered for the Coffin and got five percent discount for cash. The heartless Jessie prepared a beautiful meat pie. A baked custard and even whisky were there on the table. Her argument was that at such time they should finish their food. She inquired about the insurance that was about five hundred pounds.

A.J. Cronin revived the Life of the Old Woman

Cronin dashed for the house of the Todds as soon as he returned. Cronin was so upset that the old woman should have died so soon after consulting him. The other members did not accompany the doctor to the room. No sooner did he enter in than he saw the chlorodyne mixture bottle from which she had emptied one third of the total quantity. But her pulse was normal and the pupils of were pin-pointed. A faint smile flickered a cross the face of the author. He took a vial of strong spirits of ammonia and held it under her nose and then the ‘dead woman sneezed.’

A Grand Dinner for the Dead Woman

She woke up after the wonderful sleep. She had taken two table spoonfuls of the mixture. She ought to have taken only two tea spoonfuls of the mixture. The author corked the chlorodyne bottle and went downstairs. For the first time in his life, Dougal offered whisky to A.J. Cronin. Jessie pretended that she was heart-broken. When Dougal spoke of ‘four insurance societies’, the banging of the door was heard. They shivered and trembled at the sound of someone coming downstairs. Dougal spilt the whisky all over his dress. Mrs. Todd was extremely hungry and began helping herself to steak and pie and it appeared as if a grand dinner was prepared for her. The author left the house when she began to eat with a rare good appetite.

Conclusion

This essay “Resurrection” deals not with the rising of Jesus from ‘death’. Dougal Todd, his wife, Jessie and their daughter, Jessica, are portrayed as bad character. Todd and Jessie are misers to the core. They pretend they are heart-broken over the death of Mrs. Todd. If they were really heart broken they would not have prepared beautiful steak and, kidney pie on the day of her death. It is very awful to think of their concern for Mrs. Todd’s insurance rather than grief for the readers but the ending is surprise for Mr. Todd, his wife and daughter.

2.3.4 REVISION POINTS

1. Dougal Todd visits Cronin’s hospital and requests him to come and see his ailing, old mother.
2. Cronin brings Todd’s case to the notice of Dr.Cameron under whom he was a medical assistant. Cameron refuses to treat Todd for such low fee.
3. The Todds were a miserly lot. Todd used to work for six days a week, and his daughter wouldn’t even share a candy with her friends. Todd’s wife, Jessie was also a miserly woman.
4. Mrs. Todd was a modest, quiet and timid woman, who spent all her money on her son. She was quite old and the only possessions she had were the cough syrup and a few peppermints. The whole town wondered how she put up with her miserly husband.
5. Mr. and Mrs. Todd always expected the old woman to die of many imaginary diseases but she did not.
6. One morning Mrs. Todd who was a bit deaf took overdoses of the medicine the doctor gave her and fell into a long sleep. She did not turn up for breakfast at the appointed hour.
7. Mr. Todd was weeping assuming that his mother was dead, and Jessie was consoling him.
8. Mr. Todd persuaded by Jessie goes out to inform the doctor, the undertaker, and the insurance company.
9. Cronin rushes to Todd’s house and finds out that Mrs. Todd had consumed an overdose of chlorodyne. He holds a vial of strong spirits of ammonia that makes the woman sneeze and wake up from her long slumber.
10. Meanwhile, the insurance agents from the societies turn up. Mr. Todd spills whiskey all over his coat and pretends to be sober. His wife gets irritated and starts eating. The story comes to a comic end with Mrs. Todd waking from her long sleep.

2.3.5 INTEXT QUESTIONS

1. Sketch the character of Dougal Todd.
2. What did A.J. Cronin know about the painter?
3. Why did Mrs. Todd fall asleep?
4. Give the author’s experience with the old woman Mrs. Todd.

2.3.6 SUMMARY

This story is not about Jesus Christ and his resurrection though the title comically suggests it. The story is about a miserly Todd family. Todd, his wife Jessie, and their daughter, Jessica are quite miserly. Todd had insured his ailing mother’s life

with different insurance societies and all the time he kept thinking on the large sum of money he will gain on his mother's death. The entire family always dreamt of imaginary ailments that would kill the old woman but the old woman continued to be hale and hearty. The only problem the old woman had was her continuous cough. One day the old woman goes out to buy herself medicines and gets back home. The next day she consumes an overdose of chlorodyne as she was deaf and did not listen to the instructions of the doctor properly. This overdose makes her fall into a long sleep. When the old woman does not wake up in time for her breakfast, the whole family assumes that she is dead. The doctor is called for and he arrives to find out the mistake and gives the old woman a strong inhalation of ammonia which makes her get up from her slumber. Meanwhile, assuming that the old woman is dead Todd already had invited the insurance agents for the money. When they come, Todd had to pretend that he was heavily drunk. The story ends on a comic note with the old woman coming back to her health after her long sleep.,

2.3.7 TERMINAL EXERCISES

1. "Never as the Todds for anything they have are just put it in their mouth." (Page 26, II 28-29)

A.J. Cronin in his "Resurrection" speaks of Todd's family in Tannochbrae. Dougal Todd was a miser and his wife Jessie and his only daughter Jessie also developed this attitude.

Dr. Cameron gives us a picture of the character of Dougal. He was the greedy and misery person in the whole of Tannochbrae. Jessie had her name for her hardness. The avarice spread even to Jessica. She never gave any sweet to her schoolmates. Sometimes her schoolmates would ask for a share of her sweet or candy. Invariably the red-cheeked Jessica would say that she had just put the last bit in her mouth. It was for this reason there arose a saying in Tannochbrae that the Todds won't give anything to anybody. They would say they had just eaten or spent just then, Of course Mrs. Todd was an exception in the family.

2. "Her meals, by gracious permission, were taken downstairs with the family, except when the Todds had company, but most of her time was spent in the broken arm chair in her attic by the minute spark of fire which she displayed of genius in nursing" (Page. 27, II 13-17).

This passage reveals the pathetic condition of Mrs. Todd and also the miserly nature of her son.

Mrs. Todd was a quiet and timid woman and had cheerful face. She was a woman born with a golden heart. The mystery in Tannochbrae was that how did the son of such a noble woman became such a miser. She did everything for her son. The only asset for her in her old age was her son Todd. Her only treasures were a bottle of cough syrup and a few peppermints in a box. A.J. Cronin sarcastically says that Mr. Todd was generous enough to permit his mother to dine downstairs with the family members. But she spent most of the time in her old fashioned chair.

Todd was such a miser that he allowed only a very small fire to his mother to keep her warm. But the intelligent woman had a special talent to make this little spark of fire keep burning well for a long time.

3. “No sympathy, thought Dougal Oh, dear Oh, dear-no sympathy in the woman at all. My poor old mother. I am crying like a brain.” (Page 31, II, 24-26)

Dougal went to Arden House to meet the doctor to receive the doctor's certificate. The given passage is the lamentation of Dougal when the house keeper of the doctor was rough in her reply to him.

Dougal was humiliated by Janet. He told her that his mother passed away in her sleep. Janet the house keeper of Dr. Cameron told him that the doctors were away and she would send the assistant (A.J. Cronin) on his return from Marklea. She slammed the door in his face. Mr. Todd thought that the lady was unsympathetic and unfriendly. He states that he wept and lamented like a child but she lady Janet was insensitive to his tender feeling. In reality, his greed for money dominated his grief for his dead mother. What Dougal says about Janet is applicable only to him Janet was unsympathetic because she knew will the parsimony of the man. She treated him gruffly because he was an a various hypocrite. But she was capable of love, affection, and sympathy.

2.3.8 SUPPLEMENTARY MATERIALS

1. He is the nearest, whiniest miser in the whole of Tannochbrae (Page 26 11.5.16)
2. How this modest, kindly body had ever propagated a son like Dougal remained a mystery to Tannochbrae, (Page, 27, 11 5-7)
3. “Mother, ye're looking verra poorly today”, or “Mother, would be not like to take to your bed and let me fetch the minster?” (Page 28, II, 1-3)
4. “I think I will,” I said, heartily, “though it's the first time I have heard you offering anyone a drink, Dougal” (Page: 33 II: 14-15)

2.3.9 ASSIGNMENTS

1. Sketch the character of Jessie and Jessica from this story.
2. Describe the appropriateness of the title 'Resurrection'.
3. Tell the doctor's first experience with the painter.

2.3.10 SUGGESTED READINGS / REFERENCES BOOKS

1. Adventures of a Black-Bag, 1943.

2.3.11 LEARNING ACTIVITIES

1. Read the summary carefully and try writing a note in your own words on the narrative technique of Cronin.

2.3.12 KEY WORDS

☛ Sandy hair	–	yellowish red hair
☛ Tannochbrae	–	a small village in Scotland
☛ Kirk	–	Church
☛ Chlorodyne	–	A pain-killer
☛ Janet	–	Dr. Cameron's house keeper
☛ Arden House	–	the residence of Dr Cameron
☛ Old faggot	–	contemptuous reference to the old woman



2.4. AN ENTRY INTO THE UNITED STATES

– David Daiches

2.4.1 INTRODUCTION

David Daiches born in 1912 has published several critical works, poems and two autobiographies, *Two Worlds* and *A Third World*. He was a Professor of English at Cornell in America for five years. Then he was employed in the Universities of Cambridge and Sussex in England. He did yeoman service in the States at the time of the Second World War. The extract “An Entry into the United States” is taken from his *A Third World*. The three worlds about which he writes in the autobiography are:

- (1) The Jewish world to which he belonged
- (2) The Christian World and
- (3) America where he was employed for some years.

The extract taken from *A Third World* tells us of his voyage to America and his experience in New York. He gives us a series of episodes. His uncomfortable voyage, the ordeals he met in customs office, his opinion of the taxi driver who demanded waiting fare, the unexpected friendly service he received in the hotel and the cheque incident in the bank are all brought before us. He represents the extremes of appreciation and indignation with which he reached to American life all through the years of his stay in the United State.

2.4.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.4.3 CONTENTS

No Accommodation in the “Washington”

David Daiches was given a teaching assignment in the United States. It was in the ship “Washington” he made his journey to Britain in June. Daiches applied very early for passage in the United States in the same ship, the United States line ship. In the rearrangements carried on in the office, the files were put up side down and he was given passage in the ship and none to those who applied first.

Got a Passage on the “Marine Falcon”

The author sought the help of a staff at the United States Embassy in London. The staff was his former colleague. Daiches was at the British Embassy in Washington for some days. He helped to get American academics rare passage on

British ships to go to Britain for research. However with the help of his former colleague and now a staff of the U.S. Embassy in London, Daiches got a passage on the ship "Marine Falcon." This "Liberty ship" was constructed in haste during the time of war and was used mainly for transporting students. As the ship was not meant for passengers, voyage was uncomfortable. While crossing the Atlantic, the ship had taken a different route to avoid the storm.

Delay at the Port

They reached United States at 2.10 p.m. Sunday 18, September. The customary officials for processing the passengers came only at 5.30 p.m. They processed the American citizens first and asked the Non-Americans to wait outside the main dining room. The immigrants aliens and mothers with sobbing babies were hungry impatient and un-happy. The doors of the dining room were opened at 6.30 and the aliens had a glimpse of the immigration officials finishing their dinner. The children cried at the smell of dinner. A teen-age girl in the queue managed to get a pile of beef sandwiches and distributed it to the members in the queue.

Ordeals in the Immigration Office

After heavy dinner, the immigration officials came slowly for processing. Daiches had been to the U.S a number of times but this time the processing and interrogation were offensively official. With his three hungry children he got off the ship at 8'O clock. The search of (Daiches's son) Alan's misplaced violin took some more time. Then the checking by the customs authorities was over by 9 p.m.

The Brief Case Lost and Found

Another problem was getting accommodation in New York. Daiches was uncertain of the reservation he had made by cable from the ship. The hotel authorities did not guarantee Daiches after 8'O clock. The taxi started and the author realised that he missed his brief case, which contained passports, re-entry permits and other documents. Daiches dashed back to the custom's shed that was almost empty. He enquired every officer he encountered but got only negative answer. He came round the shed four times and found his brief case where he recovered Alan's Violin.

Daiches and the Policeman

He was conscious of the taxi's metre ticking up and also was obsessed with the problem of getting accommodation. He seized his brief case and ran in mad haste only to fall abruptly into the arms of a policeman. Daiches explained that he came back to take back his brief case. His wife and children were waiting in a taxi outside. The police wanted to check up what was inside the brief case. Before Daiches showed the documents, the police snatched the brief case and took him to a room.

The Police Checking his Brief Case

The Police man searched the author thoroughly, and carefully checked up his passport. He also read the letter inside the passport. It was a letter from the Dean of Humanities at Cornell, offering the post of Professorship to Daiches. He replaced

the passport and the letter in the brief-case and felt embarrassed. The police gave him a piece of advice and warned him not to run fast particularly with a brief case from the custom's shed. The police escorted him to the taxi.

His Experience with the Taxi Driver

The driver had no hope of getting their reservation at that time of night but he could get accommodation for them elsewhere. But yet Daiches insisted on trying in the hotel first, though the driver considered it a waste of time and money. As the taxi reached the entrance of the hotel, he got out of the taxi and saw a queue of about fifty people at the registration desk. He was exhausted and was in an angry mood on all officials including the taxi driver. He did not trust the driver and sent him stating that the hotel authorities had kept their reservation. The driver expressed his ill temper with an angry look when Daiches unloaded his luggage and disembarked his wife and children. He demanded extra fare towards waiting charge. Daiches immediately gave him fifty cents for he feared that the driver might prevent him from getting reservation. The author felt that the driver might whisk them off to his recommended disreputable room.

The Hotel Restored his Faith in American Civilization

Daiches accosted (solicited) the room clerk to tell him whether he kept their reservation. If not, they could look for a room elsewhere. Fortunately they had rooms reserved for Daiches. The comfortable splendour for the next ten minutes was like the splendour enjoyed by a heroine after anxiety in the English Christmas drama. Somehow the children were fed with milk and sandwiches. Daiches and his wife went to the bar Manhattan Cocktail and ordered double Scotches followed by Black House ale and sandwiches. They felt relaxed. The author's faith in the American civilization had been restored by the hotel. He decided to drop a line to the Manager of the hotel in appreciation of their service to the people.

His Letter to the Manager of the Hotel

The next day he left for Ithaca town in which Cornell University is situated. He started attending to his normal academic routine again. After a week his wife reminded him about the letter to the Manager of the hotel. The service of the hotel staff actually left an indelible impression in the minds of Daicheses. In his letter Daiches described the ordeal in disembarking and explained his relief and happiness at the friendly service of the staff at the hotel. At the end of the letter the author stated that his shaken faith about American way of life was restored by the hotel.

The Manager's reply to the Author

The Manager responded to the letter of Daiches within three days. In the fifteen years of his service as a Manager, he received many letters of complaints and not a single letter appreciating the service of the hotel. Most people took hotel service for granted. The Manager was gratified that the hotel staff had met the emergency so satisfactorily. He asked permission for reading the letter to the staff in a meeting on Friday. Daiches freely gave him permission to read the letter and in

reply the author received a note of assurance of all possible help to him. It was in September.

Annual Meeting of the M.L.A

In the month of December, the annual meeting of the Modern Language Association was to be held in the same hotel. Daiches reserved a five-dollar room. On December 27 he met his colleague, whom Daiches thought, was not attending the meeting of the M.L.A. The colleague and his wife planned to spend the vacation at New Haven with his mother. But he cancelled his programme in the last minute. He (the colleague) spoke over the phone to the manager that he was the friend of Prof. Daiches who wrote that the nice letter and the result was they got a posh double room. The author felt annoyed that some one was benefited in his adventure.

He Caused the Cheque

On 28 December Daiches dined with his old friends at St. Denis restaurant. They consumed large quantities of Alastian wines and the result was his cash was running low. He had to encash a cheque to pay for the hotel room. Many would have done it for Daiches. But he wanted to take advantage of his association with the manager of the hotel. In the cashier's office, he used the manager's name for cashing the cheque. The cashier disappeared for a few moments and turned up and wrote something on the back of the cheque. Daiches got the cash in the cash desk.

The Christmas Present

Daiches spent heavily in the days preceding Christmas. He figured that he had fifty-two dollars in the bank. He thought the University would have paid salary cheques into employee's banks the day before Christmas. The University usually paid the cheque before Christmas: It was a Christmas gift. But the normal practice was that the cheque was paid on the last day of the month. In the Christmas month the custom was not followed.

The Bank Manager Shattered Daiches's Faith in American Civilization

On January 2, Daiches received a telegram that the fifty-dollar cheque was dishonoured. His salary cheque was credited on the afternoon of 31st December whereas his fifty dollar cheque was dishonoured on the same forenoon. Daiches had forty-nine dollars and two cents in his account. To Daiches it was not a gentlemanly behaviour to bounce a cheque of a man just for ninety-eight cents. The Bank Manager also knew that the author's salary cheque was due at any moment. This could not have happened in Britain. When Daiches was in Oxford, he unintentionally over dropped from Banks but his cheque never bounced.

His Faith Restored Again

Daiches was much disturbed and irritated about the cheque incident. He wanted to send a telegram that his faith in American civilization restored by the hotel manager was shattered by the bank manager, Daiches's dictation of the telegram was long and the Western Union girl was polite and kind to suggest just, "Cheque good, Redeposit." Daiches's faith in America was again restored.

Conclusion

Daiches jotted down his experience in the U.S.A. then and there and later on published the episodes. From the Episodes in the essay it clear that he represents the extremes of appreciation and indignation with which he reacted to American life. When Daiches settled in Ithaca, they understood its history, its society its faults and its virtues. Now and then either Daiches or his wife was provoked by the American way of life. They did not want to become Americans but they developed a liking for many things in America. Though they sometime abused the Americans for their way of life. They never allowed others to abuse the Americans.

2.4.4 REVISION POINTS

1. David Daiches is given a teaching assignment in the United States. He describes his journey to Britain by ship and how he was treated by the officials of the customs department.
2. He describes the ordeals he had to face in the immigration office and how his briefcase was lost and found.
3. He gives an account of the impudent taxi driver who demanded a huge sum of money.
4. Daiches talks of the hospitality he was shown in the hotel which restored his faith in the American civilization. He also narrates the exchanges of letters he had between the hotel manager and himself.
5. The author then talks of how his friend was benefitted by a posh double room in the hotel because he mentioned that he was a friend of Daiches.
6. The author describes how his cheque got cashed within minutes at the cash desk of the hotel due to his association with the manager of the hotel.
7. The author narrates how his cheque was dishonored by the bank because he over-drew the amount. This again shattered his faith in the American way of life, but fortunately, he received a message from the bank that his cheque was re-deposited.
8. Toward the last of the essay one is able to understand the extreme suffering and happiness that he underwent in America.

2.4.5 INTEXT QUESTIONS

1. Why was Daichess unable to get a ticket to U.S.A. in the Washington?
2. Narrate his Voyage on the ship Marine Falcon.
3. Give an account of the cheque incident.
4. What was the result of his letter to the hotel manager?

2.4.6 SUMMARY

David Daiches receives a teaching assignment from the United States and leaves to America by ship. He narrates his journey by ship and how he was ill-treated by the immigration officials and how carelessly they lost his bag which was later found. He then narrates the rushed up drive to his hotel and how he was charged extra by the cab driver. However, the author heaved a sigh of relief in the hotel because he enjoyed good service and hospitality there. His faith in the American civilization was restored by the hotel manager who made him comfortable. The author shows how he could cash his cheque within minutes at the cash desk of the hotel because of his association with the manager. Daiches

also describes how his cheque was turned down by the bank due to low money in his account, and how later he got his cheque re-deposited at the bank. When one goes through the essay, one can find both extremes of the American way of life.

2.4.7 TERMINAL EXERCISES

1. "This hotel" I said to my wife, 'has restored my faith in American civilization' (Page 41. ll 7-8)

David Daiches was impressed by the friendly service of the staff of the hotel in New York. In the given passage he speaks of his faith in American way of life.

David Daiches had undergone many ordeals in the customs office. It was too late when he reached the hotel where he made a reservation by cable from the ship. To his surprise, the clerk had kept the reservation for Daiches. It was a great relief and joy for the author. When Daiches sat exhausted in his chair the maid fed the children with milk, and sandwiches. Daiches went to 'Mahattan Cocktail' and ordered liquors such as Scotches and Black Horse ale. They felt relieved the friendly and considerate service of the staff at the hotel impressed him much that he felt that his faith in American civilization was restored.

His impression of American culture was not constant but always moved to the two extremes, appreciation and indignation. (Page 43, ll:1-2)

2. 'I felt annoyed to know that his colleague had used his name and got a double room that looked like the bridal suite in the hotel, where as he (the author) was given an ordinary little room.

The annual meeting of M.L.A was held in the hotel. The colleague and his wife cancelled their programme to New Haven. To get a room in the hotel, he rang up to the manager and acquainted himself as the friend of Prof. Daiches who wrote the nice letter to the manager in appreciation of the friendly service in the hotel. The author had already narrated the hotel episode to his colleagues.

His colleague could use the name of Daiches to get a posh room whereas it never occurred to the author to make use of the influence. It is true that he did not learn the secret of success in modern life.

3. "I told him that this could not conceivably have happened in Britain (which was true as a student at Oxford) I was continually overdrawing inadvertently and never had a cheque stopped" (page 44, ll 23-26)

In the given passage Daiches compares the banks in America with those in Britain. He was upset by the behaviour of the bank manager who dishonoured his cheque.

Daiches received a telegram to the effect that his fifty-dollar cheque bounced. Actually he had fifty-nine dollars and two cents in his account. Daiches's salary cheque was paid in the afternoon and his fifty dollar cheque was returned on the forenoon of the same day. The manager knew that his (Daiches) salary cheque was due in any moment and yet he turned down the cheque. The manager turned a deaf ear to the words of Daiches. The manager was not considerate and his conduct was not gentlemanly behaviour. In Britain the manager of a bank should not have bounced the cheque. Even as a student at Oxford, he unwisely over-draws in banks but they never bounced his cheque.

His faith in American civilization was restored by the hotel manager in September but shattered by the bank manager in December.

2.4.8 SUPPLEMENTARY MATERIALS

1. "I am sorry, Sir," he said "but that running out of the customs shed, pretending you'd forgotten something is an old dodge. Sure sign of smuggler". (Page 38, ll 27-28)
2. "I hastily gave him another fifty cents, for I felt that if I left him too disgruntled he would somehow manage to prevent us from entering the hotel and whisk us off to his own recommended rooms which boomed in my imagination as not only physically shabby and morally shady but also sinister in a purely Poe-like sense" (Page 40, ll, 2-7)
3. "Which I really wanted to say was that my faith in American civilization so beautifully restored by the hotel manager that evening in September had been shattered by the bank manager" (Page 44, ll: 32-34)
4. "I present it here because it symbolises very accurately the extremes of appreciation and indignation with which all through our years in the United States, we reacted to American life" (Page: 43, ll : 25-28)

2.4.9 ASSIGNMENTS

1. What impressions of David Daiches have you formed from the study of this lesson?
2. How was his briefcase lost and found?
3. Why were the Daiches delayed at the port?

2.4.10 SUGGESTED READINGS/REFERENCES BOOKS

1. Literature and Society, 1938.

2.4.11 LEARNING ACTIVITIES

1. After a careful reading of the summary, write in your own words on the various experiences the author has in the United States.

2.4.12 KEY WORDS

- ➡ Alan – Daichese's son
- ➡ the Washington – An American ship
- ➡ The Marine Falcon – A cargo ship
- ➡ academics – Members of a University
- ➡ Man hatten Cockrail – Manhattan is an island at the mouth of Hudson River in New York, Daicheses refers here to a cocktail bar in the New York Hotel
- ➡ Black House ale – A brand of ale
- ➡ Ithaca – A town in which Cornell University is situated
- ➡ Modern Language Association – It is a non-profit educational society founded in 1883 for the purpose of advancing Literary studies



2.5. BOOK SHOP MEMORIES

– George Orwell

2.5.1 INTRODUCTION

George Orwell (1973-50) was the conscience of his generation. He was born in Bengal but had his education in England. During his childhood days he lived in poverty. He was a police officer in Burma for some years, On Account of the anti-colonial views he resigned his job. His fame as a novelist rests on his three novels: (1) *Down and out in Paris and London*, (2) *Burmese Days* and (3) *Nineteen Eighty-four*. The world of the first novel is an economic nightmare of the individual. The world of the last novel is the political nightmare of the heroes. There is subjectivity in his writings but one could see the compelling clarity of vision in them. His novel *Animal Farm* is a satire on the Russian Revolution. Today we remember Orwell not only for his novels but for his large number of essays and accounts of his experiences in various parts of the world. Orwell does not attempt false objectivity. He reports as he sees but he recognizes that what he sees is tinged by what he is. Orwell's "Bookshop Memories" is an authentic record of his experience as a part-time employee in a London bookshop.

2.5.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.5.3 CONTENTS

George Orwell was employed in a second hand bookshop in London. Many old gentlemen read books for enjoyment. But really bookish people are rare. His bookshop had interesting collection of books but only a few customers knew a good book from a bad one. Some bookish snobs are found of the possession of first edition of books. They are not lovers of literature. In the bookshop, Oriental students bargained cheap textbooks and women folk vaguely looked for birthday gifts for their relatives.

Different Type of Customers

Orwell speaks of the nuisance in his bookshop. Many people who visited his shop would have been the greatest nuisance in any place but they were tolerated in the bookshop. An old lady would not tell the name of the book but would want a book for an invalid and the other old lady would ask for a nice book that she read but the title of which she forgot. She could say that the book had a red cover. Two types of pests in the bookshop were the people who tried to sell useless books in the shop and the others who ordered for a large number of books without the least

intention of paying for them. Orwell was puzzled to see people who ordered rare and expensive books, but they turned back. The author felt that such people were paranoiacs (persons who suffer from mania).

Customer's Attraction to the Bookshops

Most of the customers were hypocrites. They would invent stories to explain that they happened to come out of doors without any money. They themselves had to believe their own stories. In London many people were attracted towards bookshops because they were the places where people could spend time leisurely without any expense. Just at a glance one could understand and judge such people who loitered in the bookshops. Though they talked tall stories they were aimless. Orwell was clever in dealing with the not quite certifiable Lunatics. He would keep aside the books they asked for and then replaced them on the shelves as soon as they left the shop. Those customers never made any attempt to steal books from the shop. Mere ordering of books gave them the illusion that they were spending real for the books.

Various sidelines for the Bookseller

In the shop, they sold not only books but also used stamps, second-hand typewriters, horoscope and Christmas cards. Most of the stamp collectors were males and they were quiet and silent about their collection. But women folk were not gravitated by the charm of gumming stamps in their albums. The shop sold horoscopes compiled by an astrologer who seemed to have foreseen the Japanese earth-quake. The author had never opened any of the sealed horoscopes. Perhaps he had no faith in them. But customers told him that what was said in the horoscope was true in their lives. The reason was that the horoscopes said that the customer was attractive to the opposite sex and 'your' (his or her) fault was generosity.

Infant Jesus Playing with Rabbits

There was a good deal of business in children's books and books sold at reduced price. To the author modern books for children's are horrible. So he would give *Petronius Arbiter* (a book by a ancient Roman writer) to a child rather than *Peterpan* because the latter book is too sentimental. Christmas time was a hectic time for selling Christmas cards and calendars. Orwell criticizes businessmen who were extremely business like and who exploited the Christian sentiments. The greedy businessmen had stooped to the level of depicting Jesus playing with rabbits.

Lending Library

Lending library was one of the side lines of the bookshop. The book stealers much loved and liked the "Two penny no-deposit" library, which consisted five or six hundred volumes of fictions. The book stealers borrowed a book for two pence sold it in another shop for a shilling after removing the necessary labels. But booksellers continued to lend books, for they thought it was better to have lost some books than frighten the customers a way by demanding deposit.

Popular Writers

The bookshop was located on the frontier between Hampstead and Camden Town. The library customers covered a cross-section of the reading public in London. The books sold most were not the books of Priestley, or Hemingway, Walpole or Wodehouse. But the novels of Ethel M. Dells Warwick Deeping and Jeffery Farnol, were sold most. Dell's novels were read not only by spinsters and the wives of tobacconists but read by all kinds of women.

Men's Love for Detective Stories

Men folk also read novels but avoided some branches of fiction such as ordinary novels. They read respectable novels or detective stories. Orwell was amazed at the tremendous grasping capacity of men as far as detective stories were concerned. One subscriber read four or five detective stories a week in addition to what he read from other shops. The author was surprised at the subscriber's tremendous memory. Whatever he read, got etched in his memory. Not noticing the titles and author's names but just glancing into the book he could tell whether he read it or not.

Shakespeare, Dickens and Bible

One could see the real tastes of the people in a lending library. What struck the author was, the classical English novels had dropped down. People did not borrow the novels of Dickens, Thackeray and Jane Austen in a lending library. But people bought authors such as Dickens and Shakespeare to own them and intend reading them. Dickens was as wildly known as the Bible. His characters like Bill Sikes and Mr. Micawber are well known to the people just as Moses of the Bible.

Unpopularity of Short Stories and American Books

American books and short stories were not popular during Orwell's time. Some persons like a German customer, did not want short stories. They explained that it was a tiring work to get used to new set of characters with every story. They liked to get into a novel that demanded no further thought after the first chapter. Orwell dismisses all modern short stories, English as well as American, as lifeless and worthless. But the short stories of D.H. Lawrence are as popular as his novels.

Knowledge of Books Essential for the Booksellers

Orwell himself did not like to be a bookseller by profession. He enjoyed the kindness of his employer and spent some happy days in the shop. That was all. If an educated man is given a place for business and a capital for a bookshop, he can lead a life out of it. An educated man has an advantage if he has knowledge about the inside of books. Most sellers don't have knowledge of the books and commit mistakes in advertising the authors of books such as *Decline and Fall of the Roman Empire*, and *The Mill on the Floss*. The business is not a difficult task: it is a human trade. Trading companies had squeezed the business of the grocer and milkman but they can never squeeze the bookseller.

Orwell's Dislike for the Bookseller's Profession

Orwell was only a part-time employee but he worked 70 hours a week. In addition to this he had to travel long distance for buying books. So it was an unhealthy life. He had to work long hours in the bookshop. Another drawback in a bookshop was the books produced nasty dust and the tops of books were full of blow-flies. But these were not real reasons for the author's dislike to be in the bookshop. The real reason was that he lost his love of books when he was employed in the bookshop. A bookseller has to tell lies about the books and has to dust them and haul them to and from. Once Orwell loved the sight, smell and feel of the books. Orwell loved buying books in a country action and found special flavour in the eighteenth century poets and odd volume of forgotten novels. He preferred the back numbers of *Girl's Own Paper* for casual reading late at night of just before lunch. Thousands of books at a time were boring and so he stopped buying books when he was employed in the bookshop. At the end of the essay author states that he bought books, which he actually wanted to read.

Conclusion

It is a personal essay but it reflects the taste of the reading public in London during his time. He tells us of different types of people who visited his bookshop. George Orwell analyses the advantages and disadvantages of being a bookseller. He apprises us of his love for the sight, smell and flavour of books and also his lack of love for them when employed in the bookshop.

2.5.4 REVISION POINTS

1. Author speaks of the different type of customers who frequented the old book shop.
2. He talks of people who frequented bookshops because they found this as the best place to spend time without spending money.
3. The author shows how the bookshop sold not only books but stamps, typewriters, horoscopes, and Christmas cards.
4. He mentions how the old bookshop used to lend books and how most of the time these books were never returned in good faith.
5. He talks of the likings of people of his times. He is quite sad that people neglected the classics and ran after cheap and popular detective stories and short stories.
6. He also mentions the difficulties of a bookseller who is supposed to be thorough with all the books in the library.

2.5.5 INTEXT QUESTIONS

1. What account does Orwell give of the customers 'who would be a nuisance anywhere'?
2. What were the 'side-lines' of the bookshop business?
3. What does Orwell say about the lending library?
4. Sum up Orwell's remarks on the tastes of the reading public?

2.5.6 SUMMARY

This essay is a personal reflection of the author on old bookshops. He shows how bookshops were quite popular during his times. He describes the different type of customers who used to visit the bookshop. Majority of the people came there to while away their time without expenses, whereas a few came with the real

purpose of reading those books and enhancing their knowledge. The author sarcastically digs at people who used to borrow books from the lending section and never bothered to return the same. The author laments that the taste of reading had gone down in people, for they never cared to read great classics and only loved detective stories, short stories and such popular and cheap literature. The author also briefly mentions the difficulties of being a bookseller. A bookseller, according to the author should have a thorough knowledge of the books in his library.

2.5.7 TERMINAL EXERCISES

1. "In a town like London there are always plenty of not quite certifiable lunatics walking the streets and they tend to gravitate towards bookshop because a shop is one of the few places where you can hang about a long time without spending any money'. (Page 48, ll: 13-17)

George Orwell refers to the people who were a nuisance in a second hand bookshop where he was employed. In the given passage Orwell calls the aimless customers and people who ordered books but never paid for them, as paranoiacs and lunatics.

People who frequented the shops to sell worthless books and others who ordered large quantities of books without the intention of buying them were pests the shops. People would demand rare and expensive books. They forced the bookseller to make promises to keep those rare books for them. But those people never paid for the books. According to the author those were unmistakable paranoiacs.... (Persons who suffer from mania). Such people found some alibi for not bringing money. The author never believed their ingenious stories. To him such people were like lunatics. They were attracted towards the bookshops to while away the time without spending any money. They could loiter the bookshops for a long time.

It was difficult for the author to see the people through their tall talks. So he tends to call them paranoiacs and lunatics.

2. "A phrase from one of their invoice sticks in my memory. It was 2 doz. Infant Jesus with rabbits." (Page 49, ll: 17-18)

George Orwell discusses the various sidelines of the bookshop. Apart from selling second-hand typewriters, used stamps, horoscopes and children's books, Christmas cards and calendars were also sold in the shop.

During Christmas time there was a good deal of business in the shop. A large number of Christmas cards and calendars were sold. Orwell is critical of the cynical merchants who misused and abused the religious sentiments of Christians. The selling agents, from the Christmas card companies, visited the shops with their catalogues as early as June. The author was reminded of a phrase from the invoice of the selling agents. That was the two dozen pictures depicting baby Jesus as playing with rabbits. It is rather ludicrous to associate Jesus with rabbits.

The given passage is a dig against money minded businessmen who would stop to any level to amass wealth.

3. "People know by hearsay that Bill Sikes was a burglar and that Mr. Micawber had a baled head just as they know by hearsay that Moses was found in a basket of bulrushes..... Lord" (Page 50, ll:31-34)

What struck Orwell in the lending library was that Classical English novelists had dropped out of favour. In the given passage Orwell compares Dickens' characters with Moses of the Bible.

People's real tastes could be seen in the lending libraries. Famous novelists such as Dickens, Thackeray and Jane Austen were not borrowed by people in the lending libraries. People bought the novels of Dickens though they might not read them. In the bookshops people bought the books of Dickens and Shakespeare to own them. They intend to read them. Dickens is widely known like the Bible. Dickens characters such as Bill Sikes in *Oliver Twist* and Mr. Micawber in *David Copperfield* are commonly known to the people just as Moses of the Bible.

George Orwell portrays the taste of the reading public. Dickens and Shakespeare were outmoded even during his times. But he is aware that they are worth possessing.

2.5.8 SUPPLEMENTARY MATERIALS

1. "Personally I would sooner give a child a copy of Petronius Arbiter than Peter Pan" (Page 49. ll: 8-9)
2. "It is therefore worth nothing that of all the authors in our library the one who 'went out' the best was-Priestly?" Hemmingway? Walpol?" Wode house? (Page 49, ll:33-34)
3. The ordinary good bad, Galsworthy and water stuff which is the norm of the English novel (Page: 50. ll: 7-9)
4. "Yet it is fairly easy to sell Dickens just as it is always easy to sell Shakespeare" (Page: 50 ll: 28-29)

2.5.9 ASSIGNMENTS

1. Describe Orwell's experiences as a bookshop assistant.
2. Why doesn't Orwell like to be a bookseller by profession?
3. What did Orwell learn about the reading habits of men and women?

2.5.10 SUGGESTED READINGS/REFERENCES BOOKS

1. Selected Essays of George Orwell

2.5.11 LEARNING ACTIVITIES

1. Write a short note on your visit to a good library and the experiences that you underwent there.

2.5.12 KEYWORDS

- Fag – hard work
- D.H. Lawrence – an English novelist (1885-1930) author of 'Sons and Lovers'
- T.S. Elliot – a dramatist and a poet
- Junk – worthless articles
- Gazetteers – geographical dictionaries
- the sixties – 1860 to 1869
- Decline and Fall of the Roman Empire – a historical work by Edward Gibbon
- The Mill on the Floss – a novel by George Eliot
- Bluebottle – a kind of fly
- pitch – place of business



2.6. A MAN FROM GLASGOW

– William Somerset Maugham

2.6.1 INTRODUCTION

William Somerset Maugham (1870-1965) holds a unique place among the English writers of this century as an entertainer. He was born in Paris. At the age of ten he came to England, and he was educated at King's School, Canterbury, and at Heidelberg University. He travelled widely in Europe and the Far East and records his experiences in his travel books such as **On a Chinese Screen, The Gentleman in the Parlour** and **Don Fernando**. He began his literary career as a novelist and then turned to drama. He started his life as a doctor and gave up his medical profession for a literary career. *Of Human Bandage, The Moon and Six Pence, Cakes and Ale* and *The Razor's Edge* are some of his famous novels. He died in 1965.

Somerset Maugham is an adept in handling the short story. He produced more than a hundred interesting short stories. Many of his short stories have been dramatized. His short stories are written in a simple and lucid style. As a story teller he has the gift of gripping the reader's attention from the beginning till the end. "A Man from Glasgow" is taken from his collection entitled **Creatures of Circumstance**. He has dramatized this wired story.

2.6.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.6.3 CONTENTS

A Man from Glasgow

Somerset Maugham begins his essay by narrating an incident that engaged the attention of Shelley when he drove into Naples. Shelley saw a young youth pursued and killed by a man armed with a knife. He did not look upon it as a bit of local colour. A Calabrian Priest who listened to the emotions and sentiments of Shelley laughed at him and even ridiculed him. Shelley had a kind and soft heart and never had such a horrible experience as Shelley had when he drove into Naples.

Description of Algeciras

Maugham's experience in Algeciras was something different from an ordinary experience. He went to Algeciras. It was an untidy town. Everything was dirty and shabby in the inn in which he stayed. But he could get a beautiful view of Gibraltar. The inn was dirty, the man who took him to the upstairs, was ugly and

the landlord in charge of the inn just gave the room number and continued playing cards. In such an inn, Maugham wanted to take scanty meal. In the narrow room with white-washed walls and low ceiling, Maugham saw a man who was warming himself near the round brass dish of hot ashes. It was mid-winter and the window passage across the bay had chilled his blood and body. He finished eating and went to the dish of burning ashes to warm himself.

Story Teller's Acquaintance with Robert Morrison

The man whom he met near the fire was not talkative. The author wanted to drag him into a conversation but his efforts broke down before his (the stranger's) monosyllabic replies. The author offered a cigarette to the stranger and they smoked in silence. His features were hard, mouth, ears and nose were large and heavy and his skin was much wrinkled. The author was irritated to see him constantly pulling his gray moustache. The author's casual enquiries excited him so much that he sprang from his feet and walked backwards and forwards. He stamped to and fro like a caged beast. He was pushing aside a chair that stood in his way and was repeating the words "Too long Too long". Then he sat down in his chair and asked the author whether his (the stranger) behaviour was strange. And the author replied "Not more than most people". The stranger was Robert Morrison from Glasgow and he wanted tobacco from the author. He filled his pipe and lit it from a piece of burning Charcoal. From the eccentric behaviour of Morrison the author decided that his restlessness was due to chronic alcoholism. The author made up his mind to slip off to bed.

Then Robert Morrison spoke in a business like way. He had been managing some olive groves. He was working for the Glasgow and South of Spain Olive Oil Company Limited. He was sober and spoke with Scotch precision.

Morrison at Ecija

Ecija is the centre of the Olive trade. The Spaniard who looked after the business was robbing the company right and left. Morrison could not get a reliable man for the company. So he himself went there to look after the trade. The company had a big estate two miles away from the town. There was a beautiful house on the crest of a hill. No one lived there. But it saved him the rent of a place in town. Morrison lived with an old man and his wife. Sometimes he would go down to the village and play tresillo (a kind of card game). He was there for two years.

Hot Season in Ecija

In the month of May it was terribly hot in Ecija. Morrison had never known such a heat in May. People would not do any work. The labourers just lay about in the shades and slept. Many sheep died of heat and some animals went mad, even oxen could not work. The animals gasped for breath. In the blistering sun one would feel that one's eyes were shot out of one's head. All the crops got dried up and the olives fell into a ruined state. The earth cracked and crumbled. In short, it was hell in May. Morrison kept the windows shut and had the floors watered but

that did not do any good. One could not get even a wink of sleep. The nights were also as hot as day and Morrison felt as if he was living in an oven.

Morrison's Experience on the First Full Moon Night at His Residence

Morrison thought that he could get at least a few hours of sleep. He had a bed on the north side of the house in a room. His bed was so hot that he could not stand it and so he turned and tossed. He got up and went to the veranda and leant against the parapet and looked at the olive trees. It was a glorious night and the moon was very bright in the sky. He was reminded of the cool breeze in the fir trees and the streets in Glasgow. In the middle of the olive country he forgot that he was in Spain. All of a sudden he heard a man's voice. Morrison did not know what it was and the sound was not loud but low and seemed to creep through the silence. The funny sort of laughter was heard in the past mid night hours. It was a chuckle.

Morrison leant forward and stared. The moon was bright and the night was as bright as day. The sound stopped for a minute and started off again. It was no more a chuckle but a belly laugh that rang though the night. There was no answer for the call for Morrison but he could hear loud roar of laughter. He thought it to be the laughter of a drunkard in his place. It was a yell, and the crises resembled the cries of a man whose throat was cut. Morrison thought that some one was being killed. He ran down towards the sound. One piercing shriek sounded like a shriek of someone at the point of death. Morrison could not find anyone. He went back to his room but hardly had any sleep that night. The next day he was told by Jose that an insane man had inhabited the little white house nearby. But "The mad man had been dead for twenty years".

Morrison's Attempt to Probe the Mystery

The Scot (Morrison) leaning back in his chair and panting narrated his efforts to probe the mystery. He went down to the house and walked all around it. The shutters were tight closed, the windows were barred and no one responded when the bell was rung. As far as the condition of the house was concerned, there was practically no paint left on the door and even the tiles of the roof were lying on the ground. Morrison enquired his friend Fernandez about the insane man. The mad man was usually lethargic but whenever he had attacks of acute mania he would laugh and cry. In one such attack he (the insane man) died and from that time onwards no one dared to live in the house. Morrison did not tell Fernandez what he heard, for he thought he (Fernandez) would laugh at him.

Second Full-moon Night

Morrison went on sleeping in the lumber-room at the back. Twenty-eight days elapsed after the first nerve-wrecking experience on the full moon night. When he was fast asleep, it seemed that some one gave a nudge to warn him. He was awake and heard a low gurgle (bubbling sound). The shouts of the laughter rang through the night and the Scot's legs began to tremble. After a pause, there was a shriek of pain and sobbing. It seemed that an animal was being tortured. The sounds then died away little by little and the Scot went back to bed.

Third Full moon Night

It was quite obvious that it was the full-moon night that set him off. On the next full-moon night, he cleaned and loaded his revolver. He did not go to bed. He prepared a lantern and sat down on the parapet (protective wall at the edge of a flat roof) waiting for the sound. There was a bit of a wind and it whistled about the roof. He rustled over the leaves of the Olive trees. There was no light anywhere in the house and the chuckling grew louder. The sound of the calling-bell seemed to amuse the insane man and he roared with laughter. The more he knocked the door open. The house was stinking for the windows were opened after twenty years. He took out his revolver on one hand and held his lantern in the other hand. The laughter sounded louder now and the walls echoed the uproar. Morrison searched the rooms and then the laughter was heard just above his head. He threw his light ahead of him.

Morrison was separated from the room only by a thin door. He began to tremble and he was about to run away but forced himself to stay. He heard an unusual hissing sound, which he had not heard before. He flung open the door and entered in. The room was empty but he heard the moaning and sobbing groans and frightful gasps.

Fernandez Had Slunk Away

While narrating his horrible experience, Morrison the solid man, looked like a lay figure in a studio. The author asked him to continue his story. The Scot decided not to sleep in that room and moved to his quarters. Again the mad man's chuckle had shaken his nerves. Without telling anything about the chuckle and uproar, he got Fernandez awake till two in the morning by playing cards with him. Then he heard the laughter which grew louder and louder. The Scot heard the scream of pain but Fernandez thought that Morrison was mad but had not the guts to call him "insane". Next day the Scot learnt that Fernandez had not slept in his bed the previous night and had moved out secretly.

Morrison at Seville

Morrison now appointed an agent at Ecija and left for Seville. He thought he was safe from the chuckle and uproar. If he heard it in Seville, he would be hearing it all his life. He had much courage but human flesh and blood could not stand the inhuman groans and cries of pain. He feared he would become mad and so resorted to drinking. It was full-moon night when the author was hearing from Scot. The author noticed a strange and terrible look on the face of Morrison. The Scot got up and walked out of the room slamming the door behind him. Maugham states that he himself did not sleep that night.

Conclusion

The story has an element of eeriness and weirdness in it. Many a short story leave us guessing. Much is left to the imagination of the readers. In this short story "A Man from Glasgow" Maugham leaves the mystery unexplained. How is it that no one else, except Morrison, hears the chuckle and shrieks of pain? Perhaps it was a

mere hallucination that haunted the man. Why should he suffer from such hallucination? We do not get any solid answer for such questions. But though we may not believe the eerie story we are tempted to know what will happen next. Certainly it satisfies the characteristics of a weird story.

2.6.4 REVISION POINTS

1. The author narrates his experiences in Algeciras, an untidy town with its shabby inns.
2. He narrates how he met Robert Morrison by the fireside of his inn.
3. The author assumes that the restlessness of Morrison was due to his chronic alcoholism.
4. The author narrates how Morrison hears the mad chuckle on the first full moon night at Ecija.
5. Morrison narrates how he heard the chuckle on the second full moon night and the third full moon night too at various places.
6. Morrison leaves the author stating that it was full moon night and that is why he was drinking heavily because he did not want to hear the mad chuckle again.
7. The author himself gets afraid and confesses that he could not gather any sleep that night.

2.6.5 INTEXT QUESTIONS

1. What was the story-teller's first experience on his arrival at Algeciras?
2. Describe how the story-teller got the friendship with Robert Morrison.
3. Why did Morrison go to Ecija and where did he reside?
4. How did he attempt to probe the mystery of his strange experience?

2.6.6 SUMMARY

The author goes on a trip to Algeciras, a shabby town with dingy inns. He stays in a dirty inn and there he comes across Morrison by the fireplace after dinner. A little conversation with him shows that Morrison has been having hallucinations of a wild chuckle during full moon nights. He explains to the author of how he heard it in Ecija during the first full moon night and thereafter subsequently on the second and third full moon nights at various places. The author understands that Morrison has been moving to places in order to avoid hearing the mad chuckle on full moon nights. The author is not able to believe in the weird account that Morrison gives and assumes that his hallucination is due to his chronic alcoholism. Finally, Morrison leaves him telling that it was a full moon night and he would like to go to bed because he did not want to listen to the mad chuckle. This causes creepiness in the mind of the author and he confesses that he could not gather any sleep that night.

2.6.7 TERMINAL EXERCISES

1. "Shelley had a tender heart. He did not look upon it as a bit of local colour; he was seized with horror and indignation." (Page 53: ll 6-8)
Somerset Maugham in the beginning of his weird story speaks of an incident that engaged the attention of Shelly when he drove into Naples.

All men do not get a chance to witness any interesting incident or horrible and unforgettable experience when they visit a city for the first time. Shelley the romantic poet had an opportunity of witnessing an unforgettable incident when he went to Naples for the first time. A youth ran out of a shop. He was purposed by a man with a knife. The man armed with a knife over took the youth and with one blow put an end to the life of a young man. Shelley was too soft a man to take incident easy. He did not dismiss it as a local problem. He expressed his contempt for such a horrible murder.

What Maugham wants to say is that never had any exciting experience as Shelley had. But his experience was also not an ordinary one when he went to Algeclras for the first time.

2. "Ay!" I heard the man speak in Spanish. "You arte killing me. Take it away O God, help me!" (page 63 ll:17-19)

Maugham in his essay "A Man from Glasgow" speaks of the horrible experience of Robert Morrison in the house of the supposed man.

Morrison understood that the mysterious chuckle was heard only on full-moon nights. So with a revolver on one hand and a lamp on the other hand on the full moon night, he was ready to find the 'voice'. He smashed the doors and searched the rooms. He heard the sound in one particular room. His legs began to tremble and he was about to run away from the place. But he clenched his teeth to force himself to stay. He could not bring himself to turn the handle of the door. There was a hissing sound, which he had never heard before. The man within spoke Spanish language. The given words were articulated by "the insane man" inside the room.

In fact the whole story is only the hallucination of Morrison. The words: "You are killing me--help me" were perhaps not actually uttered by any one inside the room.

3. "Flesh and blood could not stand it. I knew I'd go stark starting mad." (Page 64: ll 25-26)

Maugham refers to Morrison's stay at Seville and his eerie story.

After the horrible experience in Ecija, Morrison came to Seville. He thought he was safe in Seville, which was sixty miles away From Ecija. He feared that the chuckle and the row had followed him to Seville. If he heard the same laughter and sobbing in Seville he would be hearing it all through his life. Morrison was not only strong man but a courageous man. How could a human fight with the inhuman and uproars? After all we are all made up of flesh and blood. Morrision was grow mad. The result was that he began drinking.

Maugham is aware that all the efforts of the mortals to fight the mysterious forces will end up in failure the mortals.

2.6.8 SUPPLEMENTARY MATERIALS

1. "There is somebody laughing" I said ----- I tried to shut it out by putting may hand s to my eaters but it was not a damned bit of good ----- Fernandez thought I was mad. (Page 64: ll 10-44)

2. I knocked again, louder and louder, and more I knocked the more he laughed. Then I shouted at the top of my voice “open the blasted door, or I’ll break it down.” (Page 62: ll, 18-21)

2.6.9 ASSIGNMENTS

1. Describe the hot seasons in Ecija.
2. Give an account of Morrison’s experiences on his first full moon night at his residence.
3. Comment on the end of the story.

2.6.10 SUGGESTED READINGS/REFERENCES BOOKS

1. Of Human Bondage
2. The Letter
3. The Razor’s Edge

2.6.11 LEARNING ACTIVITIES

1. To what extent are such myths about ghosts true? Do you believe in the presence of such supernatural beings? Write a short note in your own words.

2.6.12 KEY WORDS

➡	Calabria	–	a place in Italy
➡	Aalgeciras	–	a seaport in Spain
➡	Rio Tinto	–	a town in Spain
➡	Quay	–	landing place of ships
➡	Seville	–	a Spanish town
➡	Tweed	–	a river that separates England and Scotland
➡	Havana	–	a town in West Indies
➡	Gib	–	shortened form of Gibraltar
➡	Lucca	–	an Italian town
➡	tresilla	–	a kind of card game
➡	chuckle	–	laugh



2.7. THE BEAUTY INDUSTRY

– Aldous Huxley

2.7.1 INTRODUCTION

Aldous Huxley, the author of the essay “The Beauty Industry” is a scientist turned to literature. Today we remember him as a poet, novelist, short-story writer, essayist and social critic. His novels ***Point Counterpoint*** ***Eyeless in Gaza*** and ***Brave New World*** depict the social and political conditions of his age. His novels shocked and delighted not only England but the whole world. His later writing deal mostly with the problems than faced the post-war world. He was an advocate of spiritualism. In the prescribed extract he discusses the enormous sums of money spent by European states and American states on the cosmetic industry. He speaks of the merits and demerits of the Beauty Industry. Its merit is that it enables women to look young for a longer time than before. Its demerit is that it has not brought about any change to the inner women. But inner beauty is as important as outer beauty.

2.7.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.7.3 CONTENTS

Beauty Industry Not Affected by the Two World Wars

The great recession, which hit all the nations of the world in the period between the two world wars, had not affected the Beauty Industry in America. American women spent three million pounds a week on their faces and bodies before the depression. They continued to spend as much even after the slump. The facts and figures are official and are acceptable. The income from the beauty industry is almost equal to the income from bootlegging and racketeering; movies and automobiles. To Huxley the total sum of the income of the American beauty industry is more than twice the revenue of India.

European Women Spend Less for Beautification

Aldous Huxley then goes on to comment on the women folk in Europe. European women spend less for beautification. Though he does not know the exact figures of pounds expended by the women folk in Europe, he is certain that it is less. Rarely an individual spends for the face as much as she spends for the maintenance of a Rolls Royce, an expensive car. The majority of European women just wash their face. The soap would transform them into likeness of bewitching creatures of posters displayed on boards. High-powered motorcars and electric

refrigerators were more costly beyond the means of Europeans. So also were the experiments in beautification in Europe. But even in Europe people spent during the period between the two World Wars, much more than even before on beautification.

The reason for the general increase of expense for beautification and personal appearance is due to the fact that there was general increase in prosperity. The rich cultivated their appearance and the poor who were badly off once but not so bad now began to do the same.

Modern Cult of Beauty

Huxley now expresses his views of modern cult of beauty. To him the modern cult of beauty is not a function of wealth alone. Women were frugal on other things but not on spending on their appearance. So the cult of beauty should be attributed to the changes in the status of women in their attitude towards physical beauty.

Huxley is rather sarcastic and critical of women when he speaks of their freedom. They have the freedom to perform social functions as men do. They are free to exercise the privilege of being attractive. Though they had no right to be less virtuous than their grand mothers they had the privilege of looking less virtuous. The modern British matron does her best to achieve and preserve her appearance. The same women would have been called an immoral woman by her predecessors. But the modern British men are not shocked morally but are shocked aesthetically. Huxley feels that just like any woman, the Matron was justified in being preoccupied with her personal appearance. Manes' saying that our body is evil and the spirit alone is good. When we ignored his theory of god and evil and accepted that our body has its rights, what is wrong in trying to beauty it? Christian ascetic ideas no longer trouble us. There is an element of sarcasm when he speaks of equal justice for the body as well as for the soul. So face-cream manufactures, beauty specialists, sellers of rubber reducing belts and massage machines and the authors of books on the culture of abdomen made good fortune.

Results of the Modern Cult of Beauty

Huxley poses a number of questions regarding the results of the modern cult of beauty. He tries to explain that the campaign for more physical beauty is a success and lamentable failure. Are women more beautiful than they were? Where have the massage and the health motors led us? Do women get anything for what they spend, time energy and money? It is difficult to answer these questions. Huxley says that the success or failure of the modern cult of beauty depends on how we look at the results.

Success of the Modern Cult

How far is the modern cult of beauty successful? Modern women look young for longer days than the women in the past and so old women are becoming rare. In course of time all symptoms of age would be extinct. In future, it would be very difficult to distinguish the portrait of the artist mother from the portrait of the artist's daughter. The surgical and chemical aids might help a woman look beautiful but that is not real beauty. Aldous Huxley's concept of real beauty is different.

Need for Spiritual Beauty

Real beauty is a matter of inner as well as outer self. The beauty of a porcelain jar is a matter of shape, colour and surface texture. Whether the jar is full of honey, or empty, or full of cobwebs, it has nothing to do with the beauty of the jar. But a woman if full of life and blood and so her beauty is not skin deep. The surface of our body is affected by the spiritual contents inside. Huxley has seen women who were physically beautiful but ugly inward because there was either spiritual emptiness or it were filled with corruption.

Who are Ugly Women?

Huxley speaks of the various forms of psychological ugliness. An ugliness of stupidity or unawareness is common among the physically beautiful women. Women who are lascivious and who are greedy for money are ugly. Women, who commit, any of the seven deadly sins (pride, lechery, envy, anger, covetousness, gluttony and sloth) are ugly women. Those who lead a life of luxury and try to look beautiful have gloominess and sullenness on their fresh faces. Huxley speaks of two American girls whom he met North Africa. The pure aesthete (one who has eyes of external beauty) might consider the two girls beautiful but Huxley could see only gloominess and sullenness on their faces. Their walk and gestures revealed only their lack of interest in everything in life. To Huxley they were not attractive, rather they were repulsive.

Emotional Disturbance and Instinctive Disharmony

Many pretty faces are spoiled by the hardness and roughness on their faces. The hardness is not due to psychological ugliness but due to over painting on their faces. Most of the women in Paris over painted their faces and they did not look human beings at all and they turned out to be imperfectly alive. The hardness and deadliness seen on their faces arose from the emotional disturbance and instinctive disharmony. Freud would attribute this emotional disturbance and instinctive disharmony to sexual perversion.

Conclusion

All if the campaign for beauty is concerned only with the success of making one look young for a longer time, the attempt would a total flop. The campaign should aim at toughing the deepest source of beauty namely the soul. The health motors and electric hair removers would not make human beings beautiful. Men and women would be beautiful only if they get opportunity to live completely and harmoniously. Absence of environmental incentive towards any vice and absence of natural tendency towards vice would contribute to perfect beauty aimed at by Huxley. If it is achieved to a greater extent, there will be less ugly human beings in the world. Huxley concludes that we should be satisfied with moderate hopes and we should not be over optimistic.

2.7.4 REVISION POINTS

1. The author begins by showing how the American beauty industry flourished even during the times of world wars. American women spent three million pounds a week on their physical appearance.

2. The author goes on to compare the figures spent on beauty industry by the American and the European womenfolk. He finds that European women spent less on physical appearance when compared with American women.
3. The author attributes the new awareness on beauty to increase in prosperity.
4. He then examines the modern cult of beauty and finds that modern people are more interested in beautifying their physical appearances rather than cleansing their souls.
5. The Christian dogma of considering the flesh and blood as born out of sin and the soul as the pure and transcendental has gone down in the eyes of the modern society.
6. The author finally concludes with the remark that one should be bothered more of the beauty of the soul rather than beauty of the flesh. Ugliness does not lie in the physique; rather, it lies in the attitude of people.
7. He concludes saying that if people can beautify their soul with right attitude, there won't be any ugly people in this world at all. Instead, if they spend so much on over-painting their faces, still they will be far removed from natural beauty.

2.7.5 INTEXT QUESTIONS

1. How does Huxley compare the American and the European women in their attitude towards the beauty cult?
2. 'Women are freer than in the past'. Discuss.
3. What are the results of the modern cult of beauty?
4. What are the numerous forms of psychological ugliness?

2.7.6 SUMMARY

The author begins the essay by noting how the beauty industry flourished even during the times of the world wars. He describes how American women lavishly spent on beautifying their physical appearance and compares them with European women who are comparatively less concerned about beauty. He attributes this new awareness on beauty to increasing prosperity. The author also sarcastically remarks that the Christian concept of considering the body as born out of sin and soul as the pure and transcendental is going down in the eyes of the modern society. He laments that modernity is interested only in beautifying the physical appearance and is least bothered about the beauty of the soul that rises out of right attitudes. He concludes the essay by telling that the modern cult of over-painting the faces would not help in making anyone beautiful. On the contrary, one should try to develop right attitude toward life and try to increase the beauty and nobility of the soul.

2.7.7 TERMINAL EXERCISES

1. "This concession depends on another of a more general nature – a concession to the body with a large B, to the Manichaeus principle of evil." (page 68, ll: 1-3)

This passage, taken from "The Beauty Industry" by Aldous Huxley speaks of the need for spiritual beauty. Women are freer to exercise the privilege of being attractive. The British Matron might prolong her beautiful appearance for a longer time. But her predecessors would have called her a woman of easy virtue. Of course, the Matron today is justified in her desire to look young.

Women have the privilege to take care to look beautiful. It is a concession given to them. But Manicheaus, a Persian, believed and advocated the principle of beautifying the soul and spirit and not the evil, i.e., the body. Huxley means that we have discarded the spirit and soul, but enjoy the freedom of decorating the evil (i.e. the body)

Like Manes, Huxley too advocates the purification and beautification of the spirit and soul.

2. "The Portrait of the Artists Mother will come to be almost indistinguishable at future picture shows, from the Portrait of the artist's Daughter." (p. 68, ll 30-33).

The message machines and face-cream manufactures have contributed much to the modern cult of beauty. Women folk spent lot of money for the beautification of their body. But are they really more beautiful than they were? Where have the beauty specialists and health motors led the women folk? There is no answer for such questions.

But the campaign for physical beauty succeeded in retaining womens' youthful appearance for a longer time than in the past. Old ladies do not look old because of the facilities available to look young and beautiful. In course of time old women would be extinct. Grey hair and wrinkles, a bent back and hollow cheeks would come to be regarded as old-fashioned. The old women in future would be golden, curly and cherry lipped, neat-ankled and slender. It would be difficult to differentiate the portrait of the Artist's daughter. That is, old would look young in future.

In the given passage Huxley is concerned with physical beauty. But he is aware of the transitory nature of physical beauty as well as all earthly things.

3. "We do not need a Freudian to tell us that this disharmony is often of a sexual nature." (Page 70, ll: 24-25)

Huxley in his essay "The Beauty Industry" speaks of various forms of psychological ugliness. There is an ugliness of greed and of lasciviousness. The deadly sins would negate the beauty of human race. One could see a kind of bored sullenness of the faces of men and women who lead a life of luxury. Huxley saw two American girls in North Africa. They were physically beautiful. But there was sullenness on their faces. Huxley had nothing but contempt for their fresh faces. Their gait and gestures expressed their lack of interest in everything.

Huxley interprets that the hardness and deadness on the faces of many pretty girls are not due to psychological causes but due to over painting on their faces. In Paris many women do not look human beings because of over painting. Such faces turn out to be imperfectly alive. The roughness and deadness on their faces are the result of emotional disharmony and mental imbalance. Freud might attribute any instinctive disharmony and mental abnormality to a sexual perversion. Freud is right in tracing any mental

abnormality to a sexual perversion. Huxley attributes the hardness and deadness on the faces of men and women to the seven deadly sins and instinctive disharmony in mind.

Huxley is of the view that any Common man brows this. We need not go to Freud to understand the philosophy of ugliness and beauty.

2.7.8 SUPPLEMENTARY MATERIALS

1. Europe is poor, and face can cost as much in upkeep as a Rolls-Royce (Page 66 ll: 17-18)
2. The modern cult of beauty is not exclusively a function (in the mathematical sense) of wealth (Page 67 ll : 11-13)
3. The British Matron, not long since a creature of austere and even terrifying aspect now does her best to achieve and perennially preserve the appearance of what her predecessor would have described as a Lost Woman (Page 67, ll : 27-31)

2.7.9 ASSIGNMENTS

1. What reasons does the author give to say that ugliness is one of the symptoms of disease?
2. "The physical beauty seems to be both a tremendous success and a lamentable failure" How does Huxley prove this statement.

2.7.10 SUGGESTED READINGS/REFERENCES BOOKS

1. Brave New World
2. Island
3. Point Counter Point
4. The Doors of Perception
5. The Perennial Philosophy

2.7.11 LEARNING ACTIVITIES

1. Read the essay carefully and discuss the same with your friends. Try to develop hints out of the discussion and write a short note on how your own views of beauty match with those of your friends.

2.7.12 KEYWORDS

- ➡ the general depression – The great slump which hit the advanced countries between the two world wars
- ➡ bootlegging – smuggling of liquor
- ➡ racketeering – blackmailing of traders
- ➡ a Rolls-Royce – a luxury car
- ➡ Lost woman – a woman of less virtue
- ➡ Crone – an old woman
- ➡ beauty of health – beauty is one of the symptoms of health
- ➡ Freudian – a follower of Sigmund Freud (1856-1939)
- ➡ Simulating – pretending to have
- ➡ Ravishing – bewitchingly beautiful



2.8. HISTORY AND THE READER

– G.M.Trevelyan

2.8.1 INTRODUCTION

G. M. Trevelyan is an authority in British History. He has written many books on history and biography. He was a Professor of Modern History and then Master of Trinity College Cambridge. *The History of England* and *English Social History* are two of his monumental works that bear proof of his scholarship. This essay stresses on the need and importance of historical knowledge.

2.8.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.8.3 CONTENTS

History, according to G.M. Trevelyan, has its interest and value, besides being a mere record of the past. It enlightens us about the evolution of the present from the past. Generally reviewing the past will always be delightful. So we read history to learn the habits and thoughts of the forgotten past; the origin of the institutions and beliefs; and for information about the history of mankind.

Today our intellectual curiosity about the past gets fully satisfied due to modern scholarship. Our study of history helps us to escape into a rich world of art, craft and imagination. Archaeologists and antiquarians have greatly benefited by the discovery about the life of mankind on earth in the distant past. They are enthralled by the mystery of time changeability of things, and succession of the ages and generations. It throws as much light on the present as on the past. And it tells us of our rich ancient heritage, which justifies what we are today.

Especially in the present context, a deep knowledge of history will help the modern man very much to shed all his inhibitions. So that he will be able to understand and appreciate the social and political conditions of his neighbour nations. For example he cannot understand the French and the Germans without knowing about the French Revolution and the German's political set up. The same is true of any country. If one aspires to know and understand the Russians, one should have learnt about the Tartar and Teutonic invasions, which knitted the Russians together.

If we know all these we will become generous enough to allow and accept their way of life and their government. So a perfect historical knowledge is always desirable. Lest we will also commit the same mistake of Mr. Ford committed, who

called history a “bunk”. Our knowledge of any country’s history may be considered perfect, only if we are able to correlate the past with the present in the right perspective. If we fail to do, it will result in misconception like Trevelyan’s American officer friend. He came out with his wrong impression about England. He said that he expected to find England still continuing with its traditional ways of life with its serfs and feudal aristocracy. So Trevelyan opines that it would have been right if he had come before the Hundred Years War. The Hundred Years War has made great change in England.

But, at the same time, it is also true that there are certain old countries like Ireland. The Irish are too historical minded people to grow out of their past. This is because of the one sided ultrapatriotic visions of the past. In fact this has become a common defect in all of us at present. Trevelyan himself suffered from such inconstant opinion: hence he says that he cannot pass a judgement on the French Revolution. So he honestly believes that there can never be a final “verdict of history”.

Trevelyan advocates that we must always approach any social or political problem without any prejudiced view. Such discipline can be attained only by a careful and through reading of history. This will enable us to develop broad mindedness and mental poise. Even then it is quite possible that all of us may not agree in our views. But, to a fair extent we will gain wisdom and understanding.

Therefore, it becomes necessary, on the part of the historians that they must present history in a variety of forms readable by different sections of the public. He must also make it fascinating by his faithful and interesting presentation without distortion. To put it in other words, history being a sincere and interesting record of man’s evolution, must be more interesting than the first chapter of Genesis. It will contain religion, science, art and literature: hence more wonderful than the wonders of physical science. So history is a mystery unsolved, yet it is a solid fact. Since the proper study of mankind is man, It become all the more important to him that any other branch of learning.

2.8.4 REVISION POINTS

1. History, according to the author is not only a record of the past, but a source that enlightens man on the evolution of the past and the present.
2. Archaeologists and Antiquarians have greatly benefited by the study of history, the past of mankind, the succession of ages and generations.
3. Awareness of the history of nations allows intellectuality, mental poise, and a better understanding of the present age.
4. Certain countries like Ireland are too patriotic and traditional that they refuse to grow out of their past, which again is a bad attitude.
5. History must be presented by historians in a variety of forms readable by different sections of the public. Understanding of history is essential and more interesting than religion, science, art, and literature.
6. Since the proper study of mankind is man, history becomes all the more important to him than any other branch of learning.

2.8.5 INTEXT QUESTIONS

1. What are the two questions which history raises to attempt and answer?
2. What should a reader do to understand the French, the English and the Russians?
3. How does history help the readers?
4. How should we approach the social and political problems of any country?

2.8.6 SUMMARY

The author begins by observing that history is not only a mere record of the past, but a connecting link between the past, present and the future. Knowledge of history is quite essential for man in order to understand the world around him. He shows how archaeologists and antiquarians have been greatly benefited by their knowledge of history which has led to important and revolutionary discoveries. Historical background becomes necessary in order to understand nations and their civilizations. The author warns that one should not be too pedantic about history like the Irish who refuse to grow out of their past. At the same time, he advocates that an awareness of history is very much necessary to become an intellectual, gain mental poise, and tolerance for the world communities. According to the author, history is more interesting than arts, science, religion, and literature, provided historians take utmost care to present it in a variety of readable forms to different sections of the public. To him, the proper study of mankind is man, and therefore history becomes all the more important than any other branch of learning.

2.8.7 TERMINAL EXERCISES

1. Summarize the views of the author on history.
2. Why, according to the author, is the knowledge of history essential to understand the different nations of the world?
3. What are the benefits that one will attain on developing an awareness of history?

2.8.8 SUPPLEMENTARY MATERIALS

1. You cannot understand the Russians ... steppes”

G. M. Trevelyan explains how history is useful to the reader. According to him, it is useful in two very important ways: It tells us about the life in the past: and how the present has evolved from the past.

We can understand better and appreciate the present social and political conditions only if we have knowledge of the past. A knowledge of the French Revolution will help us to know better about the French. Same is true of Russians. The knowledge of the past reveals to us that the Russians had to remain united for fear of frequent Tartar and Teutonic invasions over the plains of the Steppes.

The Tartars and the Teutons were two different races. They were the barbarian hoarders who invaded Russia frequently to snatch away that resources of Russia. Steppe is the name of a vast pasture land of Russia.

- a. “I told him that his historical knowledge ... the Hundred Years War”

Trevelyan insists on the right understanding of past history. Any imperfect knowledge will only mar the effect of reading history for enjoyment or for its own sake.

He in this connection cites the notions of his American Friend about England, and his own sarcastic remark about it. Trevelyan told his friend ironically that his expectation would have been all right, if he had visited England in the early period of the famous Hundred Years War.

The notion cherished by his American friend was that England would still be having the Feudal system in vogue, with its old fashioned castles and social set up. The Hundred Years War refers to the war fought between England and France from 1338 to 1543. This passage reveals Trevelyan's profound and thorough knowledge of the British History and his quaint humour.

2. "Mans evolution is far more extraordinary....to us.

According to G. M. Trevelyan, we are interested in history for many reasons. One among them is that history furnishes us with information about the history of mankind. So it becomes the bounden duty, on the part of the historian to make it fascinating by a faithful and interesting presentation.

To put it differently history must certainly be more interesting to the reader than the first chapter of Genesis. It is so because it reveals to us the interesting secrets of man's evolution through the ages.

Genesis is the first chapter of the Old Testament of the Bible. This chapter tells us the origin of life. The term "the proper study of mankind is man" is a quotation from Alexander Pope's "Essay on Man", II Epistle.

2.8.9 ASSIGNMENTS

1. How does history throw light on the present?
2. Write a paragraph on what Trevelyan considers to be the two important functions that history serves.

2.8.10 SUGGESTED READING / REFERENCE BOOKS

1. Grey of Fallodon: The Life and Letters of Sir Edward Grey, Afterwards Viscount Grey of Fallodon, 1937.

2.8.11 LEARNING ACTIVITIES

1. Read the essay carefully and try adding more points to substantiate the author's idea that an awareness of history is essential for man.

2.8.12 KEYWORDS

- enthralled – spell bound
- mutability – changing nature
- Bismark – the eminent statesman of the nineteenth century in Germany
- Mr. Ford – Henry Ford (1883-1947) the automobile king of America
- bunk – nonsense
- the Hundred Years War – this war was fought between England and France
- Parties pris – bias and prejudice
- 1815 – the year of the battle of Waterloo in which Napoleon was defeated
- this strange planet – this earth



2.9. CRICKET AND ITS CHAMPION**– Neville Cardus**

2.9.1 INTRODUCTION

Neville Cardus is a famous writer on cricket. His relationship with cricket began as early as his thirteenth year. He was appointed as a cricket coach at Shrewsbury school. There began his cricket career, never to end in his lifetime. He is an authority on cricket, on which he has written voluminous books. He was equally an authority on music too. For several years he was serving as a newspaper reporter for Manchester Guardian. This lesson “Cricket and its Champion” is marked by his mastery, both in the game and in the most felicitous style.

2.9.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.9.3 CONTENTS

This lesson is a poetical expression of Neville Cardus about the sensational Cricket match. He was a great lover of the game. Here he recounts the last match of the season at Kent. In that match a famous cricketer Mr. Wooley, braved a century record. Besides the uproarious audience, nature also contributed for the grandeur of the match, with its wisp of clouds, chirping of birds and fine dusk. The crowd had disappeared after the match. Neville Cardus alone slowly saunters across munching some sweet thoughts about cricket. He is proud of the game, which is the heritage of the English. He admires the modesty of cricket against the roughness of football.

At June the game will be played all over the country. Even small hamlets like Little Puddleton will be glorious with matches. They get lost in the game. As the season creeps to August the game loses its lustre. The players become weary, and ambition worn out and vanish. Autumn grows in everything. It is a game of absorbing interest. The spectators are kept under a spell when it is on. They relax along with the players. Even old uncles are no exception. They will fall in a fit of reminiscence.

It is a game of sudden turn of events and chances. A slow fire will suddenly blaze by swift wind of circumstances. In on other game does a small event, both makes and mars immediately. So, as far as cricket is concerned, every minute can become a deciding one. The reaction it causes among the spectators is terribly emotional. One such remarkable commotion occurred in a match for rubber between England and Australia. A Player Knight held a magnificent catch for the

thrill of the spellbound spectators. So, cricket means much to a man. It represents the English love of compromise between freedom and orderliness. The umpires in their magisterial coast exhibit it. They never get any contemptuous treatment as the football referees.

Even the cricket fields are reverentially maintained. The game is so inured in their blood that even a lame man has his notions about it. Enjoying a cricket match in between busy schedules is a proof of man's Englishness. To put it in other words, no Englishman can resist the temptation of catching a glimpse even when he travels fast. It is a game of fascination for people of all status. A player W. G. Grace, was a celebrity of English cricket. The elevation of it being a typical English game goes to him. So he came to be placed on equal status with persons of great renown, like Sir Albert Memorial and Sir National Debt. as Sir cricket.

The Champion

Neville Cardus worships W.G. Grace, a gigantic and swarthy faced man. He describes how Grace began his career. Grace used to practice on the green pastures of Gloucester shire. The silent Orchard began to creek with the cricket bat; the young boys joined him shouting with enthusiasm. The labourers passing by heard the sound. But none knew that a famous cricket man was on the making.

Even before he became famous he could give a scientific basis for the game. His methods were quite in keeping with western fashion. This man latter grew to national renown. Not a match was conducted without his participation whether small of big. He always played a conventional game even in fashionable areas. He was a strongly built man with a forked beard. His dint of effort and gusto for each day's play made cricket a national game. Like the Victorians he believed that authority must fully be exploited; hence the game became a part of the Victorian epoch.

Soon he shot up to eminence by his skill and his name got frequently, mentioned by all, at all places. He became the heart-throb of all cricket lovers. People from various places thronged around the stadium. His face became familiar even among those who did not like cricket. It became a part of the etiquette among the Royal family that they inquired about his health. Young boys took delight in acting and calling themselves. W.G.G entrance fees got enhanced if Grace participated in a particular match.

He showed no discrimination between the country and the country matches. He played both with the greatest and the humblest. Wicket keepers deemed it a honour to declare Grace out. The crowd used to protest against such umpires who declared him so. Therefore, umpires too hesitated to do so, for it would disappoint the spectators. He was like Spofforth an acclaimed, dangerous fast bowler. This giant of a man running with his forked bead for bowling was a great fascination to his fans. As a celebrity he used to mingle with great-persons like Locus Steel and Stoddart.

While playing for Thornbury, the usual scene repeated. A rustic revolted against a catch while Grace was batting. Grace took quarter of an hour to convince and pacify the rustic. Incidents of this kind frequently occurred. Grace grew one with the game and has left an indelible impression by his significant contribution to it even to be remembered.

2.9.4 REVISION POINTS

1. The author shows how cricket is a fascinating game representing the rich heritage of the English.
2. He shows how the game is played all over the country in June and how it comes to a natural close with autumn in August.
3. He describes cricket as a game of sudden turn of events and chances, and one that mesmerizes everyone watching it.
4. He shows the game as representing the English love of compromise between freedom and orderliness.
5. He narrates how the game gained a national status with W.G. Grace and how his scientific precision and orderliness echoed the Victorian epoch.
6. He speaks at length about W.G. Grace and his achievements in the game which made cricket a loveable game for all.

2.9.5 INTEXT QUESTIONS

1. How are the cricket and football seasons different in England?
2. How according to Neville Cardus does cricket differ from other games?
3. What does Neville Cardus say to establish the great popularity that W.G. Grace enjoyed as a cricketer?
4. What was distinctive in Grace's bating?

2.9.6 SUMMARY

The author begins by describing cricket as a game that represents the rich heritage of the English. He narrates how the game is played throughout the English country during June and how it comes to a natural close with the onset of autumn in August. He then compares the orderly game with the roughness of football and observes that cricket is a fascinating yet a disciplined game. He describes the game as one in which sudden change of events and chances matter most. Due to this nature, the game fascinates and enthralls people of all ages. He then goes on to speak at length about W.G. Grace, a famous cricketer who gained a national status for the game due to his scientific precision and orderliness. The author describes how the virtues of W.G. Grace made the English consider cricket as a representation of the Victorian epoch, and declare it as their national game.

2.9.7 TERMINAL EXERCISES

1. What is the difference between football and cricket as a game, according to the author?
2. How, according to the author, did the game rise to become a national game of the English, and who was responsible for this?

2.9.8 SUPPLEMENTARY MATERIALS

1. "It is all right, it is all right ... Maker"

Neville Cardus nostalgically looks backward and describes a particular match between England and Australia. It was really a tough match for the rubber. The chances were fluctuating. The Australian batsman Clem Hill smashed a ball for a four. The entire Sydney multitudes were dead still as the ball fell into Knight's hand.

Mr. Knight held an artistic catch. He seemed to go down on his knee and bow his head. The spectators mistook it for illness and rushed towards him. But Knight rose up dramatically muttering that everything was all right. He continued that he was only thanking his Maker for the golden opportunity.

Trough this passage Neville makes us understand the grace and humour of Knight while playing. He was able to create a sudden excitement among his colleagues by his act of suspense.

2. "Admission three pence... six pence"

Neville Cardus pays a mighty tribute to Mr. W.G. Grace. He was the champion of the game. He used to practice very strenuously even at the early morning hours. The echo of the bat when hit would make the passersby labours to mutter that Dr. Grace was at work. He had made such a deep impact in the minds of the cricket lovers; that even the Royal personages used to inquire about him as part of their sophistry.

He was the cynosure of the game wherever played. So the advertisements will read that the entrance fees has been hiked in view of Grace's participation.

This passage reveals the due importance given to the champion, Dr. Grace who used to play the game with heart and soul.

3. Come here George said W. G. Grace.....spoil it."

A mad on rush of people will pour into the pavilion if Dr. Grace participated in a match. People of different age group and different walks of life would through around the champion. They would applaud his arrival as well every hit of him. He too would invest the game with richness and eloquence by every hit. The audience would never want Grace get caught. Young and old would in unison protest against such an unfortunate event. Even rustics would insist that the umpire must declare it "not out".

Then Dr. Grace had to pacify them. Here is one such occasion where he affectionately chastised a rustic fan with these words that he must remain calm accepting the verdict of the umpire.

This shows how everyone was quite crazy of Dr. Grace, the champion of cricket. Incidentally we learn about the fairness, equity and the dedication with which Grace played his game.

2.9.9 ASSIGNMENTS

1. Write on the cricket season in England and describe how it affects the game and the players.
2. What are Neville Cardus reflections as the cricket season comes to the end?
3. Why was W.G. Grace known as 'The champion'?

2.9.10 SUGGESTED READING / REFERENCES BOOKS

1. Second Innings – Autobiographical Reminiscences. London: Collins. 1950.

2.9.11 LEARNING ACTIVITIES

1. Read the essay carefully and write a small note on to what extent you agree with the view of the author regarding the game of cricket.

2.9.12 KEYWORDS

- Cricket seasons – In England the cricket season is from April to August
- Woolley – A brilliant batsman from Kent
- Little Puddleton – Imaginary name for a small village
- Lord's – The cricket ground in London
- Hobbes – Jack Hobbes, from Surrey was one of the greatest batsman England has ever produced
- Willow – here the bat
- hedges – surrounds
- Clem Hill – an Australian batsman
- Wilfred Rhodes – famous English bowler
- W.G. Grace – (1865-1908) the most celebrated name in Cricket. He scored 54896 runs and took 2876 wickets
- The champion – W.G. Grace
- Gladstone – (1809-98) the eminent Victorian liberal politician
- Squire – Country gentleman



2.10. ON MARRIAGE

– Ernest Barker

2.10.1 INTRODUCTION

Sir Ernest Barker has written several books on political science and an autobiography. He had a very healthy educational background. His writings prove his concern for tradition. “On Marriage” is from his book **“The values of Life”**. In this essay he tries to establish the truth that a family is a complete society in miniature.

2.10.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.10.3 CONTENTS

Ernest Barker believed that the family is a single society. But writers of social and political subjects considered the family as a federal society with three different groups the family consisting of the man and wife: parents and children and master and servants. They refused to unite them together nor would they recognize the family as a society. The German philosopher, Leibniz made a fourth division. Barker says that these three constitute a single society. The father is a husband and master at once. It is this oneness that really matters.

The nuptial society exists only during the days of honeymoon. This passage of time converts them into father and mother. So marriage means understanding and adjustments of two persons for a common way of life. It includes both happiness and sadness, disagreement and reconciliation, differences and compromises. In other words, the institution of marriage will thrive successfully only with debates and compromises.

According to Barker, basic temperamental differences exist between a man and woman. The process of metabolism is constant in man, while it is unstable in woman. For, example, illness disturbs a man violently while a woman takes it as a part of normal life. Man always craves for novelty. He may suffer from vexing impatience, but a sweet smile from his partner cures it off and pins man down to stability and good sense, say Barker.

He maintains that men and women, being partners should learn to respect the differences of each other. That the secret of real nuptial happiness lies only in striking a golden mean between differences. Therefore, a perfect marriage is qualified by identical interest and pursuit. It grows perfect if the difference itself become a complement. It will be possible if the difference is approached sympathetically and solved. Both should be mutually frank and inform the other his (or her) interest and pursuit.

Either must strive for togetherness lest the fun of anything will be lost. Togetherness is very much indispensable. This is true in cultivating some

permanent and regular habit or interest. A husband without an ear for music also derives the benefit, if he escorts his music-loving wife. They gain mutually. Such habits will subscribe harmony to the nuptial life. They may hunt apart, but must not forget to report among themselves what transpired. Such seeming trifles may contribute to quiet and calm felicity. So a calculated and well-planned rule of life is to certain extent, desirable. This kind of monastic strictness would enrich the sense of co-operation and comradeship in both. This will eventually pave way for the perennial continuance of romances. Barker opines that usually romances will have some sensuous cues. Even a cessation of the cues will not tamper either the romances or the martial bliss, which transcends the senses. So even in old age the peacock's wing of romance may still flutter.

There are divergent views about marriage. Some old writers reduce the institution of marriage to a mere partnership agreement meant for a little temporary interests. Some others advocate that a master servant attitude will be good. But there is more in marriage than being a mere contract. He concurs with the views of Edmund Burke on society. He says it deserves to be revered; and it is not a mere partnership for temporary carnal desires. He holds the view that it is an inherent part of a divine scheme behind our mortal existence. Accordingly, the agreement of the parties becomes an agreement to fit into that scheme. To put it in the words of the catholic theologians, the institution of marriage is a *corpus mysticum*. So marriage becomes a mutual bondage to one end. This would certainly cause destruction. So death alone would prove adequately that it is something more than a mere agreement.

2.10.4 REVISION POINTS

1. The author considers the family as a single society while writers of social and political subjects consider it as a federal society.
2. He shows how the three different groups talked of by such writers are actually a single entity.
3. He describes marriage as an understanding and adjustment between two persons for a common way of life.
4. He shows how metabolically speaking man and woman are of different makes.
5. Yet, man and woman have to treat these differences as complements and go hand in hand.
6. He describes how marriage is not a mere contract of temporary carnal desires, but a necessary system for the development of mankind.
7. He shows how the institution called marriage will reward both man and woman provided they have respect for the discipline it demands.

2.10.5 INTEXT QUESTIONS

1. Why do the older writers say that family is a federal society?
2. "It is better to be a follower of Leibniz in this matter" – Explain.
3. What are Barker's views on honeymoon days?
4. Mention some differences between men and women which Barker says.
5. What are Barker's suggestions to avoid friction when there are differences in tastes and interests?

2.10.6 SUMMARY

The author begins by describing family as a single society and shows how writers of social and political subjects describe family as a federal society with three different groups. According to the author, a close examination will reveal that the three different groups are in reality a single entity. The author praises marriage as an understanding and adjustment between two persons for a common way of life. He goes on to explain that the institution called marriage will be healthy only if both man and woman have mutual respect for each other, and follow a certain discipline in all matters. He refuses to accept marriage as a social contract merely for temporal carnal desires. The author is of the view that though there are inherent metabolic differences between a male and a female, such differences should be treated as complements if the institution called marriage has got to be rewarding in life.

2.10.7 TERMINAL EXERCISES

1. What are the inherent metabolic differences between the male and female?
2. Summarize in your own words what the author calls a perfect marriage.

2.10.8 SUPPLEMENTARY MATERIALS

1. "It palisaded off for that brief time.....any wrong"

Ernest Barker firmly believes that a family is a single society in miniature, with a man and wife. His contention is that the society with parents and children is only an extension of the first one. But yet he adopts to the division only to make his analysis easy.

He thinks that the nuptial society, in its pure sense, lives only for a brief period; that is till the honey moon period is over. Then they have to come down to this normal paternal world with a difference.

Adam and Eve had to depart their paradise for their sin of transgression. But the newly wed have to relinquish their nuptial paradise out of necessity. As an integral part of the society, custom will certainly hang heavily on their shoulders and push them down to this world of agony.

Adam and Eve are the first man and woman of God's creation. Barker hints that man is only a "time's fool". "Time's winged chariot" is a quotation from "The Coy Mistress," a poem by Andrew Marvell. Eden is the garden of perfect endless bliss.

2. The peacock's wing.....old age"

Ernest Barker is of the opinion that a perfect marriage must be qualified by the identity of interest and pursuit. If by some misfortune some differences exist between the man and wife, it must be quelled by mutual, understanding and adoptability and frankness.

If this method is followed with monastic strictness, then perennial happiness can certainly continue. Even at palsy romance gets spiritualized and continues as effectively as it was in its inception.

Barker explains this phenomenon by a picturesque description; comparing the charm of romance with the colourful peacock. That is to say, even at the old age, romance may be sustained by spiritualizing the stimulus. This passage is an example 'Barker's vivid thinking and simple expression. The comparison is quite apt and thought – provoking.

3. “I can not but believecorpus mysticism”

E. Barker holds this view that marriage is not merely a contract between a man and a woman. But it is something more than this. He thinks this is a bondage, both physical and spiritual, in which two people strive for togetherness. They learn to understand each other sympathetically.

In this connection Barker endorse the view of the Catholic theologians. According to them the institution of marriage is a divine scheme behind our mortal existence. They call it by a Latin term (corpus mysticism), which means a mystical body (or society).

By quoting the views of Catholic theologians, Barker declares that the institution of marriage has a touch of reverence. It includes and transcends the view that it is a mutual bondage towards a common end.

2.10.9 ASSIGNMENTS

1. Sum up Barker’s views on the institution of marriage.
2. What are Barker’s suggestions for a happy married life?

2.10.10 SUGGESTED READING / REFERENCE BOOKS

1. Traditions of Civility. 1948.
2. Principles of Social and Political Theory. 1951.
3. Essays on Government. 1951.

2.10.11 LEARNING ACTIVITIES

1. Read the essay carefully and discuss in a group. Make a note of the important points that arise in the group discussion. Now, prepare a short note on the importance of marriage as a system for human development.

2.10.12 KEYWORDS

- Aristotle – (384-322 B.C.) the great Greek philosopher
- Leibniz – (1646-1716) German philosopher, a diplomat and a mathematician
- Adam and Eve – the first man and woman. Before they ate the forbidden fruit, they lived a happy life in the garden of Eden
- garden – Eden, the place of perfect happiness
- microcosm – a miniature representation
- the pundits – the experts
- playboys – those who live to enjoy
- nebulous – vague
- divergence – difference of opinion
- corpus mysticism – a mystical body
- recession – going back
- this vision – here the spiritual vision of a mark
- gregariousness – love of company
- accommodations – here adjustments
- singing air – the wind blowing with musical sound



2.11. THOUGHTS AT THE FERRY

– E.V.Lucas

2.11.1 INTRODUCTION

E.V. Lucas is a very familiar name in the field of short essay. He has won a place for himself among the English essayists by his amazing versatility. He has edited the essays of Charles Lamb. The central idea of this essay is that the ferrymen are generally gloomy fellows.

2.11.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.11.3 CONTENTS

Lucas begins his essay with a confession that his knowledge about the ferrymen is neither extensive nor happy. He does not like them for the following reasons. Journey in a boat is generally a pleasure; but it is not so in a ferry across the river. The delight of drifting along the current is not there. Instead its journey is from bank to bank. Therefore the journey is a drudge. No adventure is involved in the journey. There is no music or any mirth making even from the passengers. Lucas is reminded of his boyhood days in a Twickenham ferry.

A ferryman remains tied down to his spot, even if the whole world goes way faring. Lucas maintains that simply crossing a river is uninteresting. And it becomes still worse if it is from spot to spot. The ferryman's work is a dull routine. He never participates with the eventful day of his passengers. The romance of the running water becomes uninteresting for him. The open air, over hanging clouds and the breeze that will make others poetical, fail to captivate him. Moreover he will be always on the opposite bank whenever he is wanted in this bank. This aggravates our dislike for him. Perhaps, thinks Lucas, if he gets an increase in his fare, he may become a bit cheerful but he is too unfortunate to have either a millionaire or a Carnegie to leave him with a fat sum.

He is not even fortunate to have any companion, for the time and distance he plies, are very short. Variety of people travel with him. But he is not benefited by a conversation with them. This may be the reason for his ill-temper. This occupation, to many is not hereditary, but only out of necessity. This may be another reason for their moroseness. So, to avoid loneliness, they will have dumb creatures like dogs and birds for their company in the boat. He remembers a particular ferryman with a goose for his company. He did not even row, but pulled his boat with a rope. He once praised his goose to the amazement of Lucas. It was so exciting an experience

for Lucas that he thought of writing a fable about it, but did not do so for fear of sounding Aesopian. He gave that up for want of further inspiration.

Lucas thinks that a preacher can capitalise on this subject and pointing out the follies and foibles of human beings. Lucas did not try it because many of us are akin to the ferryman. To put it in other words, we are as much mistaken about the goodness of our friends as the ferryman who had mistaken his goose for a swan.

2.11.4 REVISION POINTS

1. The author begins by showing his dislike for ferrymen because they often tend to be morose and lone men.
2. To the author, journeying in a boat is a pleasure, but ferrying across the river is quite dull and uninteresting.
3. Since the ferry usually plies between fixed points, the ferryman has no much activity to do in the boat.
4. He is reserved to himself and does not engage himself in a conversation with his fellow passengers.
5. He is quite an unromantic figure and normally such people have pets for their company.
6. He concludes saying that we are also akin to the ferryman because we often choose wrong people as our friends and suffer in life.

2.11.5 INTEXT QUESTIONS

1. Why does E.V. Lucas say that ferryman's boat is a drudge?
2. What does the author say about the ferrymen?
3. Why does the ferrymen like to talk to the strangers who come to their boat for a journey?
4. What reason does Lucas give for the ill-temper of the ferrymen?

2.11.6 SUMMARY

The author begins by showing his dislike toward ferrymen who are generally morose and dull people. To the author, journeying by boat is a pleasure, but crossing a river by ferry is a dull exercise. Usually a ferry plies between fixed points and does not run along with the current of the water. There is no much activity for the ferryman on the ferry and therefore he is quite reserved and non-participatory with his fellow passengers. He is quite an unromantic figure not moved by the passing clouds and the chirping birds. Usually these morose ferrymen grow pets for their company and never mingle with the society. The author recollects one or two experiences he had with such ferrymen. Toward the end of the essay the author concludes saying that we are also akin to such ferrymen because we often choose the wrong people as our friends and suffer in life.

2.11.7 TERMINAL EXERCISES

1. Present the ferryman in your own words.
2. What is the difference between journeying in a boat and crossing the river in a ferry?

2.11.8 SUPPLEMENTARY MATERIALS

1. “Was there ever a richa legacy”

In the opinion of Lucas, all ferrymen are sad and lonely people. They would never get benefited either by the exciting ferry travel or by the company of and conversation with the passengers in the ferry. A bitter truth is that they will be always available only on the opposite bank when they will be very much needed in this bank. Because of these reasons they are not liked by people; more so by Lucas. He has aversion to these “bad half pennies”.

In this connection Lucas believes that they may also perhaps become cheerful if a raise in fare is offered. But it is unfortunate that they never seem to have had either a millionaire or a Carnegie to leave them with riches.

Carnegie was a poor Scotsman who became later fabulously rich. He gave away huge sums of money for public causes. He founded an endowment on his name of help the poor Scottish students.

2. “Do we know our friends.....geese?”

Lucas has so many reasons for his unpleasant disposition towards the ferrymen. One such reason is their indifference to the company of passengers. The brevity of time and distance deprive them of this. To escape their monotony they will have some mute creatures like dogs and geese in their ferry for company.

In this context Lucas remembers a Wye ferryman with his goose. He once praised it to the amazement of Lucas. He seemed to have mistaken it for a swan. Lucas criticizes us that we are no better than the ferryman. We are as much mistaken about the goodness of our friend as the ferryman has mistakes his goose for a swan. This sarcastic remarks of Lucas is directed towards the dissemblers on the one hand and towards us for our lack of judgement about persons on the other hand.

The rhetorical question at the end of the essay enhances its richness. Lucas hints at the power of flattery.

2.11.9 ASSIGNMENTS

1. What are the reasons for the ferryman’s lack of mirth?
2. What are the thoughts of the author as he waits for the boat from the other side of the river?

2.11.10 SUGGESTED READING / REFERENCE BOOKS

1. The Open Road. 1899.
2. The Book of Shops. 1899.
3. The Visit to London. 1902.

2.11.11 LEARNING ACTIVITIES

1. Read the essay carefully and find out why the author has contempt toward ferrymen.

2.11.12 KEYWORDS

- deliberate – here slow; in no hurry
- drudge – One who does dull work
- Twickenham Ferry– The ferry across the Thames towards the west of London
- Carol – Sing joyfully
- Wayfaring – Traveling
- Lure – Captivate
- A fare – Here a passenger
- Whimsical – Eccentric
- Carnegie – Andrew Carnegie(1835-1918) a poor Scotsman who became very rich in America. We donated large sums of money for public causes.
- Ardent – Enthusiastic
- Pensive – Gloomy
- Wye – A river in West England
- Apathy – Here reserve
- Pertinent apologue– A suitable moral fable



2.12. THE B.B.G. – Hilaire Belloc

2.12.1 INTRODUCTION

Hilaire Belloc is a famous humorist. His writings, especially his skits, saturate with satire and humour. He has written verses and novels too. After a brief indulgence in politics, he switched over to literature as his full time pursuit. “B.B.C” describes the life of Lord Pallington who became rich by exploiting the blind beggars of London.

2.12.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.12.3 CONTENTS

Late Lord Pallington was originally known as Mr. Powke at the initial stage of his life. He aspired to grow rich. A trifling accident paved way for the success of his life. One day he saw a blind beggar, with his tin mug, little dog, and shielded eyes. A fantastic idea dawned suddenly in his mind. He dropped a one-penny coin in the tin mug. He dropped another half-penny and studied the facial change of the beggar. From the unchanged facial expression of the beggar, Powke discerned that the blind beggar was accustomed to receive several coins at a time; so he discovered that begging was really a profitable occupation.

He watched the blind beggar through a widow from the opposite house. He kept vigil till the late evening and prepared statistics about the day's collection of the beggar. At nine O' clock in the evening he shuffled away with his dog tapping with his stick. On reaching his safe, lonely place he removed off his eyeshield and the placard. Mr. Powke watched the 'blind beggar' from his refuge. He reckoned the day's collection to be 1.4 shillings. Then the 'blind beggar' darted still further westward. Mr. Powke continued his vigil for two more day's. On the third day he learnt about the small levy on which the police allowed the beggar a monopoly. Soon Mr. Powke started his profitable profession of begging. Within days Mr. Powke's responsibility and jurisdiction increased. He appointed many watchers to assist him. The number of assistants soon increased from five to ten at all important centres. Within an year Mr. Powke was able to enlist as much as one hundred and three beggars of whom twenty seven were not really blind. To some of them, Mr. Powke expressed his sympathy for their low income and promised them an enhancement. To some others, he assured receipts; some else were threatened with a police complaint for malfeasance. And to some else who were not really blind, he informed, that they would be suitably dealt with, by some 'powerful' agents. In some cases even restitution was demanded. So some of the beggars resorted to police help; but in vain. The police themselves threatened some of the

beggars with the loss of their usual area. By effective measures like these Mr. Powke was growing rich and came to be called as 'the King of Beggars'.

Mr. Powke was playing a dual role. On the one hand, he was strongly denouncing the growth of mendicancy, and, on the other, went on stressing the necessity of its organisation. For the charitable minded ones, he promised solemnly that accounts were very neatly maintained and audited by Powke's own nephew periodically. He advocated thriftiness to his mendicant members. He provided the blind beggars with uniforms inscribed with "B.B.G." The B.B.G. had acquired such a renown that great people volunteered to encourage it by their substantial contributions. Charles Hagley celebrated Mr. Powke's "Christ-like" efforts. One Miss Masham, on a royalty basis, set it to music and sung it as a devotional song at all sacred places. Every Londoner was familiar with B.B.G. Some who duplicated the uniform were punished seriously by magistrates for sacrilege.

The sound and prudent management attracted some small trades too. Consequently central and district offices were established at various parts of London, in artistic premises. Soon a number of officials were posted to manage the affairs of the guild. Even banking operations came into existence with foreign exchange facilities. Mr. Powke became Mr. Henry Powke and then Lord Pallington as his financial and social status went on developing. But he did not live long to see the prosperity of the B.B.G. founded by him. He died of a peculiar disease (Caecopenuria) at his comparatively early age of sixty nine. His monument found its place among that of big people. By the laudable service of the B.B.G. family, even death rate by starvation and illegitimate births got considerably reduced.

2.12.4 REVISION POINTS

1. Late Lord Pallington was Mr. Powke at the initial stages of his life. His ambition was to grow rich.
2. His ambition started fructifying by accident when one day he dropped two coins into the tin mug of a blind beggar on the street.
3. The unchanged facial expression of the blind beggar on receiving two coins made Powke guess that he should be accustomed to getting lot of coins.
4. Thereafter, he started watching the beggar from a safe distance and learnt that a day's collection for the beggar could be as much as 1.4 shillings.
5. He found the secret to grow rich and subsequently started employing blind beggars to beg for him.
6. Soon this grew into an organization and with the help of the local police Powke managed to run a big business. Out of the money raised through the hired beggars Powke started a charitable organization named B.B.G.
7. The B.B.G. became very popular in the city. Uniforms were prescribed for its staff and Powke became Mr. Henry Powke and then Lord Pallington.
8. He did not live long to enjoy his prosperity and died of a peculiar disease at the age of sixty nine. But his monument found its place among that of the big people of the city.

2.12.5 INTEXT QUESTIONS

1. How did Powke find out that it was not unusual for beggars to receive more than one coin from a single donor?

2. What discoveries did Powke make about the beggars on the first day of his observations?
3. What were the steps he took to collect full statistics?
4. Describe the methods by which he gave wide advertisement to his organization.

2.12.6 SUMMARY

The author in his own humorous manner narrates the story of the B.B.G. family. It all started with the ambition of Powke to grow rich in life. Accidentally his ambition was attained when one day he dropped two coins into the tin mug of a blind beggar. The undisturbed facial expression of the blind beggar on receiving two coins made Powke assume that the beggar was accustomed to receiving lot of alms at a time. Powke started watching the beggar and noticed that his daily collection was as much as 1.4 shillings. A brilliant idea struck Powke and he hired blind beggars of the city to beg for him. Starting initially with four or five beggars the number of people he hired went on increasing due to good profits that he acquired. With the money raised by the beggars Powke started a charitable organization called the B.B.G. and this became very popular in quick time. It grew into a full-fledged organization with uniforms for its staff. Powke's social status also began to grow. He became Mr. Henry Powke and then Lord Pallington. Powke did not live long enough to enjoy his prosperity, for he died at the early age of sixty nine owing to a peculiar disease. But, his monument found its place among the big people of the city.

2.12.7 TERMINAL EXERCISES

1. How did Powke become Lord Pallington?
2. What incident of his life paved way for the riches he acquired in life?

2.12.8 SUPPLEMENTARY MATERIALS

1. And none could be better judge...years.

Hilaire Belloc in his parody "the B.B.G." heartily writes about the modern cunning men who shoot up to fame by crooked means. He narrates the story of a fictitious character, Mr. Powke and his institution. "The Blind Beggars Guild" shortly known as B.B.G.

Belloc says that he has submitted this article to Lady Pallington for approval. He maintains that it will be an unpardonable offence to the memory of a great public personality if the information is wrong and the most competent person to evaluate any such work will be his wife only.

This passage describes the wretchedness of modern men and the high sounding names are also suggestive of dishonesty at every stage and in every walk of life.

2. "He set another watcher....Harmersmith."

Mr. Powke had gathered enough 'statistics' about the collection and the levy to the policemen, in the business of the blind beggars. He discovered it to be a highly profitable pursuit. So he had decided to exploit the source to his maximum benefit. This needed a close vigil over the blind beggars. As the number of beggars at various centres to be watched increased, he found it difficult to manage it by himself.

Therefore he hired watchers on small premium to exercise vigil over the blind beggars at the important places like Southwark, Bethnal Green and Hammersmith.

We understand through this passage, that how Mr. Powke's new purist went on expanding day by day.

3. "Mr. Powke acquired a ringing piece.....edific."

The climax of Mr. Powke's crooked life is commented by Hilaire Belloc. He says that Mr. Powke's new business flourished successfully. Soon he became very popular, to that extent that even certain small trades got absorbed into his business by his extra ordinary managerial acumen. The name B.B.G. grew to fame and big people encouraged its growth by their contributions.

Yet another information about its popularity is that a 'widely read modern poet' by name Charles Hagley celebrated it, and the Christ-like service of Mr. Powke, with his poem. It was set to music by Miss. Masham to be sung at all religious centers.

Though this passage sounds exaggerated its humour is inescapable. Belloc points out how even certain religious people and institutions are corrupt and are ready to stoop to any level. We find certain real persons are behind the invented names of the author. The term "Christ-like effort" is surcharged with a sense of sarcasm and quaint humour.

2.12.9 ASSIGNMENTS

1. Explain the stages by which Mr. Powke built up the B.B.G.
2. Bring out the humour and satire of the essay.

2.12.10 SUGGESTED READING / REFERENCE BOOKS

1. The Servile State. 1912.
2. The Jew. 1922.

2.12.11 LEARNING ACTIVITIES

1. Read the story carefully and write a short note on how Powke became rich and popular within a short time.

2.12.12 KEYWORDS

- ➡ The B.B.G. – The Blind Beggar's Guild
- ➡ The Salvation Army – An organization for the revival of religion founded by General William Booth in 1912
- ➡ Pitch – here the place of beggars
- ➡ the small levy – the small amount which the beggars gave as bribe to the policemen so that they would not allow any oth beggarer to stay in this region
- ➡ malfeasance – evil doing
- ➡ Archibald Glass – an imaginary name of a painter
- ➡ Inasmuch – in so far
- ➡ Morceau – short musical composition
- ➡ O.M. – Order of merit a high honour conferred upon very eminent persons
- ➡ Babylon bar – The counter where drinks are sold in the pub called the Babylon



2.13. A DISAPPOINTED MAN

– Robert Lynd

2.13.1 INTRODUCTION

Lynd is one of the finest essayists of the twentieth century. His essays are true to the definition as “Works of prose art”. His essays have been marked with a special trait. They begin innocently and grow to seriousness spontaneously. “A Disappointed Man” describes the unhappiness caused due to the vast gap between expectation and reality.

2.13.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.13.3 CONTENTS

A blind man who regained his vision by a miraculous operation was full of regret. He had been disappointed by the nature of things. He cherished fantastic notions. But when he opened his eyes to reality he felt miserably disappointed, for there was a great chasm between the real and the imagined ones.

It happened to Lynd too, when he saw a lion “the King of Beasts” for the first time. It was without all the imagined regalities. Similarly the elephant became a miniature and the camel, a seedy, turkey like animal. It was true of the London city and the famous Buckingham Palace. He seemed to have imagined it as a glory of the world in its size and artistic splendour worthy of Cinderella. But the entire charm got lost when he saw it really.

Lynd suggests some remedies to overcome such disappointments. He says one might develop familiarity with things so that he might know what to expect and what not. This might, to a certain extent, mitigate the problem.

We can avert disappointments by another method. We should not expect too much, for too great an anticipation is an enemy of pleasure. This is true of many books and movies. We expect, sometimes, a book to be masterpiece and get disappointed if it falls short of our expectations. But, from a bad movie we don't expect anything. And eventually we don't meet with disappointments too. Instead we are overjoyed by some unexpected acting and comic situations in the movies. In the case of travellers, disappointed anticipations and the pleasures of the unexpected are too many. It happened so to Oscar Wilde in the Atlantic Ocean, and to other men at Taj Mahal, and in the Mosque of Cordova.

Lynd earnestly believes that people might have enjoyed Clovelly as they had come on it accidentally instead of with a previous knowledge about it. Lynd could enjoy it because he visited it without expecting anything from it. He enjoyed it all the more because he had listened to a dispraise about it.

The same adjustment pattern might be practised by the man cursed of blindness. He would not be vexed, because he would not look for all the time either the face of Greek God in man, or a Helen in woman. Instead he would be prepared for an ugly figure, and would be delighted if he saw a beautiful woman. But whatever may be the fact, the irony of life is that what is beautiful to one need not to be so for the other. It is because beauty is subjective. So Lynd concludes saying that none will be ready to live in somebody else's Utopia.

2.13.4 REVISION POINTS

1. The author begins by narrating the disappointment of a blind beggar who regains his vision through a miraculous surgery.
2. But, unfortunately, he becomes disappointed because he finds that his imagination of things was far better than what he found in reality.
3. The author says that this is a common experience among all individuals and such disappointment could easily be avoided by adopting certain methods.
4. One way is to develop more familiarity with things that he would like to know because this would tell him what to expect and what not to expect when he finally sees it.
5. Second way is to stop expecting too much for too much anticipation actually spoils the real fun.
6. The author states certain experiences of great men who felt disappointed due to their over expectations, and at the same time he also presents a few examples where people were very happy to see certain things over which they had the least expectations.
7. The author concludes saying that the beggar likewise should know to limit his expectations so that he gets satisfied by the reality of the world.

2.13.5 INTEXT QUESTIONS

1. Why was Lynd disappointed when he saw a lion for the first time?
2. Why was Lynd disappointed when he saw London for the first time?
3. How, according to Lynd, can we avoid disappointment?
4. What should we do if we want to enjoy anything?

2.13.6 SUMMARY

The author begins by describing how a blind beggar regains his eyesight after a miraculous surgery. But quite unfortunately, the blind beggar is not able to relish reality because he finds that the things he imagined seemed far better and interesting than reality. The author argues that this is not only the case with the beggar but with most individuals too. The author suggests certain remedies to overcome such disappointments in life. The first method he suggests is to gain more familiarity with subjects one would like to know because that would reduce the expectancy rates. Another method is to limit individual expectations to the bare

minimum so that one does not face such disappointments. The author cites certain examples of great people who were disappointed when their imaginations did not match with reality, and on the contrary, he cites certain examples where some people were able to relish and enjoy even the most drab and dull things because they approached it without the least expectations. The author concludes that the beggar also should adopt such methods in order to stay away from such disappointments with reality.

2.13.7 TERMINAL EXERCISES

1. Why was the blind beggar not able to enjoy life after he regained his eyesight through a miraculous surgery?
2. What are the two ways in which such disappointments with reality can be avoided according to the author?

2.13.8 SUPPLEMENTARY MATERIALS

1. "It is such a palace.....palace was not that"

Lynd very methodically examines the reasons for why a man gets disappointed. It happens because of the vast difference between reality and imagination. It can happen on various things. Human beings will, as a norm, have always a splendid and magnified image of anything unknown to them. But when they come across reality they get disappointed.

Lynd cites his personal experience as an example. He confesses that he had been thinking of the Buckingham palace as the glory of the world, worthy of Cinderella. But the image got falsified when he chanced to see it.

Cinderella is the heroine of a fairy-tale. She was a poor, ill-treated servant mind, who was fortunate enough to marry a prince and live in his palace. This passage reveals the disillusionment of Lynd.

2. "Oscar Wilde was disappointed.....Cordoba".

Lynd feels that we will face number of disappointments in our life. It happens because of our high images of everything. It is very common with travellers who always go with high expectations. He suggests certain remedies like giving up too much anticipations, and being prepared to bad and mediocre things. These will certainly mitigate the problems of disappointment.

As an example Lynd quotes the experiences of Oscar Wilde, a famous British Dramatist. Wilde seemed strange expectations that he would come across several adventures and enjoyment. But the journey ended without any interesting experience.

Similarly men visit Taj Mahal with too many romantic ideas and expectations. But their anticipations are not fulfilled and they return vexed. Mosque at Cordoba is a mosque built by the Moors.

3. Who has every wanted.....Utopia."

Lynd makes a detailed investigation about man's disappointments and suggests remedies. The remedies suggested are very simple and easily practicable. Suddenly his mind retraces the beginning of his argument when he speaks of the pitiable, man, who gets vision after a period of blindness. To him everything

would look puzzling, for he might have conceived very grand visions about things of this world, during his blindness.

He suggests such people can cultivate mental readjustments. This would enable them to avert the pangs of disappointment. In this context, Lynd declares that what is beautiful to one need not be so for the other. So he concludes that none will be ready to live in another's Utopia.

Utopia is an ideal world where everything is said to be perfect. It was dreamt of by the famous novelist, Sir Thomas Moore. The concluding rhetorical question offers an effective ending to the essay.

2.13.9 ASSIGNMENTS

1. Why are we disillusioned when we see a thing for the first time?
2. What are the reflections of Lynd on hearing that a blindman who recovered his sight was disappointed with the world?

2.13.10 SUGGESTED READING / REFERENCE BOOKS

1. Home Life in Ireland. 1909.
2. The Book of This and That. 1915.
3. Old and New Masters. 1919.

2.13.11 LEARNING ACTIVITIES

1. Read the essay carefully and come out with two instances where you imagined a lot of something and got terribly disappointed when you faced it, and when you thoroughly enjoyed a thing because you approached it with least expectations. Write a short note in your own words.

2.13.12 KEYWORDS

- ➡ strand – a street in London
- ➡ native city – here Lynd's native city Belfast
- ➡ Cinderella – the famous heroine of the well-known fairy tale of that name
- ➡ Golden Miller – a famous race horse
- ➡ Steed – war-horse
- ➡ Charger – a military officer's horse
- ➡ novelette – short novel
- ➡ Mosque at Cordova – a huge mosque built by the moors in Spain
- ➡ Clovelly – a beautiful village in England
- ➡ Utopia – ideal place
- ➡ Oscar Wilde – (1854-1900) a famous play wright and story-writer



2.14. IN CRIMSON SILK**– J.B.PRIESTLEY**

2.14.1 INTRODUCTION

J.B. Priestley has many novels and plays to his credit. Besides volumes of essays, he has tried his hand in the field of criticism and autobiographies too. Through the B.B.C. he has made many talks on various subjects. His mastery over the opulence of the English language becomes evident in this skit.

2.14.2 OBJECTIVES

The collection of essays will make the student understand the language and to express himself fluently and precisely. The purpose of this anthology is to make the students see the language being used creatively by some of the powerful minds of the modern world. To sum up this anthology will help the student to develop an integrated vision of life which does not see man as alienated from his fellow men and the mind divorced from the heart. This anthology will make the student understand how he would speak and write correct English.

2.14.3 CONTENTS

It is an essay on his purchase of fine, crimson silk pyjamas. He takes his readers into confidence and says that such a fine crimson piece is not meant for seedy looking persons like him; nor could he afford to buy one on such piece. But yet he says he bought it in a romantic moment. He then proceeds to describe the event.

It was a dull day. He felt fed up by the mechanical life. So he stirred out. As he was aimlessly walking through the street, his eyes embarked upon a treasure. He could not restrain his temptation. The diffused evening light added to its rich colourfulness. It appeared to him that the manufacturer of the garment also wanted to conspire against him. And his moment of frailty too set in favourably. The shop man understood his mind and immediately packed it without waiting for confirmation.

Priestley walked out with a sense of elation: his heart was fluttering in happiness. When he wore it, he felt like a different person. He, for sometime, was admiring his own magnificence and felt boasted up. His stretched arms looked like something super-imposed upon him. He suddenly felt like a wicked luxurious fellow amidst a huddle of Circassian beauties, and Nubian slaves around him. To put it in a passionate language, he looked like King Cambyse the wicked Persian king. He felt he was hand in glove with the notorious Borgias the children of Pope Alexander VI. He became arrogant and felt like whipping the poor mercilessly, with an air of authority and cruelty. He thought of himself as a demigod. This sense of revulsion vanished once he discarded his crimson silk pyjamas. He then becomes just a timid and respectable citizen to his family and friends.

Once an enormous and expensive cigar is given, he again assumes air and poses as a different person. He feels rich, powerful and wreathes a grim at the poor, virtuous fools of this world. Amidst the neat and trimly dressed, he will turn out to be an ardent philosopher “full of wise saws and modern instances.” Sometimes, like

Thomas Carlyle, he will try to preach and expose their follies, even though they are affluent persons. With a Turkish cigarette in his hand, he will behave so quixotically that the ladies beside him will think of him as a clever trifler with heartless flow of epigrams. To perfect that, he says, he must have a well creased trousers. Since he has none, he admits he does not want to play that role.

All these tendencies will disappear when he sheds off his wonder-working new crimson silk garment. He will be a very normal and with a heart, brain and purpose. So, the combination of the crimson pyjamas with a cigar, or a pipe cigarette, is capable of such a potential miracle like Puck, in him. This makes him think of the constantly dissembling people. They dissembling people seem to him to be a supremely self-confident people. So he wonders, how not even a single occasion, has thrown a moment of self-realisation on them. He ardently believes that such people will ever continue to masquerade. They will delight in enacting innumerable roles in a few odd minutes. This forces Priestley into the conclusion that they, perhaps, may be wearing their crimson silk day and night.

2.14.4 REVISION POINTS

1. On a dull, mechanical day, in order to take away the boredom, Priestley aimlessly loiters in the street.
2. His eyes fall on a very costly crimson silk pajama. He could not resist the temptation of buying it though he had no use of them. The shopkeeper understanding his mind packs it up even without his permission.
3. On wearing the crimson silk pajama Priestley feels very elated, very rich, and arrogant in his attitude. He feels that everyone around him is a poor slave waiting for his kingly orders.
4. The same happens to him when he was given an expensive Turkish cigar. This makes Priestley think of the countless people around him who are so over confident because of the rich garments they wear and the rich utilities that they carry around them.
5. Priestley wonders how they never realize that these riches do not take them anywhere.

2.14.5 INTEXT QUESTIONS

1. How did Priestley buy a crimson silk pyjamas?
2. What changes did the dress bring to him?
3. How did Priestley Pose as a different person when he got an expensive cigar?
4. What happened to Priestley when he removed his crimson silk garment?

2.14.6 SUMMARY

The author aimlessly loiters in the street on a dull and mechanical day in order to kill boredom. His eyes happen to fall on a rich crimson silk pajama and he could not resist the temptation of buying it though he really had no need for them. On wearing the pajama he finds that he almost becomes a devil in his attitude. He feels very rich, elated, and considers all around him to be humble and poor slaves waiting for his kingly orders. The same happens to him when he was gifted an expensive Turkish cigar. When he throws the cigar away and removes his crimson pajama he becomes quite a dutiful and respectful citizen of his country. This

incident sets Priestley to think of the countless people who wear rich garments and carry rich utilities around them and feel elated and proud of themselves. Priestley concludes the essay wondering how these people lead their life without any self-realization.

2.14.7 TERMINAL EXERCISES

1. Describe in own words how Priestley happened to buy the crimson pajama?
2. How does self-realization dawn on Priestley and what does he do afterwards?

2.14.8 SUPPLEMENTARY MATERIALS

1. In reality I was a kind ... Tyre and Sidon.

At the dictates of a romantic moment, the author, J.B. Priestley, bought a crimson silk pyjamas. The colour, price, and the business acumen of the shopkeeper, all conspired against the author in favour of the purchase. The salesman packed it without waiting for confirmation from Priestley. He came out with the bundle in hand with his heart fluttering in mirth.

The very thought, that he is going to wear it that evening made him ecstatic. In his rapture, the crimson silk pyjamas did not appear as a mere piece of garment; but it was as precious and beautiful as the spoils of Tyre and Sidon, that deserve to be held in esteem. In his sensational mood even the purchase itself seemed to be an adventure, it is going to be followed by another when he will wear it.

Tyre and Sidon are two cities in Lebanon on the Mediterranean Coast, know for their trade, wealth and splendour. The passage tells us the thrilling sensation experienced by the author at the instant of the purchase of the regal magnificence.

2. "I feel a wicked luxurious fellow... but myself."

Priestly felt very much exhilarated by the purchase of a crimson silk pyjamas. And now he describes to us the miraculous changes the dress brought about to him. He felt differently. He then admired his magnificence and felt boosted up. His stretched arms looked like something superimposed upon him.

He suddenly felt like a wicked luxurious tyrant amidst a number of Circassian Beauties and Nubian Slaves. In the words of King Cambyse, he felt he was hand in glove with the Borgias. He grew arrogant and felt like whipping the poor mercilessly. He thought of himself as a demigod.

Circassia is a country northwest of the Caucasus Mountains. The women of the region are known for timidity and beauty.

Cabyse was a Persian King, the successor of King Cyrus, mentioned in Shakespeare's drama King Henry IV.

Borgias were the son and daughter of Pope Alexander. Priestley wonders at the influence of the crimson silk piece on him.

3. "Thus can Cigar, pipe so potent."

Priestley very elaborately and poetically describes the purchase of the crimson silk pyjamas and its influence on him. When it goes with the lengthy cigar, he behaved differently. And with a pipe the influence was still different, and in the presence of better dressed people, he says, he felt humbled and highly

philosophical. He will be a very ordinary and unassuming person with a tremendous sense of responsibility when the crimson silk piece is discorded.

These changes sleep Priestley into a stupor. So he compares the crimson silk piece with the Puck, which was capable of many miracles, in no time. He cannot but admire the potentiality of the garment that worked so many wonders in him. Puck is a Shakespeare's supernatural being capable of putting a girdle around the world in a short-while in his drama "The Midsummer Night's Dream." The comparison is very apt and artistic.

2.14.9 ASSIGNMENTS

1. How does Priestley describe the event of buying the crimson pyjamas?
2. What things came to his mind when he bought the pyjamas?

2.14.10 SUGGESTED READING / REFERENCE BOOKS

1. The Good Companion. 1929.
2. Angel Pavement. 1930.

2.14.11 LEARNING ACTIVITIES

1. Have you ever felt rich and elated on wearing or possessing something rich? Did you have an afterthought immediately afterwards warning you that real pleasure of life does not lie in possessing rich things? If so, try to write a short note in your own words about this experience of yours.

2.14.12 KEYWORDS

dingier	– dirty-looking
floundering	– here sitting clumsily
repertoire	– a stock of plays that a company is prepared to act
monochrome	– a painting in different tints in one colour
Tyre and Sidon	– two cities of Lebanon which were meant for wealth and splendour in ancient times
Nubian slaves	– Negro slaves captured from the Nubian desert in North of Egypt
King Cambyses	– a Persian king
Borgias	– daughter of Pope Alexander VI she was noted for wickedness
Brigands	– robbers
Thomas Carlyle	– (1795-1881) a famous essayist
Zanies	– foolish jesters



Written by

Prof. C Rajasekaran

Professor of English (Retd) Kumbakonam

(Edited and Proof read by

Mr. P. Thanusuraman and Dr. L. Thirunavukkarasu)



3.1 GREAT EXPECTATIONS – Charles Dickens

3.1 INTRODUCTION

Great Expectations is hailed as a classic novel full of turns and twists and gripping action. In fact, Dickens's novels were published in serial form (i.e. once in a month) but this novel published at the height of his immense popularity appeared in weekly instalments keeping the readers wait eagerly for the days of its publication. It appeared once a week between December 1, 1860 and August 3, 1861. After the appearance of the final instalment, reviewers paid rich encomium to Dickens for giving the readers not only a compelling story but also for making a subtler psychological exploration into human behaviour.

Dickens's greatness lies in the creation of an imaginative world, packed with vividly realised men, women and children. Critics refer to the four types of characters in the novels of Dickens: first, innocent little child; second, the horrible or grotesque foil; third, the grandiloquent humorous fellow or the fun-maker; and four, a tenderly or powerfully drawn figure. The reader meets all the four-types of characters in *Great Expectations*.

The central character is Pip, a sensitive young orphan brought up by his bullying sister Mrs Joe Gargery and her husband Joe Gargery, a simple blacksmith with a heart of gold. The other important characters in the novel are: Miss Havisham, a rich and eccentric lady; Estella, a haughty beautiful girl raised by Miss Havisham to revenge upon the male sex; Magwitch, a desperate criminal; Compeyson, another hard-core criminal; Jaggers, an awesome and unfeeling criminal lawyer; and Herbert, a good friend of Pip and a true gentleman.

Great Expectations has a coherent plot. The plot has three distinct parts. The first part deals with Pip's childhood in Kent, the second part describes his life in London and the third part presents his attempt to save Magwitch. The first two parts are noted for their visual images. Dickens locates the early part of the story in the bleak marshy country of North Kent coast. It is a desolate landscape, described as "raw", "leaden" and "savage". In the second part he chronicles the life of London. "For millions of readers he charted a strange and unknown land full of mystery and terror". Referring to Dickens's captivating, almost hypnotic powers as a story-teller, a critic remarks: "Always a very visual writer, taking delight in describing sights and sounds and the feel of things, and lavishing detail upon detail he rarely failed to move even the hardest of hearts".

3.2 OBJECTIVES

To introduce the learner to one of the most fascinating *genres* of literature, the novel and make him acquaint with the finest specimen, *Great Expectations*, which represents the spirit of the Victorian Age.

To motivate the learner to develop interest in reading fiction so as to help him acquire skills in the English language.

3.1.3 CONTENTS

Great Expectations

Chapter Summaries

CHAPTER – 1

Philip generally known as Pip is a young boy who is an orphan. He has been brought up by his sister who has been married to Joe Gargery, a blacksmith. Philip's family name is Philip, a fact the boy has learnt from the writing on his father's tomb and from his own sister.

Philip during one of his visits to the village churchyard is met by a fierce looking man in coarse grey clothes and with a chain on his leg. The man makes enquiries about Pip's village and residence. Then he holds Pip upside down and enquires about his parents and then about Joe Gargery's profession. The terrible stranger tells Pip that he should bring him a file and food without the knowledge of anybody failing which he would lose his life. Besides there is a young man with him and he is capable of greater harm than he. So he should positively bring him a file and some food to eat. Otherwise he would be mercilessly killed. Pip goes back home in great fear.

CHAPTER - 2

Mrs. Joe Gargery, Pip's sister, has ever been proud of telling every one in the neighbourhood that she has brought up Pip 'by hand'. She always feels that she is overworked and but for her the family would not be what it is. She is a stern woman, fault-finding by nature and quite unsparing. She has never taken to Pip kindly. On the other hand Joe Gargery has always been kind and sympathetic towards the boy. Perhaps his presence in the house has made life tolerable for Pip. When Pip reaches home he is warned by Joe that his sister is in a snotty mood as he has reached home late. She has been fretting and fuming over the boy's late coming and has gone out in search of Pip with a cane. But for Joe Pip would have been beaten black and blue by his sister. Then they sit down to dinner. Pip is in no mood to eat as he has promised the fugitive on the marshes some food. His strange behaviour is diagnosed as loss of appetite by his sister who forces down Pip's throat a pint of tar-water. Pip has to swallow it with great difficulty. Early next morning Pip steals some bread, cheese and brandy from a stone bottle and fills the bottle with tar-water. He also manages to take a file from the forge and runs towards the misty marshes.

CHAPTER-3

Pip with his conscience nudging him all the time finds the way longer than it is. He runs into another man with a chain on his legs, perhaps, the man referred to by the other stranger whom he met the previous day. He flees his presence and soon hands over the articles to the right man. The man eats in a hurry and the way he eats reminds Pip of a dog. As he eats he asks Pip whether he has told anyone of

their meeting. He also makes sure' that no one has followed Pip. Pip then tells the stranger of his seeing another man dressed very much like him. Answering a question from him Pip tells him that the other man has a badly bruised left cheek. The man then gets infuriated and expresses a strong desire to kill the other man. This occupies his mind and he starts filing his chain; he forgets all about Pip who slips out of the place.

CHAPTER-4

Pip goes home thinking that a constable would be waiting to arrest him. That day being Christmas Day Joe and Pip go to church strangely dressed. They together in their strange costumes provide the onlookers with a moving spectacle. Pip goes wondering whether the church would be powerful enough to shield him from the vengeance of the terrible young man. He even feels like making a public confession but changes his mind.

When they return from the church the dinner is 'ready. They are joined by Mr. Wopsle, Mr. and Mrs. Hobbles and Pumblechook, Pip's uncle. Pumblechook has nothing but contempt for the boy. He exhorts Pip to be grateful to them who had brought him up. Pip's sister then gives a bit of brandy to Pumblechook. Immediately he has cough and runs out and expectorates. He is brought inside the house by his sister and Joe, Pumblechook sinking in his chair utters the word 'tar' with a gasp. He is then given some quantity of gin with hot water and sugar. Pip having done the mischief is in jitters. Luckily nobody suspects him. The gin revives the spirit of Pumblechook and he happily partakes of the pudding. A little later Pip's sister goes to the pantry to fetch the pork pie. Pip is nervous because he had stolen some pie for the convict, the previous day. He runs out of the house to ward off the present danger, but runs into a party of soldiers who have gone there in search of the convicts who had escaped.

CHAPTER - 5

A sergeant walks with Pip into Joe Gargery's house much to the surprise of the people present at the Christmas party. He requests Joe to mend for him a handcuff. Joe tells him that he will do the job but it will take two hours to complete it. Then the sergeant casually asks them whether they have seen two convicts hiding in the marshes. Every one except Pip answers in the negative with confidence. As Joe gets busy with mending the handcuff, the sergeant and the soldiers relax. The sergeant is provided with a glass of brandy which he relishes most. After Joe has finished the job the sergeant leaves the place with his troop and before doing so, asks them whether anyone of them would be willing to accompany them. Pumblechook and Mr. Hobbles decline the offer. Joe, Mr. Wopsle and Pip accompany the search party.

Soon the search party reaches the wilderness. Pip is worried because his convict friend might brand him a deceiving imp. The sergeant listens intently and orders the soldiers to move fast in a particular direction. Soon they could hear distinctly someone shout 'murder' and another voice is also heard. When they reach the place two convicts (one of them of course is known to Pip) are seen fighting for

their lives. Pip's friend is happy to hand over the young convict to the sergeant. The young convict tells the sergeant that the other convict has tried to murder him. Both the prisoners are taken to the ship. Before boarding the ship the convict who is familiar with Pip has a look at Pip and then makes a confession that he had to steal some food from the village nearby. He then thanks Joe from whose house he got some broken "wittle and some brandy". Joe is large hearted enough to call the convict, 'poor miserable fellow-creature' and goes on to say that he would not have allowed him to die of starvation.

CHAPTER-6

Pip, however, could not bring himself to confide in Joe all that he had done for the convict because he did not want to lose his confidence. But the guilt keeps nudging Pip for sometime to come. On reaching home Pip is half asleep. Joe tells the people there about the convict's confession. Everybody present there starts speculating over the means by which the convict might have got into the pantry. Pip has already begun to doze off.

CHAPTER – 7

Pip soon becomes Joe's apprentice. He is also employed by his neighbours for doing all kinds of odd jobs like frightening birds or picking up stones. He also often visits the school run by Mr. Wopsle's great aunt. He tries hard to learn the alphabets; unassisted he manages to read and write though full of mistakes. One night he scribbles a few lines addressed to Joe. Joe is pleasantly surprised at the boy's feat and calls him a scholar. Joe does not even know to spell the word 'Gargery' because he never had any schooling. He tells Pip that it was he who told his sister to bring her brother also with her. He also evinces a keen interest in Pip's education, but Pip must have it without the knowledge of his sister as she may not tolerate people who are more informed than she. Pip now has greater admiration for Joe. A little later Mrs. Joe arrives and informs her decision of sending Pip to Miss Havisham's house which eventually would help him come into a fortune. Pip's sister washes Pip's face and helps him wear clean linen. This she does as though Pip were an inanimate thing and then hands him over to Pumblechook who is to take him to Miss Havisham's house.

CHAPTER-8

Pip spends the night at Pumblechook's house. He is taken to Miss Havisham's house by Pumblechook the next morning. It is a dismal looking house with many iron bars. Pip alone is taken inside the house by a young girl of Pip's age. He is told that the house is known as MANOR HOUSE or SATIS. He is led by the girl through dark passages up a staircase. They halt before a particular room which is Miss Havisham's. He is then asked to enter the room alone.

With great hesitation Pip walks into the room. He sees an old lady dressed in white satin and silk sitting in a chair leaning against a table. Probably it is her bridal dress. It looks as though she has not yet done with dressing because she is wearing just one shoe and the other is found near the table. Everything in the room

must have been once white in colour but over the years has turned yellow. She had stopped all the clocks in the house at twenty minutes to nine.

The old lady is but a bag of bones. She takes note of Pip's presence in the room only after sometime. Pip introduces himself as Pumblechook's boy who has come to play there at her wish. The old lady then tells Pip that she is a woman with a broken heart and has not seen the sun for years. She adds that she has shunned the company of men and women and hence needs diversion. She wants Pip to play cards with her ward Estella.

Estella being proud hesitates to play with Pip who according to her is "a common labouring boy". But at Miss Havisham's instance she plays with Pip and all the time the old lady sits like a corpse. Estella keeps teasing Pip. After sometime Miss Havisham wants to know what Pip thinks of Estella. Pip whispers into her ears that she is proud and pretty. She tells Pip that he may go home after the game is over.

After the game Miss Havisham asks Estella not to send him before giving him something to eat. When Estella goes to bring something to eat, Pip looks at his coarse clothes. If he is sensitive and timid he owes it to his sister who always ill treated him. But that has been the plight of many children. Estella brings the keys to let Pip out and she is very happy to have made him unhappy. Pip feels highly relieved and walks back home.

CHAPTER-9

Pip's sister and Pumblechook are eager to learn about his experience at Miss Havisham's. Pip deliberately withholds many details and distorts certain things. He says that he and Estella played with flags and then with swords.

After Pumblechook goes away Pip tells Joe that he has been only telling lies to his sister and Pumblechook. He adds that he felt miserable in Miss Havisham's house because he could not even call the cards right. His ignorance has made him feel small. Then Joe advises Pip to do things straight and only then he could become uncommon and not by crooked means. Pip then goes to bed. To him the day he spent at Miss Havisham's is memorable day for it has brought about great changes in him.

CHAPTER – 10

Pip makes up his mind to grow into a gentleman and eager to learn all that Biddy knows. The school run by Mr. Wopsle's great aunt is anything but a school. There is neither discipline nor any learning. So he singles out Biddy for the purpose of acquiring knowledge.

One Saturday evening Pip goes to a public house in the village to meet Joe. There he finds Joe in the company of Mr. Wopsle and a stranger who offers to buy them drink though Joe is reluctant to accept it. The cunning expression in the stranger's eye could not escape Pip's notice. The stranger then tells that he has not been familiar with that part of the country. Joe describes it as a country of

marshes, an occasional refuge for runaway convicts. He had been there just once with Pip and Mr. Wopsle then the stranger looks at Pip intently.

Pip, being a keen observer, takes note of a particular thing about the stranger. He sees him stir his rum and water not with a spoon but with the file he gave to the convict. Pip could recognize the file. When they take leave of him the stranger generously gives Pip a handful of changes folded in some crumpled paper. Mrs. Joe is immensely happy over the money, Pip has brought home. The crumpled papers are but two one pound notes and Joe runs back to the inn to hand over the money to the stranger. But the stranger has already left. Pip goes to bed with strange fears given rise to by the presence of the convict.

CHAPTER – 11

Pip visits Miss Havisham's house on the appointed day. There are three ladies and a gentleman. Estella is out to insult him and she even slaps him expecting him to cry. Pip is determined not to cry. When they go upstairs they run into a gentleman with a bald head, and with bushy eye brow. The gentleman advises Pip to be on his best behaviour. Pip has the gentleman's figure in his mind not knowing that he would matter much for him in the future.

As Pip is reluctant to play, he is asked whether he would care to do some work. He is directed by Miss Havisham to wait in the opposite room, till he is assigned some work. In the room is found a white object on a table and it is infested with mice. Miss Havisham enters the room and identifies the object on the table as her wedding cake. Pip's job is to walk with Miss Havisham round the room a number of times. He is then asked to play cards with Estella when the latter enters the room.

After the card game Pip goes out for a walk to the garden. He meets a pale young gentleman who quite unexpectedly asks Pip to fight with him. Though it is quite unwarranted Pip decides to accept the challenge. They go to a lonely place in the garden to fight it out. They get ready for the fight. Pip has his own fears but soon finds his fears to be baseless because he has comparatively an easy time. He knocks down his opponent quite a few times. But he has the guts to resume the fight though he is badly bruised. Only after a bad fall he declares Pip the winner. Pip then goes into the courtyard where Estella waits with the keys to let him out and her face flushes. Perhaps she has expected Pip to lose the fight. She flings a pleasant surprise at Pip by asking him to kiss her if he likes. She also returns Pip's kiss. After spending a long day at Miss Havisham's house, Pip returns home late.

CHAPTER – 12

Pip is afraid because the boy beaten by him would contemplate some kind of legal action against him. So he confines himself to his house. He dreads the day he has to go to Miss Havisham's house. But he cannot avoid going there either. When Pip goes there he does not find the pale gentleman anywhere in the premises. Nor does anybody refer to the episode. Pip feels greatly relieved.

Miss Havisham becomes more communicative with Pip. Pip discusses his ignorance of many things with her with the fond hope that she might in some way help him learn things. Miss Havisham on the other hand wants Pip to remain ignorant. Pip spends time by playing cards with Estella who occasionally allows Pip to kiss her. But she also provokes him saying that she hates him. She is just a tool in the hands of Miss Havisham whose ardent desire is that Estella should go about breaking the hearts of men using her beauty as a bait. Pip not knowing spends a lot of time in the company of Estella and his desire to become a gentleman gets stronger day by day.

Pip does not discuss either Miss Havisham or Estella with Joe. On a particular day Miss Havisham points out that Pip has grown tall and it is time he became an apprentice to Joe. She also asks Pip to fetch Joe to her house to discuss the matter with him.

CHAPTER - 13

The next day Pip and Joe go to Havisham's house. They are accompanied by Mrs. Joe who intends spending some time with Pumblechook. Pip and Joe are led to Miss Havisham's room by Estella. Miss Havisham wastes no time in asking Joe to have Pip as his apprentice. She also tells him that Pip has earned a premium of twenty five guineas and asks Pip to hand over the money to Joe. Joe could not bring himself to address or thank Miss Havisham. Instead he thanks Pip. Miss Havisham is in no mood to prolong the conversation. She directs Estella to let them out. She has a good word to say about Pip to Joe. She tells Pip that he need not visit her house again as Joe is his master thereafter.

On their way back, Pip and Joe walk into Pumblechook's house where Mrs. Joe has been waiting for them. Joe with great joy discloses the fact that Miss Havisham has given Pip twenty five pounds. All of them feel very happy about it. Pumblechook takes Pip to the Town Hall to have him legally bound.

After their return from the Town Hall Pip's sister decides to have dinner out of the small fortune. The dinner is arranged at the Blue Boar and is attended by Hobbles and Mr. Wopsle. Of course it is Pumblechook who makes the best of it. When Pip goes to bed, he realises that he could never like Joe's trade.

CHAPTER -14

His sister's home has never been a pleasant place for Pip because of her bad temper. But Joe has made it somewhat tolerable by his genial temper and affable nature. His association with Miss Havisham's house has put great ideas into his head. He has imagined a great future for himself. But that is not to be. He has to settle down for the trade of a blacksmith with the smell of coal all over. But Joe has always loved his job. Pip, like other boys, does not know what exactly he wants to be. Above all he cannot stand Estella looking down upon him.

CHAPTER – 15

Pip continues to learn things from Mr. Wopsle's great aunt. But soon he grows too big for the school. He and Joe usually retire to the Old Battery where he writes

down on a broken slate all that he has learnt. But the thoughts of Miss Havisham and Estella keep coming to his mind. Pip expresses his desire to call on Miss Havisham under the pretext of thanking her. Joe gives his consent on condition that Pip should not visit her again if she were not cordial to him during his visit. Pip readily agrees to abide by the condition.

Joe has hired Orlick, a journeyman on weekly wages. Orlick does not take to Pip kindly. When Pip becomes Joe's apprentice Orlick has a fear that Pip might displace him. So he dislikes him all the more. One day Pip is granted a half holiday by Joe. Orlick accuses Joe of partiality and demands for himself a half holiday. He flies into a temper. Joe waits till he calms down and then grants him a half holiday. Just then, Mrs. Joe enters the forge and picks a row with Joe for giving holiday to shirkers like Orlick. Orlick then calls Mrs. Joe, "a foul shrew". Mrs. Joe gets wild with anger and asks Joe to get even with Orlick. In a jiffy, Joe knocks down Orlick. After sometime Joe and Orlick become normal and share a bottle of beer.

Pip calls on Miss Havisham, but this time he is let in by Sarah Pocket. Miss Havisham discloses to Pip that Estella has been sent abroad for higher education. Then she with a savage glee asks him whether he feels her absence much. Pip once again feels dissatisfied with his home and trade. He loafs about the streets and returns home late. At the Turn Pike road he is informed by Orlick that there is something wrong with his house. Pip runs at a great speed to his house. Pip's sister lies unconscious. She has been hit on the back of her head when Joe was away.

CHAPTER – 16

The whole thing had happened when Joe was at the Three Jolly Bargemen. She must have been hit by something heavy and blunt. A convict's leg iron is found nearby. Pip, however, could identify the leg iron. It is the iron that his convict had filed away. But he has a feeling that his convict would not have hit his sister. He suspects the hand of Orlick.

Pip's sister is in bad shape and has to remain bedridden for sometime. Her vision has been affected and she is unable to speak. She writes down on a slate whenever she wants to tell them something. She is a much changed woman in that she is not any more a woman of bad temper. Biddy is brought home to attend on Mrs. Joe. Mrs. Joe persists in writing something like a letter 'T' on the slate. No one could decipher it. Biddy alone is able to see the shape of a hammer in it and infer that Mrs. Joe has perhaps Orlick in her mind. But Mrs. Joe does not nurse any grievance against Orlick and is keen on becoming friendly with him.

CHAPTER – 17

Pip continues to be an apprentice to Mr. Joe. He also tries hard to learn, read and write. Biddy all the time shows interest in what Pip has been doing. Pip's admiration for Biddy grows because she has been managing their household very well besides attending to the needs of Mr. Joe. One day Pip does some kind of frank talking with Biddy. He converses that he has a partiality for Estella and on her account he would like to be a gentleman. Biddy does not take offence. Instead she

thanks Pip for having taken her into confidence. Pip tells her of his longing to become a gentleman. He hastens to add that it might ever remain a dream. Bidley is practical and she does not have illusions about Pip falling in love with her. On their way back home Orlick offers to accompany them, but they decline it. Bidley has an inkling that Orlick has developed a liking for her, though she has not responded to it.

CHAPTER - 18

During Pip's fourth year of apprenticeship to Mr. Joe they visit the Three Jolly Bargemen, an inn, on a Saturday night. Mr. Wopsle is also there reading out aloud the news about a popular murder. A strange gentleman present there expresses his desire to meet Joe Gargery, the blacksmith and his apprentice called Pip. He takes them apart so that he could talk to them in private.

The strange gentleman introduces himself as Jaggers, a lawyer from London. He is a spokesman of someone else whose name is not supposed to be divulged. He asks Joe whether he would relieve Pip of his apprenticeship. Joe answers in the positive and adds that he would not take any money for it. The gentleman then discloses that Pip will soon come into handsome property. Pip is happy because reality is more beautiful than his dream. He is then told by the lawyer that he should never make an attempt at knowing who his benefactor is. Pip's benefactor has made provision for his education through him and Mr. Matthew Pocket would be his tutor. He is also told to report to him exactly after seven days and is given twenty guineas by the lawyer for his expense. Joe once again refuses to accept the money offered by the lawyer. The lawyer then instructs Pip to call on him in London, exactly a week later. Pip finds it difficult to take leave of Joe and Bidley who congratulate him over his coming into a fortune. Bidley conveys the matter to Pip's sister.

CHAPTER - 19

Pip thinks a great deal about his future as time has come for him to bid farewell to his old way of life. He requests Bidley to help Joe in all possible ways in his absence. Pip one day visits Mr. Trabb, the tailor, in the town to order new clothes for himself. The tailor promises to send the dress to Pumblechook's house by Thursday evening. When he calls on Pumblechook the latter treats him with dignity for the first time. When Pip takes leave of Pumblechook he tells him that he had asked the tailor to send his new clothes to his house Pumblechook expresses his happiness over it. He also promises Pip that he would take care of his sister and Joe. Then Pip calls on Miss Havisham to tell her that he has come into a fortune. Miss Havisham wishes him well and advises him to prove worthy of the blessings conferred on him.

On the appointed day Pip walks out of his house with a heavy heart after bidding farewell to Joe and Bidley. On his way Pip feels like going back.

CHAPTER - 20

It takes five hours for Pip to reach London. On instructions from Jaggers, a coachman waits for Pip near the coach office and takes him to Jaggers's office. When Pip arrives there, Jaggers has not yet returned from the court and so Pip has

to wait for him in his gloomy office. Pip after some time goes out into the open to breathe in some fresh air. As he walks along the street, he learns of Jaggers's competence as a lawyer from his clients who have great confidence in him. Pip after a long wait manages to meet Jaggers who at once directs him to go to "Barnard's Inn" where Pip's board and lodging had been arranged with Mr. Pocket. Then Pip is given directions as to whom he should meet in case he needs things like clothes and other essential things. He is also warned against squandering money. On instructions from Jaggers, Wemmick takes Pip to Barnard's Inn.

CHAPTER - 21

Wemmick having known that Pip is a stranger to London advises him to be careful because London is a bad place where a stranger might get cheated, robbed and murdered. Contrary to Pip's expectations, Barnard's Inn proves to be a collection of dark and shabby buildings. Mr. Pocket is not in his room but has left a note saying that he would return shortly. Wemmick takes leave of Pip leaving him alone.

Once again Pip has to wait for a long time and at long last Mr. Pocket arrives with a paper bag under each arm. After wrestling with the door for sometime, Mr. Pocket, the Junior, manages to open the room. He is very cordial to Pip and shows him round his room which is far from being cosy. Soon Pip realises that Mr. Pocket, the junior, is none other than the pale young gentleman whom he had defeated in a fight at Miss Havisham's house.

CHAPTER – 22

Herbert Pocket (Pocket the junior) like Pip had been sent for by Miss Havisham only to be rejected. Pip learns from Herbert Pocket that Estella is in no way related to Miss Havisham and Jaggers is Miss Havisham's lawyer. Pip finds Herbert Pocket a different man now. Herbert is frank and communicative and lets Pip call him by his first name "Herbert".

They together have a dinner which is by far the best Pip has had so far. Herbert narrates to Pip Miss Havisham's past. Miss Havisham is the daughter of a rich man but she was a spoilt child. Her half-brother nursed a deep grudge against her. Compeyson gave the impression of being deeply in love with her. Miss Havisham fell for him. On the day of their marriage, Miss Havisham waited for Compeyson in her bridal dress. But he did not turn up at the appointed hour (8.40 a.m). That was the hour she had stopped all clocks in her house. The man of course had been set against her by her half brother.

Life in London and its distractions make time fleet by. On an afternoon they call on Matthew Pocket.

CHAPTER – 23

Mr. Pocket is a gentleman who is glad to have Pip with him. He shows Pip his room and introduces him to Drummle and Startop, two other students of his. Pip later learns from Mr. Herbert that Mr. Pocket had been a distinguished student of Harrow and Cambridge and his marriage to Miss Pocket had blighted his prospects. Having tried his hands at various things he finally had settled down for "literary

compilation and corrections". The children of Mr. and Mrs. Pocket are taken care of by Flopson. In the evening Drummle and Startop go out for a boat ride. Pip is a robust boy. Having been brought up in a countryside he knows how to row a boat and so decides to get a boat for himself. He also understands that it is Mrs. Pocket who rules the roost and that Mr. Procket feels helpless in her presence.

CHAPTER – 24

Mr. Pocket gives Pip the right kind of advice whenever he approaches him with a problem. He then suggests that Pip could retain his room in Barnard's Inn only if the permission to do so is granted by Jaggers. Jaggers readily grants him permission and directs Wemmick to pay Pip twenty pounds to enable him to buy furniture and other necessary things. Pip learns from Wemmick that Jaggers has been a tremendous success as a lawyer and has four clerks to assist him in his business. Then Wemmick in a friendly way asks Pip whether he would care to spend a day with him at any time convenient to him. Pip accepting the invitation says that he would find it a pleasure to be his guest.

CHAPTER - 25

Bentley Drummle comes of a rich family. He is dull, proud and suspicious. Startop is a spoilt child and has been pampered by his mother. Pip hence takes to Startop more kindly than to Drummle. He prefers Startop's company to Drummle's. After a month Mrs. Camilla, Mr. Pocket's sister, visits him. She is mean and so fawns upon Pip who has now come into a fortune. Pip tries to concentrate on learning. He by then has acquired extravagant habits and has spent a lot of money. A few weeks later Pip spends a night at Wemmick's house after supper.

CHAPTER - 26

Soon Pip has an opportunity to visit Jaggers at his house on an invitation from him. Though Jaggers's is a stately house it is a badly maintained one. A greater portion of the house remained unused. There are racks full of books on law. The furniture was solid and good. Only after a long time Mr. Jaggers takes note of Drummle and Startop. Mr. Jaggers takes an interest in Drummle. The house-keeper, who looks like a ghost, announces that dinner is ready.

The conversation turns on rowing. Drummle makes it known that in strength and skill he is far superior to them. Just then Mr. Jaggers insists on Molly, the house-keeper, exhibiting her wrists. One of the wrists is badly disfigured. Jaggers tells the boys that Molly's wrists are more powerful than those of men. The boys talk too much and there might have been a scuffle among them. Luckily things go smoothly and at half past nine they take leave of Mr Jaggers. Pip seeks a private audience with Jaggers to apologise if anything disagreeable had taken place. He adds that he, however, has a liking for him and to him "he is one of the true sort". A month later much to their relief Drummle leaves the school to join his family.

CHAPTER – 27

Pip receives a letter from Biddy informing him that Mr. Wopsle and Joe Gargery would call on him at Barnard's Inn at nine o'clock on Tuesday. By now Pip

had employed, a boy to attend on him. He has asked the boy to be there on Tuesday morning. Herbert orders certain things for breakfast.

Joe Gargery calls on Pip at the appointed hour. He is impressed by everything about Pip. He tells Pip that Wopsle had left the church to become an actor and that as an actor he has made his mark. Joe is then introduced to Herbert by Pip. He has been sent there by Miss Havisham to inform Pip that Estella is back and would be glad to see him. Joe refuses to stay there any longer because he is not at home anywhere else except in his forge.

CHAPTER - 28

Pip decides to visit Miss Havisham and secures a seat on the afternoon coach. Herbert at the last minute tells Pip that two convicts are to travel with him by the same coach. The convicts have to sit on the seat behind the same coachman. There is a delay at the beginning because a gentleman objects to the convicts sitting by his side. But the issue is soon settled and the coach starts moving. From their conversation Pip learns that it is one of them who has sent him the two one pound notes at a request from his convict friend. Pip having led a different kind of life does not take any interest in them. Pip is eager to get off the coach before the convict could identify him. So he alights as the coach touches the town and goes to the Blue Boar Inn to spend the night. In the coffee room Pip happens to read a dirty old copy of a newspaper. Pumblechook has made an announcement in the newspaper about Pip coming into a fortune and has called himself "the youth's earliest patron, companion and friend." This really annoys Pip because Pumblechook has never been friendly with him.

CHAPTER – 29

Pip goes to Miss Havisham's house imagining himself to be a young knight of romance. He is surprised to see Orlick open the gates. He meets Estella in Miss Havisham's room. Estella has grown into a beautiful Woman. She continues to treat Pip as though he were a boy. Pip and Estella go out for a walk in the garden. Estella for the first time admits that there is no place for sympathy or softness in her heart. When Pip meets Miss Havisham later she urges Pip to love Estella. She is hysteric when she defines true love as "giving up your whole heart and soul to the smiter as I did". Just then Jaggers, Pip's guardian arrives. Then they have their dinner and Jaggers is provided with a bottle of choice Old Port. After dinner they play cards. Pip and Jaggers go to stay at the Blue Boar. Jaggers is accommodated in the room adjacent to Pip's.

CHAPTER – 30

The next morning Pip in order to avoid Pumblechook decides to walk a few miles on the road leading to London. He requests Jaggers to pick him up on the way. As he walks people take pains to have a look at him as though he were a strange specimen. Trabb's boy behaves as though he had seen a ghost. Pip feels greatly embarrassed. Much to his relief Jaggers's coach arrives to pick him up.

On reaching London Pip goes to his room and Herbert is really pleased to see him. After dinner Pip confides in Herbert that he loves Estella and he adores her. Answering a question from him Pip says that Estella has not responded to it at all. Pip hastens to add that he does not deem himself lucky because he has not won Estella's heart. Herbert points out that Pip's patron might have views on his marriage and adds that considering Estella's upbringing Pip might come to grief if he marries her. So he advises Pip to give it up as it might not do him good. Then he presents his own case to Pip. He himself is in love with Clara, the daughter of an invalid living on the first floor. As the girl is below his mother's family notions, the marriage may not materialise.

CHAPTER – 31

Pip and Herbert go to a theatre to see the play 'Hamlet' in which Mr. Wopsle plays a leading role. Mr. Wopsle fails to live upto the expectations of Pip and Herbert. So they try to avoid meeting him. But Mr. Wopsle sends for them. Pip cannot but speak admiringly of Mr. Wopsle's performance. He and Herbert invite him to dinner. Mr. Wopsle readily accepts their invitation. The dinner is over by 2 O'clock in the morning. When Pip goes to bed he cannot but think of Estella and it makes him feel miserable.

CHAPTER – 32

Pip receives a letter from Estella informing him that she would arrive in London two days later. He is greatly excited. He in his anxiety goes to the coach house a few hours before the arrival of the coach. He by accident meets Wemmick who is on his way to the prison to meet a client of Jaggers. Pip having nothing else to do accompanies him. Wemmick addresses the accused behind the bars as colonel. He tells the man that as the evidence against him is very strong, his is a hopeless case. But the prisoner remains unperturbed by this. He in the meantime regards Pip intently. Once outside the prison Pip begins thinking of the beautiful Estella.

CHAPTER – 33

Estella arrives to inform Pip that she is going to Richmond in Surrey, and that Pip is to take care of her for the time being. Answering a question from Pip, Estella says that she would live at Richmond for some time meeting people. Pip then tells her that his stay with Mr. Pocket has been a pleasant one. At this Estella just to disturb Pip says that Mr. Pocket would send fabricated reports about his pupils to Miss Havisham. After having tea they get into a post-coach and drive away.

Estella during the journey is seen unusually painstaking to win Pip over. But Pip pretends not to take note of it. Once they reach the house in Richmond where Estella has to live, Pip wonders "how happy he would be if he were to live there with Estella."

He returns to Hammersmith and has a mind to seek the advice of Mr. Pocket. He immediately changes his mind and decides not to confide in him his passion for Estella.

CHAPTER – 34

Pip still has great expectations of a windfall that might help him live in happiness for ever. But there are moments when he is prone to think that he would have been happier had he not met Miss Havisham. He could never banish thoughts of Estella from his mind. He has also acquired extravagant habits. Herbert being Pip's close associate also gets into the habit of spending money lavishly and so runs into debts. But they could not give up those habits. They try their best to sort out things by putting down in writing their debts. Herbert is too scared to put it down in writing. They roughly work out the sum they have to clear. Pip then receives a letter from Trabb & Co. informing him of the death of his sister on Monday afternoon.

CHAPTER – 35

The grief over the death of Pip's sister turns into anger, when he thinks of the person who had hit her on the head. Pip goes to attend the funeral. Joe sits with a downcast face. Once the funeral is over Pumblechook, Hobbler and his wife leave the house. Joe, Biddy and Pip have a cold dinner. Pip is disappointed because Biddy has not written to him of his sister's condition. Then he asks her whether anything has been known about the assistant. Nothing much is known about Orlick except that he is working in a quarry. When Pip states that he would visit Joe often Biddy remains silent because she knows Pip may not be able to keep his word. Pip leaves for London the next morning.

CHAPTER - 36

The day before Pip's twenty-first birthday he receives a note from Wemmick saying that Mr. Jaggers would be glad to meet him at 5 o'clock the next day. Pip is there at Jaggers's office at the appointed hour. Jaggers refuses to disclose to Pip the name of his benefactor. Instead he tells Pip that he knows that Pip has run into debts. He hands him over a bank note for five hundred pounds and tells him that he has to manage his finance himself and that he could draw one hundred and twenty five pounds every quarter from Wemmick. Again Pip raises a question regarding his benefactor. But Jaggers simply says that it might be years before his patron could make his appearance. Pip then thinks of investing his money wisely and seeks the advice of Wemmick. Wemmick asks Pip to meet him at his place for that purpose.

CHAPTER – 37

Pip goes to Walworth to have consultations with Wemmick regarding the investment of money. Wemmick arrives a little later accompanied by Miss Skiffins. He confides in him that he wants to invest his money so that he could help Herbert and adds that Herbert should never know who his benefactor is. Wemmick appreciates Pip's gesture and promises to do his best after discussing it with Mr. Skiffins who is an accountant and agent. Then they have their dinner and Pip observes that Wemmick has developed a strong liking for Miss Skiffins.

After a week, Pip on receipt of a note from Wemmick goes to Walworth to go through the formalities regarding the investment. Wemmick has chosen a young merchant who is in need of some assistance, financial help and who in course of time may need a partner. Pip invests two hundred and fifty pounds. The whole thing has been negotiated by Skiffins and Pip makes sure that Herbert would never know who his benefactor is.

A few days later Herbert with great excitement informs Pip of his having secured a job with a merchant. Pip knows who the merchant is. He derives great satisfaction out of Herbert's happiness.

CHAPTER - 38

At Richmond Estella lives with a widow called Mrs. Brandley and her daughter who looks older than her mother. Pip often visits her but could not win her heart. Estella makes use of his presence to tease other men who are her admirers. She behaves as though Pip's association with her has been forced on her. She even warns him against falling in love with her.

At Miss Havisham's bidding Pip has to accompany Estella to Miss Havisham's house. Miss Havisham with glee listens to Estella when she reels out the names of the people whose hearts she had wrecked. Pip could understand the dark designs of Miss Havisham whose mind is of course diseased.

Miss Havisham holds Estella's hand when she listens to Estella. Estella withdraws her hand from Miss Havisham. That infuriates Miss Havisham who calls Estella a stone. Estella retorts saying that Miss Havisham is to blame if she has grown callous. Soon there is a heated exchange of words. Miss Havisham accuses Estella of ingratitude. Estella replies that Miss Havisham has always presented to her the darker side of life and not the brighter side. Pip feels embarrassed and goes out for a walk.

Pip could hardly sleep that night in Miss Havisham's house. When Pip goes to the outer courtyard to have a walk in order that he could forget all about Miss Havisham, he is surprised to see her going ahead of him like a ghost. She keeps walking in and out of her room crying all the time.

Pip is very unhappy to learn that Estella has been intimate with Drummle, from Drummle himself. He is not willing to believe it until Drummle produces a letter written by Estella wherein she has stated that she has danced with him several times. Pip knows that the secret of Drummle's success is his money and dogged nature. Pip finds it hard to stomach it.

One day Pip happens to meet Estella at a certain Assembly Ball at Richmond. He expresses his displeasure over her giving encouragement to Drummle who is ill-tempered and stupid. Estella then makes it known that she has been doing so only to entrap Drummle and deceive him. Pip feels relieved on hearing this.

CHAPTER – 39

Pip has grown into a twenty-three-year old man. But he is yet to know what he is in for. He has left Barnard's Inn and lives in Garden Court in the Temple. Though

he is no longer a student of Mr. Pocket he is in the habit of reading regularly. Herbert has gone to Marseilles on business. Pip being alone keeps on reading till eleven o'clock that night. At eleven, Pip hears foot-steps and a well-built sixty-year-old stranger seeks permission to talk to him.

Pip reluctantly admits the stranger into his room. On having a close look at him Pip could identify the stranger. He is none other than the convict whom he had helped years ago with food and a file. Pip tells him that had he been grateful to him he should have mended his way of life. He adds that he does not want to renew the acquaintance made long ago under very odd circumstances. He then offers him a glass of drink. He is moved on seeing tears in the stranger's eyes.

The stranger tells something that gives a rude shock to Pip. He makes him understand that he has been his benefactor and has saved money for the sake of Pip. He had been a sheep farmer, stock-breeder and had done all kinds of odd jobs to help Pip become into a gentleman. Then he asks Pip to find some accommodation for the night. He adds that he has to be very careful because if he is found he might be executed. He then explains that he has been banished for life and if found anywhere in England he would be executed. Pip is really touched by the affection of the stranger who had risked his own life in order to meet Pip. It gives rise to mixed feelings in Pip. He feels uneasy because he has been living on the bounty of a convict. But his affection for him is overwhelming. Pip is also certain about another fact. Miss Havisham is not his benefactor. He has qualms because he feels unworthy of the affection of Joe and Biddy whom he had neglected.

Pip for the time being decides to protect, the stranger. He accommodates him in Herbert's room. He takes care to close all the shutters. The squalid weather persists throughout the night.

CHAPTER - 40

Pip, when the stranger is asleep, goes to the adjacent lodge to get a lantern. As he goes down the staircase he stumbles into a man. Pip is terribly afraid because he thinks that there is someone after the stranger. But on enquiry Pip learns from the watchman that no one came to the lodge the previous night as the weather was bad. He returns to his room in a hurry to verify whether the stranger is safe. The stranger asks Pip to call him uncle and tells him that his name is Abel Magwitch. He says that his desire is that Pip should lead the life of a gentleman. Pip is relieved to know from Magwitch that only Jaggers, Wemmick and himself know about his presence in London. He is, however, worried about the safety of Magwitch.

Pip decides to put Magwitch up in a respectable lodging house in Essex Street under the name Provis. He also verifies with Jaggers whether the stranger has been his benefactor.

Pip then gets Provis new clothes, but he feels that clothes cannot conceal his identity because there is a savage air about him which is the result of the kind of life he had led in the past. Herbert arrives five days later and is astonished at the presence of a stranger in his room.

CHPATER – 41

Pip tells the stunned Herbert the whole story and of his decision not to accept a penny more from Provis. Herbert does not approve of Pip's decision because Provis had gone there with one aim. In case he fails he might do something in despair. He also advises Pip that he should get Provis out of England at the earliest opportunity. Pip should do it in return for the tenderness Provis has shown him. Pip asks Provis later to tell him about his past and the fate of the other convict with whom he had a scuffle on the marshes.

CHAPTER – 42

Abel Magwitch (Provis now) narrates his past to Pip. He had been a bit of a poacher, a bit of a labourer, a bit of a waggoner, a bit of a hay maker and a bit of a hawker. The other convict whom he tried to kill is one called Compeyson. Compeyson had made use of him as a tool for putting into circulation stolen notes. Both of them were caught and tried in a court of law. Because he had the appearance of a gentleman Compeyson got only seven years of imprisonment. Then he had taken a vow to smash the face of Compeyson which he did on the marshes.

Pip is amazed to learn that the man who professed to be in love with Miss Havisham was none other than Compeyson.

CHAPTER – 43

Pip is worried about the safety of Provis. If Compeyson happens to know of Provis's return to England he would certainly pass on the information to the officers concerned. Regarding Estella he would not breathe a word about her to Provis. He has an urge to meet Estella and Miss Havisham before taking Provis out of the country.

Pip leaves for Miss Havisham's place after having asked Provis to be very careful in his absence. He stays at the Blue Boar where he runs into Drummle. Drummle accosts Pip and just to provoke Pip says that he and the lady Estella are to have a ride together that day, and as the weather is bad the lady might not turn up and he alone is going out for a ride. The man who offers Drummle light for his cigar looks like Orlick.

CHAPTER – 44

Pip tells Miss Havisham that he has found out who his patron is. He adds that it is not kind on her part to have used Estella for breaking his heart. He does not hesitate to tell her that she has not been just to Matthew Pocket and her son. Answering a question from her, Pip says that she could help Herbert with her money as he himself had done two years ago. He warns Estella against marrying Drummle because he is a mean and stupid brute. But she is determined to marry Drummle and says that she has grown tired of the game. She has been playing the game at the instance of Miss Havisham. Pip could not think of Estella as Drummle's wife, but he could always cherish the memory of his association with her till the end of his life.

Then he leaves Miss Havisham's house and starts walking towards London. He reaches London by midnight. At the Whitefriars' gate Pip receives a note. It is from Wemmick and reads, "Don't Go Home".

CHAPTER – 45

Pip spends the night at Hummums in Covent Garden. He could hardly sleep that night, because he could not contain his racing thoughts. On meeting Wemmick the next morning, Pip comes to know that his chambers in Garden Court had been watched. Herbert has also been informed of it. At Herbert's suggestion Provis has been put up in a house near the river where Herbert's fiancée lives with her bed-ridden father. Provis occupies the well furnished upstairs and Wemmick believes that it is a safe place for Provis. The place has another advantage. Provis, unnoticed by anyone, could board a ship that sails to some foreign country. Pip thanks Wemmick profusely. "

CHAPTER – 46

After eight, Pip goes in search of the house of the Whimples where Provis is put up. Herbert is happy to see Pip and introduces him to Clara with whom he is in love. Then they go upstairs and Pip is happy to see Provis comfortably settled. Herbert then tells Pip that he would do well to keep a boat at the Temple stairs and to get into the habit of rowing up and down the river as frequently as possible so that nobody would suspect them when they take Provis on the boat. Pip acts accordingly and gets hold of a boat. He has a boat ride regularly and thrice a week Herbert accompanies Pip. Pip has an uneasy feeling because he has a fear that someone might succeed in locating the place where Provis is hiding.

CHAPTER – 47

Pip's life becomes miserable. He is hard pressed for money. He is disturbed by the thought of Estella marrying Drummle. One day he goes for a boat ride but could not get back because of bad weather and so leaves the boat at a wharf near the Custom House. Pip goes to a theatre to see Mr. Wopsle's play.

After the play Mr. Wopsle tells Pip something that goes to unnerve Pip. He says that the convict whose face was battered in the scuffle on the marshes was sitting behind Pip. Pip passes on the information to Herbert, to Provis and to Wemmick through a letter. Pip stops visiting Provis as he decides to be more cautious.

CHAPTER – 48

On an afternoon Pip meets Jaggers who invites him to dine with him. They go to Gerrard street accompanied by Wemmick. He is told that Miss Havisham has sent a note expressing her desire to have a meeting with Pip to discuss with him a little matter of business he had mentioned to her sometime ago. Pip expresses his inability to oblige. Miss Havisham immediately because he has a more important business to attend to.

Pip makes an important observation that day. He notices an uncanny resemblance between the eyes of Molly, the house keeper and those of Estella. Her hands remind Pip of the hands of Estella and he concludes that Molly must be Estella's mother.

After the dinner Pip manages to get more details about Molly from Wemmick. Long back Molly stood accused of murdering a woman much stronger than she.

Jaggers with his legal expertise had managed to get her acquitted and since then she has been the house keeper of Mr. Jaggers and she also had a daughter.

CHAPTER – 49

Pip calls on Miss Havisham and tells her that he is there in response to her note. Miss Havisham then tells Pip that she has made up her mind to help his friend as desired by him, but he must explain to her the means by which she could do it. Pip by way of explaining to her says that she could help her friend to become a partner in a firm by investing money and that might require nine hundred pounds. When Miss Havisham offers to help, Pip declines the offer. Miss Havisham then writes something on a set of ivory tablets and tells Pip that on the authority of those tablets Jaggers would pay him the money. She also asks Pip to forgive her for all the harm she has done. She breaks down as she is nudged by her guilty conscience. Pip does not know how to comfort her. He could only request her to undo the harm she has done to Estella. Answering a question from Pip Miss Havisham says that it was Jaggers who brought the three year old child at her request at the beginning. She never intended any harm to her and she only wanted to save the child from a similar fate that had befallen her. Pip now is convinced of the fact that Estella is none other than Molly's child. He feels uneasy because there is an all pervading gloom about the house. He goes out for a walk.

As Pip looks back at the house, he sees Miss Havisham running towards him with a whirl of fire blazing about her. He at once throws his great coat upon her to stifle the fire. He then covers her with the great coat and with the great cloth on the table. He wraps it round her and holds it firm though Miss Havisham resists and manages to put out the flame.

The surgeon is sent for to attend on Miss Havisham. She regains consciousness in the evening and insists on Pip writing a note to Estella which reads, 'I forgive her'.

CHAPTER – 50

Pip in his attempt to save Miss Havisham has burnt his left elbow. Herbert calls on Pip and neither of them discusses the boat by which Provis could be sent abroad. He narrates Provis's affair with a woman who had throttled another woman to death out of jealousy. She also threatened to destroy the child she had by Provis. Provis thereafter went into hiding but unfortunately fell into the hands of Compeyson. Compeyson took advantage of Provis's helplessness. Pip could easily infer that Provis is Estella's father.

CHAPTER – 51

Pip decides to meet Jaggers at the earliest to know for certain the parentage of Estella. Jaggers and Wemmick are looking into office accounts. Pip produces Miss Havisham's authority to receive nine hundred pounds for Herbert. He then declares that Provis is Estella's father. Pip requests Jaggers to tell him all about Estella because he has loved her passionately.

Jaggers then tells Pip that on his advice the mother left the child in his hands as he felt that it would at least save the child. He adds that both the father and mother are living but neither knows about the existence of the other. He also tells Pip that breathing out the secret may not help anybody.

CHAPTER – 52

Pip hands over the cheque for nine hundred pounds to the firm which would take Herbert as a partner. He is really very happy over the good turn he has done to Herbert. On a Monday morning in March, Pip receives a note from Wemmick asking him to meet him at Walworth on Wednesday at the latest. Herbert and Pip decide to take Provis in a boat down the river and wait in a quiet spot till they come across a foreign steamer. Immediately they start making enquiries about the steamers that might sail to other countries and they learn that a steamer is to leave for Hamburg soon. On the advice of Herbert, Startop's co-operation is sought. Then they decide to inform Provis of the arrangements so that he would be ready at the appointed hour.

When Pip returns to his chambers he finds a letter that goes to disturb him. The letter states that if Pip is interested in knowing about Provis he should go to the sluice house by the old marshes that night. Pip is unable to take a decision. At the last minute he is resolved upon going to the marshes.

CHAPTER – 53

Pip waits in the darkness for the man who might provide him with more information about Provis. Pip enters the house but there is no one to receive him. After sometime he is taken by surprise. He is overpowered by someone who binds his hands. He is told that he would be killed that night as he had always thwarted Orlick's purpose. Pip soon makes out the figure and it is Orlick who has got him there. Pip shouts with all his might for help and soon hears responsive shouts. Herbert and Trabb's boy are there to help Pip. Otherwise Pip would have been murdered in cold blood. Orlick manages to escape. Herbert then explains to Pip the whole story. On seeing the latter, Herbert started for the marshes with Startop. Later he was accompanied by Trabb's boy.

Pip lies ill and the dreadful experience at the sluice house haunts him. Herbert being clear-headed goes about making all preparations and asks Pip to be ready by nine o'clock.

CHAPTER – 54

Pip gets ready for the adventure with a lot of misgivings. Provis and he wait at the Temple stairs. Herbert and Pip, helped by Startop take Provis on a boat hoping to ship him to France. Provis is happy to be on the boat because for days he had remained confined within the four walls. All the time they have an uneasy feeling of being watched.

Their fear comes true. They are waylaid by a ship. On board is seen Compeyson who has followed them with a view to thwarting their purpose. Provis (Abel Magwitch) in a scuffle with Compeyson pushes him into water and jumps after him. After sometime Magwitch surfaces with a severe injury in the chest and a

deep cut in the head. The fate of Compeyson is yet to be known. Later they learn Compeyson was dead and it was death by drowning.

Magwitch is taken captive on the officer's ship. Pip is touched by the attitude of Magwitch who has taken the greatest risk just to see him. But Magwitch tells Pip that he would not mind taking a risk just to see Pip whom he has always wanted to become a gentleman. Pip knows that all his property would be confiscated by the government if Magwitch is convicted.

CHAPTER – 55

Magwitch is taken to the police court the next day. Pip hurries to inform Jaggers of all that has happened and to request him not to let Magwitch know that all his wealth would be confiscated by the government. Compeyson's disfigured body is later found several miles away from the scene of the incident. In his pockets are found documents relating to the wealth which Pip is supposed to inherit. But Magwitch remains in a blessed state because he does not know anything about the fate of his wealth. Herbert soon has to leave for Cairo on business. He insists on Pip living with him after his marriage to Clara and he adds that it is Clara who is very particular about it.

At Wemmick's request, Pip goes out for a walk with him the next Monday. He is taken to the church by Wemmick only to be present at Wemmick's marriage to Miss Skiffins. After the wedding, they have breakfast in a pleasant little tavern. Pip makes himself a very agreeable companion at the party. While parting Pip is requested not to breathe a word about the wedding to Jaggers.

CHAPTER – 56

Magwitch with two of his ribs broken and wounded in one of the lungs lies very ill and as a result, his voice is scarcely audible. Now he is resigned to his fate. Pip spends a few minutes with him every day.

Jaggers despite his best efforts could not get Magwitch's trial postponed. Magwitch could not be defended because he has returned to the land that has cast him out. So he cannot escape death sentence. Pip's prayer is that Magwitch should die before he is executed. Pip also appeals to the Home Secretary requesting him to revoke the judgement. He explains in his appeals the circumstances under which he has come back to England and also sends an appeal to the Crown, the highest authority.

Pip continues to meet Magwitch whose condition is getting worse day by day. He one day chooses to tell Magwitch that his daughter whom he loved and whom he had given up for lost is alive and has grown into a beautiful lady. Magwitch is obviously pleased with this precious information and kisses Pip's hands. The next moment he dies perhaps a contented man.

CHAPTER – 57

Pip lies ill after his last meeting with Magwitch. The loss of Magwitch and his own financial condition lead to a sort of mental depression and he starts having

hallucinations. A few men knock at his door to tell Pip that he is under arrest because he has a debt of one hundred and twenty three pounds to clear. Pip tells them that he is too ill to be removed from his place and he would die if they do so. Luckily for Pip they leave Pip alone for the time being.

Pip is confined to bed for many days. When he recovers somewhat from his illness, he sees the figure of Joe vaguely. To begin with he could not believe himself. He ascertains the truth from Joe himself. Pip has nothing but profound gratitude for Joe but for whose help during his illness he would not have rallied round.

He learns from Joe that he has been attending on him ever since he fell ill, he is pleasantly surprised to know that Joe has been even taught to write by Biddy. He also learns of Miss Havisham's death and that she has left in her will five thousand pounds to Herbert and that she has settled most of her wealth on Estella. Joe has taken care of Pip during his illness as though he were a child. He takes him out for a ride so that he could breathe in some fresh air. Joe by now also has learnt that, Magwitch had been Pip's patron. Pip deliberately withholds the information that he is financially weak lest Joe might help him with money too. He already owes Joe a lot and feels ashamed of his indifference to Joe when he was better placed financially.

On Monday Joe leaves for his place leaving a brief note to Pip. The note says that he is leaving because Pip does not any more require his help and with his note is enclosed a receipt for the debt cleared by Joe. Pip decides to go to the old forge and to confide in him all that had happened to him. He also decides to revive his relationship with Biddy and marry her in case she is favourably disposed.

CHAPTER – 58

The news of Pip's misfortune, perhaps, has reached his native place. The people at Blue Boar are indifferent to him. He is accommodated in an uncomfortable room. He visits Satis House the next morning only to learn that the house has been put up for sale.

At the breakfast table Pip meets Pumblechook. Pumblechook teases Pip in the presence of the waiter. He feels relieved when Pumblechook leaves the inn. But at Joe's house a pleasant reception awaits him. Biddy lets out a cry on seeing Pip who is surprised to see them wearing the best clothes. She announces much to the discomfiture of Pip her marriage to Joe. Pip is happy because he has not breathed a word about his intention to marry Biddy either to Joe or to Biddy. He also decides to leave the place at once. He wishes Joe and Biddy well and expresses his hope of their begetting children.

Pip then requests them to forgive him because he had not been just and generous to them when he was in comfortable circumstances. After dinner he leaves for London to join Herbert. He joins Clarriker and Company as a clerk. In the meantime Herbert marries Clara and Pip assumes' complete charge of the Eastern Branch in the absence of Herbert. A few years later Pip becomes a partner in the House by dint of hard work. He is also constantly in touch with Joe and Biddy.

Pip goes to his native place and visits Satis House where he happens to meet Estella. Estella is no more fresh and alluring as she was once. She is no more haughty either; she has become wiser after the happenings in her life. Pip and Estella decide to remain friends for ever.

3.1.4 REVISION POINTS

- Young Pip lives with his abusive sister and kind brother-in-law, Joe, Pip brings a convict food and a file to escape, but the convict is recaptured the next day.
- Upon his uncle's request, Pip visits the wealthy Miss Havisham and falls in love with her adopted daughter Estella.
- Pip, financed by Miss Havisham, becomes a blacksmith's apprentice, but wishes to be a gentleman so as to win over Estella. A mysterious benefactor grants him his wish.
- Pip goes to London and spends beyond his means. He learns Magwitch, the convict he helped, is his benefactor, Estella plans to marry another man.
- Miss Havisham dies, Pip discovers Estella is Magwitch's daughter, Magwitch dies in prison, Joe pays off Pip's debts, and Pip goes to Cairo to marry another man.
- Miss Havisham dies, Pip discovers Estella is Magwitch's daughter, Magwitch dies in prison, Joe pays off Pip's debts, and Pip goes to Cairo to become a clerk. Later he reconnects with a widowed, kinder Estella.

3.1.5 INTEXT QUESTIONS

1. Write an essay on Pip's childhood.
2. Describe in detail the experience of Pip in Satis House and Miss Havisham house.
3. Write an essay on Pip's life in London.

3.1.6 SUMMARY

Great Expectations can be divided into three stages in the life of Pip. The first stage presents Pip as an orphan being raised by an unkind sister who resents him, and her husband, who offers him kindness and love. While visiting the tombstones of his parents in the cemetery, Pip encounters a convict and is made to bring him food and a file the next day. Pip's convict and a second convict are caught by soldiers of the Crown and returned to the prison ships (the Hulks).

Uncle Pumblechook arranges for Pip to go to Miss Havisham's house to play, and there he meets and falls in love with Estella. Pip returns to Miss Havisham's house to walk her around the decayed banquet table every other day for nearly 10 months. Miss Havisham rewards Pip for his service by paying for his apprenticeship to become a blacksmith with Joe.

Pip is unhappy with his position and longs to become a gentleman in order that he may eventually win Estella's affection. One day a lawyer, Mr. Jaggers, comes to tell Pip that a beneficiary has left him great fortunes. Pip is to go to London to become a blacksmith with Joe.

The second stage of Pip's life takes place in London where he becomes friends with Herbert pocket. The two young men live beyond their means and fall deeply in debt. Pip makes friends with Mr. Jagger's clerk, Mr. Wemmick, and enjoys visiting him at his Castle. Pip is told the background of Miss Havisham and her ill-fated wedding day. He also is embarrassed by a visit from Joe. An unexpected visit from his convict reveals that the convict, not Miss Havisham, is his benefactor. The man's name is Magwitch; he is the one to whom Pip had brought food in the churchyard. This knowledge begins the change in Pip from ungrateful snobbery to the humility associated with Joe and home.

The third stage in pip's life solves all the remaining mysteries of the novel. Compeyson, the second convict who was Magwitch's enemy, is drowned when Pip tries to aid Magwitch in his escape from London. Pip finds out who Estella's mother and father are. Pip is rescued from orlick. Magwitch dies in prison, and Pip becomes a clerk in Cairo with Herbert. He returns 11 years later and finds Estella at the site of Satis House. The more popular ending indicated that they stayed together.

3.1.7 TERMINAL EXERCISES

1. Describe Pip's encounter with the two convicts and their influence on his life and fortune.
2. Narrate Pip's first visit to the house of Jaggers and its importance in the development of the story.
3. Explain Pip's two visits to Satis House at the invitation of Miss Havisham.
4. How did Pip attempt to protect Magwitch?
5. How did Compeyson affect the harmony of Miss Havisham's life?
6. Write an essay on humour and pathos in *Great Expectations*.

3.1.8 SUPPLEMENTARY MATERIALS

Life and Works of Dickens

Charles Dickens was born on 7 February 1812 in Landport, then suburb of Portsmouth. His father was a clerk in the Navy Pay Office. With his modest salary of 300 pounds a year his father was able to lead a decent life. But his transfer to London in 1822 brought about a big jolt in his life. He ran into debts which he could not repay. Their household belongings had to be sold and Charles Dickens, quite against his will, had to part with his books — *Don Quixote*, *Robinson Crusoe*, *The Vicar of Wakefield*, *Roderick Random* and *Tom Jones*. But even such drastic measures could not save the family. His father was sent to Marshalsea, a debtors' prison, where he was joined by his wife and younger children. Dickens found life there hateful and humiliating. Dickens's unhappy childhood was rankling in his mind throughout his life. In 1824 there was a windfall and his father could repay the debts. So his father was freed from the Marshalsea. Dickens could return to school and prosecute his studies at Wellington House Academy till he was fifteen.

At the age of eighteen, Dickens became a parliamentary reporter for *Mirror of Parliament* and made his mark as one of the most able and accurate reporters of

parliamentary affairs. But soon he was disenchanted with the proceedings of the parliament, because the British parliament was no better than a dreary talking shop.

Dickens's father was forced to serve another term at the Marshalsea prison in 1834. The responsibility of tending the family fell to his lot. In a way it proved a blessing because Dickens in his free time started writing short stories like "A Dinner in Poplar Walk." But only after the birth of his first child in 1837, he wrote his first novel entitled *Oliver Twist*. His other works are: *The Pickwick Papers*, *Nicholas Nickleby*, *Barnaby Rudge*, *Martin Chuzzlewit*, *Dombey and Son*, *David Copperfield*, *Bleak House*, *Hard Times*, *A Tale of Two Cities*, *Great Expectations*, *Our Mutual Friend* and *The Mystery of Edwin Drood*.

Dickens was not just a novelist. He of course was a critic of his age. But there are other dimensions to his personality. He was a great entertainer, a great mimic, a great actor and a master of melodrama. Dickens was a novelist with a social consciousness. He wrote to expose the social evils and the ineptitude of the people in charge of various institutions. His novels are a crusade against the brutalities of officialdom, the abuses of private education, the law-courts, government departments, the debtors' prison and charity institutions like Work Houses.

Dickens's achievement was unique in that he went about reading his works throughout England, Scotland and Ireland. In the larger towns thousands came to hear him and many had to go disappointed because the halls were too small to accommodate all of them. He made as much of money as a popular actor of his days. He enjoyed the reading as much as his hearers. He had the gift of a born actor and referring to this talent Carlyle said: "No theatre stage could have made more players than seemed to flit about his face, and all tones were present. There was no need of any orchestra". Outside the hall large crowds waited for him for the chances of touching his hand or coat. Women listeners were as enthusiastic as men listeners and often they scrambled for any petal that might have fallen from his button hole as he moved about the stage waving his hands.

CHARACTERIZATION

PIP : THE PROTAGONIST

Pip is an orphan. He has been brought up by his sister who is ill-tempered. She has never spared the rod in the case of Pip. She is proud of telling everyone that she has brought up Pip by hand. To his sister Pip is an irksome burden and hence she has never taken to him kindly. Pip has missed all that a child needs namely loving care and tenderness. But Joe Gargery, his sister's husband, makes Pip's life somewhat meaningful. He is a kind of companion in distress because he suffers as much as Pip at the hands of Mrs. Joe. He is sympathetic, loving, good hearted and does his best to soften down things for Pip.

Pip's accidental meeting with the escaped convict (Magwitch) during one of his regular visits to the churchyard gives rise to a conflict in him. He is pulled between a sense of sympathy for the convict who has been starving and a sense of guilt because he has to steal food and a file from his sister's household. But the human

consideration gets the better of Pip and he helps the convict with food and a file. Little does Pip realise then that it would prove to be a turning point in his life.

Pip for sometime is forced to act according to the 'whims and fancies of Miss Havisham, a rich lady rendered unfit for life by circumstances. He visits her house at the behest of his sister who believes that his visits to Satis House might relieve them of the drudgery of life. But Pip suffers much during his visits to Miss Havisham's house. He is used as a pawn by Miss Havisham to revenge herself on young men because she had been deserted by her man on the eve of her marriage. He is thrown into close contact with Estella, a beautiful but arrogant young girl, who looks down upon him. She treats him with utmost contempt. This and his own ignorance of many things only make him resolute. He is resolved upon becoming a gentleman. That means he must get some education and learn social graces, so that he might find a place in Estella's sphere. He, in her eyes, is a coarse boy. To Pip she is, beautiful and sophisticated. Pip tries his best to learn something at the school run by Wopsle's aunt. But he learns more things from Biddy. He hates the career of a blacksmith. Just then he learns from a London lawyer that a benefactor who has chosen to remain anonymous is prepared to give him the best possible education. Pip is really excited. He abandons the anvil and goes to London with great expectations to study law. He is under the impression that Miss Havisham is his benefactor.

Pip's life in London is far better than it was in his village. He could wear the best clothes and enjoy a boat ride. He occasionally meets Estella who has come to stay nearby. He starts spending money lavishly and runs into debts. But he has the gratification of having helped Herbert Pocket.

One night Pip has a strange visitor. The visitor is none other than the convict Abel Magwitch whom he had helped years ago. He is shocked to know that it is not Miss Havisham but Abel Magwitch who has been his benefactor. But he decides to help him by smuggling him out of the country as Magwitch has taken a great risk on his behalf. But his attempts to smuggle Magwitch out of London prove abortive.

Pip returns to his village. He is a changed man now. He dreams of becoming a gentleman have been shattered. He wants to settle down in the village and marry Biddy whom he had ignored till then. But he is disappointed to learn that Biddy is already married to Joe. Pip decides to leave the country. He returns to England after eleven years and meets Estella. Estella being a widow now after her unhappy marriage to Drummle begs Pip to remain her friend.

Thus Pip is a victim of circumstances. For a while Pip pitches his hopes far too high. But the return of Magwitch wrecks his hopes of leading the life of a gentleman because he does not want to take money from a convict. But he is kind hearted, and so he helps Herbert Pocket, and keeps Magwitch in comfort. But he could not help him out of the country. Finally he makes an honest living and does not mind the hardship of staying away from the country for eleven long years. Bitter experiences in life make Pip wiser at the end.

Miss Havisham : A Sadist

Miss Havisham is an old gaunt woman still found in her bridal dress. She has deliberately shut herself to the world of light, life and happiness because of some harm done to her by a man years ago. She was jilted at the last moment by the man (Compeyson) whom she was engaged to marry. This had made her mentally sick. Since then she has nursed a deep hatred of the entire male sex. She had decided to revenge herself on the opposite sex. The sole purpose of her life has been to wreck the hearts of young men.

Miss Havisham has been living in isolation which itself is unnatural. She lives surrounded by the faded relics of her interrupted wedding celebration. She has not discarded her wedding dress either. She never leaves her house of dust, cobwebs and memories to have a look at the beautiful nature and bright sunshine.

Miss Havisham has adopted Estella not out of love for her. It is not even to relieve herself of the monotony of life. But it is for using the girl as a bait to lure men, only to be ignored by her later. She sees to it that Estella grows into a proud and arrogant girl, and is just a tool at her hands. She treats Estella as though she were soulless and devoid of all human feelings and asks her to do her bidding.

Miss Havisham has her own reasons when she asks Pip to play with Estella. She derives a peculiar pleasure when Pip is treated with contempt by Estella. Secondly in case Pip develops a liking for Estella, she can always ask Estella to wreck his heart by saying no to him. That is the reason why she asks Pip whether he feels the absence of Estella. She even makes Estella stay at Richmond so that she could wreck the hearts of many men.

Miss Havisham, however, does not know that Estella has developed a kind of hatred for her because her feelings have never been respected by the old lady. Estella has been asked to do many things that go against her instinct, and is not even allowed to give encouragement to the man she likes most. She is just a puppet whose strings are pulled by Miss Havisham. So at some point Estella starts hating Miss Havisham. Miss Havisham is not at all aware of her plight. She is not loved by anybody in the novel.

Pip alone has the courage to ask her for a favour. He wants to help Herbert Pocket. So he requests her to help him with a large amount of money. There is still some goodness in her. So she grants the amount to Herbert Pocket.

Miss Havisham meets with a fire accident. Pip's efforts could save her only for the time being. But she dies a lonely woman with none to mourn for her death. The one event in her life had killed her spirit long back. She had only existed over the years. The only purpose of her life has been to inflict cruelty on men at the emotional level.

Joe Gargery : A Blacksmith with a Heart of Gold

Joe Gargery is Pip's brother-in-law. He is a blacksmith by profession but steel has not entered his soul. He has been kind hearted enough to suggest that Pip might live with them when he married Pip's sister. He is good natured, and

accommodating, though he has not had any education. But for him, Pip's childhood days would have been intolerably miserable.

Joe Gargery has often come between his wife's wrath and Pip. Whenever his wife is in a snotty mood he warns Pip of it sufficiently early. He has been a father figure to Pip all along. He has been his confidant, companion and sharer of his grief.

None but Joe Gargery would have tolerated Pip's sister who is a shrew. She is ill-tempered and has not provided Joe Gargery with a happy and peaceful home. But he does not hate her for that and he proves to be a dutiful husband.

Joe Gargery is more attached to Pip than to his sister. He encourages Pip in all his endeavours. When Pip expresses an inclination to learn to read and write. Joe is happy about it. He admires Pip when he writes something though it is all wrong and calls him a scholar. When Pip is summoned by Miss Havisham, Joe Gargery is immensely happy. When Pip becomes a protege of an unknown benefactor none could have been happier than Joe Gargery. He is willing to relieve him at once without expecting anything in return.

Joe Gargery's tolerance is amazing. Once in London Pip starts assuming airs. He looks down upon Joe Gargery and Biddy because he thinks that he belongs to the upper class. But Joe Gargery continues to be kind to Pip. He does not even take note of Pip's indifference to him. When his wife lies ill as a result of a grievous injury at the back of her head he takes great care of her. He even appoints Biddy to attend to her personal needs.

When Pip lies ill in London Joe Gargery attends on him like a dutiful nurse. He stays with him for weeks and tenderly nurses him back to health. Pip does not even know how long Joe has been attending on him. Pip could never repay the kindness Joe has shown him during his illness. He also clears Pip's debts. Otherwise Pip would have been arrested. This act of kindness makes Pip feel ashamed of himself. He leaves London quietly once Pip recovers from his illness even without his knowledge. But he leaves behind a note stating that he would ever remain his friend.

Finally Joe Gargery is blessed by God. He is able to win the heart of Biddy whom he marries. There is no doubt Biddy would have proved to be a loving wife and provided him with a happy home.

Joe Gargery is pure of heart and stands for simple innocence and gentleness of spirit. It is unfortunate that even Pip does not understand him until end. No other character in the novel has the moral stature of Joe. He does not entertain great expectations and he is not subjected to great disappointments. He has always been content with his lot in life.

Estella : A Haughty Girl

Estella is a young girl brought up by Miss Havisham for the sole purpose of breaking the hearts of young men. She is the daughter of Abel Magwitch and Molly. But she has been under the impression that she is an orphan. She is brought up as a proud and arrogant girl. She is treated by Miss Havisham as though she were an inanimate thing and has been infected with all her undesirable qualities.

Estella grows into the type of girl Miss Havisham wants her to be. She is beautiful, haughty and looks down upon the poor working class people. From the beginning she has treated Pip with contempt. She considers Pip as a labouring boy who knows nothing of social graces. At Miss Havisham's bidding she plays cards with Pip.

Estella just to please Miss Havisham does not hesitate to tease Pip. She looks down upon him and treats him as though he were much inferior to her. Occasionally she is intimate with him and even asks him to kiss her. She had been playing card game with Herbert Pocket just to please Miss Havisham.

Estella does not behave like an individual at the beginning. She believes that the only purpose of her life is to carry out the instructions of Miss Havisham. She rejects Pip who is hopelessly in love with her. She does everything to please Miss Havisham. Again at the behest of Miss Havisham she goes to live in Richmond only to pretend to be in love with men whose hearts she would break later.

Estella ignores Pip's warning and marries Drummle only to come to grief. Drummle dies leaving her a young widow.

Estella does not remain a tool at the hands of Miss Havisham for long. She understands the nefarious motives of Miss Havisham. She starts hating her. When Miss Havisham holds her hand she withdraws her hand. To Estella Havisham's touch is repulsive. She realises that Miss Havisham has successfully killed her spirit and destroyed the individual in her. She becomes aware of the fact that she has been just a puppet at the hands of Miss Havisham. Her association with Miss Havisham has deprived her of all the feelings natural to the girl of her age group. But then the realisation comes to her late. Things cannot be set right because by then she has become a young widow. But there is a ray of hope at the end when she and Pip decide to be friends for ever.

There is an evolution in the character of Estella. To start with, she is just an instrument at the hands of Miss Havisham, devoid of all feelings. Finally she becomes an individual capable of deciding her future.

Abel Magwitch : A Victim of Circumstances

Abel Magwitch's appearance in the novel is limited to a few chapters. But he leaves a lasting impression on the minds of Pip and the readers as well.

Magwitch makes his appearance at the beginning of the novel. Pip runs into him during one of his routine visits to the churchyard where his parents and brothers had been buried. Magwitch is an escaped convict with a chain on his leg. With coarse clothes and a few days of stubble on his chin Magwitch might have appeared like a wild animal to Pip. The way he treats Pip is far from gentle. He shakes Pip as a terrier would shake a mouse. He holds Pip upside down and enquires about his residence and family. He lets him go only when Pip promises to bring him food and a file the next morning without the knowledge of anybody. Pip is really threatened out of his wits by the rough treatment. Magwitch thus evokes only a sense of fear in Pip at the beginning. When he eats the food brought by Pip, he reminds Pip of their dog. Thus Magwitch is a terrible looking escaped convict who is uncouth. The search party approaches the marshes just on time. Otherwise he

would have killed Compeyson who is responsible for his deplorable plight. He could never forgive Compeyson but for whom he would have led an honest life. The soldiers arrest him and he is banished from England for life.

Abel Magwitch for all his rough exterior is a different man inside. He has a sense of gratitude. He always remembers Pip's little act of kindness. He has made up his mind to help Pip with money so that he could lead the life of a gentleman. He makes provision for Pip's education through Jaggers, but chooses to be an anonymous benefactor. After leaving England he has fought against several odds, led a hard life and by a dint of hard work has grown into a rich sheep farmer in Australia.

Several years later he returns to England prompted by a strong urge to see Pip and has taken a great risk in doing so. He flings a surprise at Pip by visiting him at an unexpected hour. It takes sometime for Pip to place him. He is happy and proud to see Pip in better circumstances. He believes that his visit to England is known only to Jaggers and Wemmick besides Pip. But Compeyson knows about it.

The efforts of Pip and Herbert to smuggle Magwitch out of England fail because of Compeyson. Magwitch is gravely wounded and taken captive at the last moment. Pip takes great care of Magwitch during his last days. He dies a happy man because he is told by Pip that his daughter whom he had assumed dead is still alive.

Jaggers : An Awesome Criminal Lawyer

Jaggers is a brilliant and successful lawyer from London. He has a large number of clients and his office is always bustling with activity. But he as a lawyer has always used his legal quibbling and mental dexterity not to establish justice but to defeat the purpose of justice. He is not an ideal lawyer who is keen on helping the innocent. He is after money and reputation and so uses his great abilities to save the criminals from the gallows. So he commands respect over his clients, terrifying prisoners and witnesses. But Jaggers, the lawyer of great repute, has no private life, and he is only a lawyer and nothing else. This perhaps is a just punishment meted out to him. He in brief is a serious criticism of the Newgate London society.

Jaggers is in the habit of washing his hands, and this act of his reminds us of Pontius Pilate. Perhaps he wants to escape the sense of guilt. He does it with a view to disclaiming his responsibility. He even shakes hands with a client who is to be executed because he does not want the client to bear any ill-will towards him.

Jaggers as the lawyer for an anonymous benefactor plays a great role in the life of Pip. He conveys to Pip that he, with the help of the money granted to him by a man whose identity he cannot reveal, could get educated and become a gentleman. Pip is immensely happy because that has been precisely his dream too. He has been longing to become someone worthy of Estella's admiration.

Jaggers does two things to Pip. By not divulging the name of his benefactor he makes Pip dream of a glorious future. Pip entertains great hopes. Little does he realise that greater the expectation greater the disappointment is. His dreams are shattered in more than one way. He has qualms when he comes to know that he has been leading a comfortable life because of money from a man wanted by the

law. He is greatly disappointed when he comes to know during his visit to Jaggers's house that Estella is after all the daughter of Magwitch and Molly. The knowledge of Estella's parentage helps Pip in some other way. He could tell the dying Magwitch that the latter's daughter is alive. This should have been of tremendous consolation to Magwitch during his last moments.

Herbert Pocket : A True Gentleman and an Unfailing Friend

Herbert Pocket is yet another boy who visits the Satis House at Miss Havisham's wish. He is brought there to fulfil her cruel desire of wrecking the hearts of men. Estella is expected to treat him with contempt which might go to wreck the heart of the young man. But Herbert Pocket perhaps does not live up to Miss Havisham's expectations and so is rejected by her. But at Miss Havisham's house Herbert has an encounter with Pip. He in a naughty mood asks Pip to fight with him, though it is quite unwarranted. Pip, being a rugged country bred boy, has little difficulty in defeating Pocket who is pale and weak. This unfortunate incident is forgotten by both the boys when they fall into each other's company later.

Pip, when he goes to Barnard's Inn on directions from Jaggers where he is supposed to stay, meets Herbert Pocket. Herbert Pocket is a different man now. He is friendly and accommodating. From him, Pip learns about Miss Havisham's past and the fact that Estella is in no way related to Miss Havisham.

Herbert Pocket often makes very constructive suggestions to Pip. He rightly points out to Pip that the latter would come to grief if he decides to marry Estella because Pip's patron might have different ideas regarding his marriage.

Herbert does not mind when Pip harbours Magwitch, the man wanted by law, in his room. Again he advises Pip not to act in haste as it would drive him to despair. At Herbert's suggestion Magwitch is put up in a house near the river where Herbert's fiancée lives.

Herbert does everything in his power to help Pip smuggle Magwitch out of England. He advises Pip to secure Startop's co-operation for the purpose. When Pip is trapped in the sluice house it is Herbert who goes to his rescue. But for Herbert Pip might have been done to death. Pip is a nervous wreck after the incident as he is haunted by the nightmarish experience at the sluice house. Herbert takes care of Pip and also goes about making preparations for helping Magwitch to get out of England. He thus stands by him at an hour when Pip needs him most.

For all the good Herbert does to Pip he is amply rewarded by Pip. When Pip gets five hundred pounds from Jaggers he helps Herbert become a partner in a business firm.

Dickens and his Times

The Victorian era as Dickens wrote in *A Tale of Two Cities* "was the worst of the times and the best of the times". It was the best of the times because the prestige of England reached an all time high. The British empire expanded by leaps and bounds and contributed to a phenomenal increase in the revenue of the British Treasury. Trade flourished as Britain had established maritime contacts with many

countries. Industries were on the increase and England started exporting several finished products to world markets. But the prosperity bypassed the poor as it touched only the British upper and middle classes. The material prosperity made possible by the industries, trade and commerce had an adverse effect on the moral and spiritual aspects of the people of England. 'The trade's unfeeling train' had shorn the people of their human feelings like love, sympathy and affection. Perhaps Ruskin had in mind the dehumanised and demoralised materialists and the exploited and downtrodden working class living in dirt when he wrote *Unto This Last* wherein he speaks of social justice and social affections. In fact the plight of the poor and the children working in factories for a pittance made the writers of the late Victorian period socially conscious.

A greater blow was dealt by Darwin's theory of evolution which undermined the faith of the people in religion and the Bible. People could not make up their minds because they were pulled in one direction by the findings of modern science and in the opposite direction by the religious beliefs which had been in their blood over the centuries. All the Victorian poets were affected by the conflict, but Browning was not, because his was European sensibility.

The novel happens to be the most important literary form in the Victorian era. The Victorian novel holds a mirror to the social background of the period. It is democratic because the readers belonged to all classes and not to anyone group in particular.

The Victorian novel took many forms - historical romance, the novel of manners, the psychological or problem novel and the novel of purpose. Dickens wrote novels of purpose like *Oliver Twist*, *Nicholas Nickleby*, *Bleak House* and *Hard Times*. Dickens who started his career as a journalist wrote fiction with a view to exposing the evils of the society. In *Oliver Twist* he exposed the corruption of the poor-law, inhumanity of the work-house and sordid London slums like Saffren Hill, St. Giles. His *Bleak House* brought to public attention the delay in the proceedings of the court of Chancery and the snobbish and prejudiced officials of "organised charity" and "organised religion".

In *Nicholas Nickleby* Dickens was concerned with the corruption of the schools and school-masters. He made it a point to visit a school in the village named Bowes before writing the novel. Such schools were in appalling conditions as they were not bound by any laws of the state. Besides the policy of no vacation did not help the children, but helped only their irresponsible parents and guardians.

Dickens was also a literary caricaturist. He, in his novels, had created unforgettable types which became symbols of certain human weaknesses, Micawber for hypocrisy and Uriah Heep for false and vicious humility.

3.1.9 ASSIGNMENTS

1. Describe Pip's adventures on the Marshes.
2. Explain Pip's apprenticeship at the forge.
3. Write an essay on Pip's life in London.
4. How did Abel Magwitch return and die?
5. Write on the character of Joe Gargery.

6. Sketch the character of Herbert Pocket.
7. Narrate the tragic incident happened in Miss Havisham's life.
8. Explain Estella's attitude towards Pip.

3.1.10 SUGGESTED READING / REFERENCE BOOKS

1. Lord David Cecil : Early Victorian Novelists.
2. Una Pope-Hennessy : Charles Dickens 1812-1870.
3. G.K. Chesterton : Appreciations and Criticisms of the Works of Charles Dickens.
4. Philip A.W. Collins : Dickens and Crime.
5. W. Walter Crotch : Charles Dickens, Social Reformer.
6. Monroe Engel : The Maturity of Dickens.
7. John Hagan Jr : "The Poor Labyrinth : The Theme of Social Justice in Dickens' Great Expectations," Nineteenth Century Fiction.
8. Edgar Johnson : Charles Dickens : His Tragedy and Triumph.
9. Hesketh Pearson : Dickens : His Character, Comedy, and Career.

3.1.11 LEARNING ACTIVITIES

1. Try to connect the first few chapters and make it a small drama by playing different roles with your friends.

3.1.12 KEYWORDS

the marsh country	: low-lying wet land
file	: metal tool for cutting or smoothing hard substance
apprentice	: one learning a trade
forge	: blacksmith's workshop
the hulks	: old ships used as a prison for criminals
devoured	: swallowed greedily
savoury	: tasteful
ferry	: small boat to cross the river
weird	: strange, mysterious
sullen	: in low spirits
brooding	: thinking within oneself
guinea	: a gold coin worth 21 shillings
gasp	: breathed with difficulty
benefactor	: person who has given help
dumbfounded	: struck speechless
hackney-coach	: hired coach drawn by horse
sulky	: bad-tempered
reticent	: silent and reserved
invalid	: disabled person
flutter	: state of excitement
cease	: come to an end

tease	: make fun of unkindly
concert	: musical entertainment given in a public hall
haunt	: appear repeatedly in a place
boor	: rough, ill-mannered person
ensconced	: placed comfortably
expedition	: a voyage for definite purpose
mysterious	: difficult to understand the origin
tamed	: made gentle
mishap	: unlucky accident
strangled	: kill by stopping the breath
scoundrel	: rogue, villain
steamer	: vessel run by steam
composed	: calm
horizon	: line at which earth and sky appear to meet
wrapped	: covered
grieved	: felt sad
infirmary	: Hospital
tranquil	: Calm



Dr. C.N. Subramanian,
Professor of English (Retd.),
Annamalai University.

(Edited by **Mr. P. Thanusuraman &**
Dr. L. Thirunavukkarasu)



4.1 MAHATMA GANDHI

– Lord Pethick - Lawrence

4.1.1 INTRODUCTION

This essay was written by Dorothy King. She is an American Archaeologist and historian who lives and works in England. In this essay, she gives us a vivid account of the life and achievements of Abraham Lincoln. Abraham Lincoln was a famous American President in whose period the civil war was fought for the right of blacks.

The story of Mahatma Gandhi forms an integral part of the history of India. Lord Pethick-Lawrence in his essay on Mahatma Gandhi gives us a clear account of Gandhi's last years.

4.1.2 OBJECTIVES

This biographical Sketch introduces the learner's to the great American President Abraham Lincoln and his early life. It throws light on slavery and American civil war. It makes the student familiar with the literary genre biography.

4.1.3 CONTENTS

Partition and communal clashes

India had won Independence in the year 1947. Muslims fought for a separate country for themselves and were successful in dividing the country into two parts. Consequently Pakistan was created, and Gandhi was the last person to accept the settlement. Gandhi attempted to study the psychological reaction of the mass of the people regarding partition. Communal clashes erupted in Bengal and Punjab. Great numbers of population were brutally murdered. With the help of the military, order was restored to a certain extent. Migration and counter migration began on a scale unequalled in history.

Gandhi's peace effort

The presence of Gandhi in Bengal prevented communal disorder. On the advice of Suhrawardy, the Muslim ex-Premier of Bengal, Gandhi went to Calcutta and restored communal peace. He was respected by people of all communities. Within a few weeks riots broke out in Calcutta. To restore order, Gandhi embarked upon a fast unto death. Immediately people stopped fighting and peace was restored. Newspapers paid tributes to Gandhi's action. Gandhi then returned to Delhi and he was put up at the Birla House. Gandhi used to stay in the sweeper's colony, but it was occupied by refugees. Migration was taking place both ways across the frontiers between India and Pakistan. It was the duty of both Governments to take care of the

minorities. Gandhi wanted to go to all parts of Pakistan as a friend of the Muslims without protection.

On his seventy-eighth birthday Gandhi said that there was nothing but agony in his heart. Clashes broke out in Delhi much more virulently and there was a real bloodbath. He appealed to all fanatics to give up the present madness. Rioting continued in several places. On 13th January 1948, he undertook one more fast. Fasting was the last resort of the Satyagraha. Daily he continued to address the crowd gathered at his prayer meeting. His main aim was to put an end to communal clashes.

As per the partition agreement, India should hand over a substantial sum to Pakistan. Owing to Kashmir dispute the Indian Government refused to pay that amount. Gandhi gave a severe warning to the Government of India. The thrust of his argument was towards honesty and integrity. Commitment should be honoured at all levels. As a result of Gandhi's fast the Government of India decided to hand over the amount to Pakistan. Gandhi broke his fast, when he was informed that all representatives of the peace committee had signed a pact pledging brotherly amity and the protection of the life, property and the faith of the Muslim minority.

A misguided youth attempted to explode a bomb at the Birla house where Gandhi was staying, but no one was hurt. Gandhi took pity on the misguided youth and appealed to the police not to harass the youth in any way. Gandhi deprecated strikes, condemned corruption in public life.

Assassination

On 30th January, 1948, Gandhi told his personal attendant to bring all important letters to him saying that he might not be alive the next day. As Gandhi was going to the prayer meeting a Hindu youth rushed towards him. Pushing Manu aside, he started shooting. The first bullet hit Gandhi in the abdomen. Two more shots followed. Gandhi was taken back to his room. All efforts to save his life failed. The whole world mourned the death of Gandhiji. Nehru said, "The light has gone out of our lives and there is darkness everywhere". His body covered in white homespun cloth was taken in a procession to Rajghat for cremation. Gandhi's body was placed on a sandalwood pyre. Nehru falling on his knee kissed Gandhiji's feet.

Tribute to Mahatma Gandhi poured in from all over the world. Gandhiji's death was a great loss to mankind.

4.1.4 REVISION POINTS

- ▣ Lincoln was born in the state of Kentucky, 1809
- ▣ He was the president of America between 1861 – 65
- ▣ During his period the social evil prevalent in America was slavery in which Negroes were treated worse than animals.
- ▣ Abraham Lincoln abolished slavery and there was a civil war between supporters of slaves and Northern States.

4.1.5 INTEXT QUESTIONS

1. How did Gandhi prevent communal clashes and violence?
2. Describe briefly Gandhiji's mission in life.

4.1.6 SUMMARY

This lesson deals with the life of Abraham Lincoln and abolition of slavery. He was the president of America between 1861 – 1865. Negroes in America were treated worse than the animals. Shocked by the plight of the black people he determined to put an end to slavery.

The Northern States were industrially developed supported Lincoln while southern States opposed him. Northern States under the leadership of Lincoln fought with the southern states and abolished slavery.

4.1.7 TERMINAL EXERCISES

1. Which year Abraham Lincoln was born?
2. What is meant by slavery?
3. What are the reasons for Civil War?
4. Who won the Civil War?

4.1.8 SUPPLEMENTARY MATERIALS

None

4.1.9 ASSIGNMENTS

1. Write an essay on American Civil War.

4.1.10 SUGGESTED READING / REFERENCE BOOKS

1. My Experiments with Truth – M. K. Gandhi.

4.1.11 LEARNING ACTIVITIES

1. Students are asked to browse and Collect information about Lincoln.
2. Group Discussion about the materials collected.

4.1.12 KEYWORDS

- | | |
|----------------|--|
| 1. Reputation | - What somebody is known for |
| 2. Abolition | - The act of abolishing |
| 3. Slavery | - The social practice of owning human beings of property |
| 4. Republican | - A Political party |
| 5. Democratic | - A Political party |
| 6. Association | - Killing for political reasons |



4.2 ABRAHAM LINCOLN – Dorothy King

4.2.1 INTRODUCTION

This essay was written by Dorothy King. She is an American Archaeologist and historian who lives and works in England. In this essay, she gives us a vivid account of the life and achievements of Abraham Lincoln. Abraham Lincoln was a famous American President in whose period the civil war was fought for the right of blacks.

4.2.2 OBJECTIVES

This biographical Sketch introduces the learner's to the great American President Abraham Lincoln and his early life. It throws light on slavery and American civil war. It makes the student familiar with the literary genre biography.

Dorothy King gives us a vivid account of the life and achievements of Abraham Lincoln in her essay-Lincoln's early life

4.2.3 CONTENTS

Lincoln was born in a log cabin in the State of Kentucky in 1809. Even at an early age Lincoln understood what hardwork meant. He lost his mother when he was nine years old. His father married again, to take care of the family. His step mother was very kind to him. He studied at a school for one year only but he developed the habit of reading books.

In the 19th century, Negroes in America were treated worse than animals. Shocked by the plight of the black people in America, he determined to put an end to slavery in his country.

He was a voracious reader and took part in many local political debates. For sometime he served as a postmaster. He evinced keen interest in law and studied law books. At the age of twenty five he was elected a member of the Illinois legislature. He won a convincing victory at the polls thrice. When he was 28, he became a full-fledged lawyer.

Slavery and civil war

Four years after his marriage he became a member of the Congress. Within a short period, his reputation as a politician shot up. He vowed to fight tooth and nail for the abolition of slavery. He introduced a bill in the Congress for the abolition of slavery, but it was rejected. The southern states supported slavery but the northern states held almost diametrically opposing points of view. The rich southerners who employed hundreds of slaves on the cotton plantation, argued forcefully that slavery should not be abolished. They threatened that they would secede from the Union if the northerners insisted on the abolition of slavery.

Lincoln, who wanted to liberate the slaves, contested the Senate election as a Republican candidate and his rival A. Douglas, a democratic candidate, opposed him. Slavery was the key issue during the election campaign- Douglas opposed the abolition of slavery. Lincoln was defeated but not disheartened. He addressed several meetings and his words seemed to have a magic influence upon his hearers.

Lincoln as president and abolition of slavery

In 1860, Lincoln was nominated as a Republican candidate for the Presidency. The newspapers of the Democratic Party made a scathing attack on Lincoln and called him a third rate country lawyer. The question of slavery was the main issue. Lincoln declared that slavery should not be taken into a free territory. Both sides generated heat. Lincoln, the architect of antislavery, was chosen President of the U.S. for the term 1861-1865.

As a retaliatory measure, the southern states broke from the Union. Even before Lincoln assumed office, one southern state after another announced its withdrawal from the Union and in 1861 at the time of Lincoln's induction as President, the states that had seceded formed a government of their own, called it the confederate states of America, with Jefferson Davis as president. Lincoln was very firm in his decision that the Union should not be disintegrated. The confederate states declared war on the northern states, and the civil war set the whole of America ablaze with excitement. Lincoln's passionate appeal to the people of USA at the hour of crisis struck a responsive note. Volunteers came forward to defend the Union. Lincoln as Commander in Chief of the army tried hard to bolster the crumbling hopes of his army and people.

The southern states forfeited their claim to protection of their rights. The President's proclamation announced the emancipation of all slaves owned by rebels. The northern states were overcoming the force of the brave confederate leader Robert Lee. Though beaten at first in more than one important battle, the northerners made vigorous attempts to protect the Union.

Lincoln was re-elected President for another four- year term. He got the 13th Amendment to the Constitution passed and slavery was abolished for ever. The northerners defeated the southern force and the war came to an end. According to one writer, the clemency shown by the conquerors to the conquered in this struggle is one of the brightest pages in the history of the Republic of the West.

Assassination

On the evening of the 14th April, 1865, President Lincoln and his wife went to a gala performance at a theatre. As he sat in his box a strange man entered the theatre and fired two or three times in quick succession at Lincoln and escaped. Lincoln remained unconscious until he died early the next morning. His assassin John Willkis Booth, a half frantic enthusiast of the southern cause, was pursued, caught and killed before the body of the President was buried.

Abraham Lincoln was a kind-hearted and good-natured gentleman. Generosity and forgiving nature were the impressive qualities in his character.

4.2.4 REVISION POINTS

- Lincoln was born in the state of Kentucky, 1809
- He was the president of America between 1861 – 65
- During his period the social evil prevalent in America was slavery in which Negroes were treated worse than animals.
- Abraham Lincoln abolished slavery and there was a civil war between supporters of slaves and Northern States.

4.2.5 INTEXT QUESTIONS

1. How did Gandhi prevent communal clashes and violence?
2. Describe briefly Gandhiji's mission in life.

4.2.6 SUMMARY

This less on deals with the life of Abraham Lincoln and abolition of slavery. He was the president of America between 1861 – 1865. Negroes in America were treated worse the animals. Shocked by the plight of the black people he determined to put an end to slavery.

The Northern States were industrially developed supported Lincoln while southern States opposed him. Northern States under the leadership of Lincoln fought with the southern states and abolished slavery.

4.2.7 TERMINAL EXERCISES

1. Which year Abraham Lincoln was born?
2. What is meant by slavery?
3. What are the reasons for Civil War?
4. Who won the Civil War?

4.2.8 SUPPLEMENTARY MATERIALS

1. None

4.2.9 ASSIGNMENTS

1. Write an essay on American Civil War.

4.2.10 SUGGESTED READING / REFERENCE BOOKS

1. Listen to Abraham's Presidential Address on YouTube.

4.2.11 LEARNING ACTIVITIES

1. Students are asked to browse and Collect information about Lincoln.
2. Group Discussion about the materials collected.

4.2.12 KEYWORDS

- 1. Reputation - What somebody is known for
- 2. Abolition - The act of abolishing
- 3. Slavery - The social practice of owning human beings of property
- 4. Republican - A Political party
- 5. Democratic - A Political party
- 6. Association - Killing for political reasons



4.3 THOMAS ALVA EDISON

– Egon Larson

4.3.1 INTRODUCTION

This essay is a biographical sketch of Egon Larson which gives graphic account of Thomas Alva Edison's life, career and inventions.

Egon Larson in his essay on Thomas Alva Edison presents a graphic account of his career in the newspaper world and in scientific ventures. As an inquisitive youngman Edison pestered everyone he met with questions about anything and everything that he saw. The first venture which Edison started was based on the kitchen garden at the back of his house. He produced all he could in his little garden, but it was not enough to meet the growing demand for vegetables in his native place. He often went on business trips (to buy vegetables) to Detroit. To spend his spare time usefully at Detroit, he became a member of Youngmen's Club.

4.3.2 OBJECTIVES

This essay introduce us to the great scientist Thomas Alva Edison's life and scientific inventions. Learner's understand his scientific inquisitiveness and inventory attitude even as a small boy.

4.3.3 OBJECTIVES

4.3.3.1 Edison's experience as a newspaper boy and editor

To convert the monotonous train journey into a profitable one, Edison started selling the newspaper Detroit Freepress to the passengers everyday. When the news of the death of the general Johnston reached Detroit, Edison exploited the opportunity to make a neat sum of money. With the help of the telegraphist, he flashed the news to all stations saying that the details would be available in the evening newspaper. He sold 1000 copies instead of 200 on that day.

At the age of 15, he bought a printing press and began to produce his own paper the Weekly Herald. He continued his work at the luggage van. Unfortunately there was a fire accident in the luggage van and Edison was pushed out of the train and not permitted to continue the business in the train. The printing machine which was in tact was installed in the cellar of his father's house. The Weekly Herald was renamed Paul Pry and it dealt with the foibles and fads of the big-wigs of port Huron. Offended by an article that appeared in Paul Pry, one local businessman tortured him and it put an end to his career in the newspaper world.

4.3.3.2 Edison's first Invention and his first patent

Edison's first invention was a 'Vote Recorder'. He demonstrated his invention to a committee of the House of Representatives but they did not evince interest in his machine. He turned his attention to Stock exchange ticker. He had an idea of a new system. He went to New York to find buyers or backers around Wall Street. With the help of his friend, he got accommodation in the battery room of the gold indicator company. The simple telegraph installed in the company indicated the

varying prices of the precious metal. Suddenly the transmitter of the gold-reporting telegraph stopped. The superintendent could not set light the machine. Messenger boys from the subscribing stock brokers stormed into the building and shouted at the superintendent. Edison who was watching the scene, came forward to help them. He found out what was wrong with the machine and repaired it without much difficulty. As a reward for his timely help he was appointed the superintendent of the company. He was paid 300 dollars a month which he never expected.

Mr. Laws sold his company to a rival firm. The new president of the company requested Edison to suggest measures for improving the tape system. Edison invented a new machine - the Edison Universal printer for which he took out a patent. The president of the company Mr. Lefferts offered him 40000 dollars for his patent.

4.3.3.3 Edison's Invention of phonograph and the electric lamp

Edison succeeded in working out a new system which allowed four telegrams to be sent over the same wires at the same time. He formulated new device by which the Roman alphabet could be transmitted by telegraph instead of Morse's dots and dashes.

With the help of his son, Edison set up his new laboratory at Menlo park. He made some improvements in Bell's telephone and invented the instrument called microphone. Then he directed his attention towards talking machine. Edison's invention of phonograph was hailed as the scientific sensation of the century.

He observed carefully William Wallaces dynamo. The idea of electric lamp excited his imagination. He did a lot of research work in this field and his research produced results. Glass bulbs were emptied of air with vacuum pumps so that the stuff which was to be put inside would glow but could not burn up when the electric current began to flow through it. The great problem was what stuff to use. He used the tiny length of cotton thread. The bulb burned for over forty hours. He invited everyone who wanted to see his electric lamps at Menlo park. It was Edison who inaugurated the electric age. He was proclaimed the greatest American of his day. Among the innumerable inventions that followed electric lamp the kinetoscope stands out as Edison's most popular achievement. His next attempt was to tackle the problems of the motion picture. But he did not invent cinematography. He did some research work in this field.

Edison was a legend in his own time.

4.3.4 REVISION POINTS

- Edison's first scientific venture was kitchen garden where he produced vegetables.
- Edison's first career was selling the newspaper "Detroit Free Press" to the train passengers. He increase the circulation from 200 copies a day to 1000 copies by the flash news of death of general Johnson.
- Edison's first invention was Vote recorder. But there was no demand.

- Edison improved telegrams by sending four telegrams simultaneously in the same wire.
- Edison worked on telephone and invented microphone.
- Phonograph invented by Edison was hailed as a scientific sensation of the century.

4.3.5 INTEXT QUESTIONS

1. What was Edison's experience as a newspaper boy and editor?
2. Explain briefly Edison's invention.

4.3.6 SUMMARY

This lesson deals with the life of Thomas Alva Edison and his invention. As a small boy he pestered everyone with question about anything that he saw. The first scientific venture he started was kitchen garden. Then he started selling newspaper to the train passengers.

Edison invented more than one thousand things. This experiments were conducted at Munlopark. Major inventions of Edison were vote recorder, stock exchange ticker, phonograph, sending four telegrams simultaneously in the same wire, electric bulb etc.

4.3.7 TERMINAL EXERCISES

1. How Edison improved circulation of Newspaper?
2. How Edison got job in Gold Indicator Company?
3. How Edison invented Electric Bulb?
4. How Edison improved telegram?
5. Describe how he invented phonograph?

4.3.8 SUPPLEMENTARY MATERIALS

- None

4.3.9 ASSIGNMENTS

1. Write an essay on Thomas Alva's Edison?

4.3.10 SUGGESTED READING / REFERENCE BOOKS

1. Life and works of Thomas Alva Edison – Peter Jive.

4.3.11 LEARNING ACTIVITIES

1. Students are asked to Browse and collect information about Thomas Alva Edison.
2. Group discussion on collected materials.

4.3.12 KEY WORDS

- | | |
|-------------------|---|
| 1. Invention | - Finding new things |
| 2. Stock Exchange | - a building that trades stocks of companies |
| 3. Wall Street | - American Financial Markets |
| 4. Innumerable | - Counters |
| 5. Legend | - A story of unknown origin describing extraordinary past events. |



4.4 HELEN KELLER

– Patrick Pringle

4.4.1 INTRODUCTION

This essay was written by Patrick Pringle. In this essay Patrick Pringle gives graphic account of one of the most remarkable women the world has ever seen is Helen Keller. She was dumb and blind. In spite of her physical challenge she learns to speak and write.

Helen Adams Keller was one of the most remarkable women the world has ever seen. She was born on 27th June 1880, in Tuscumbia, a small town in Northern Alabama. She was a normal child upto 19 months and was active, vigorous and self assertive. Stricken with fever she became so ill that the doctors thought she would die. Instead, she recovered but the illness had deprived her for ever of both hearing and sight. She was also dumb. Her only method of communication with others was by touch, Frustrated by her inability to speak, she gave way to uncontrollable fits of screaming. Her parents made no attempt to control her, because they loved her profoundly.

4.4.2 OBJECTIVES

This essay introduces us to the most remarkable women of the world Helen Keller. It motivates the learner's by throwing light on her physical problems and how she over come there physical challenges and became famous.

4.4.3 CONTENTS

Miss Sullivan's efforts to transform the life of Helen Keller

Helen's mother had read Charles Dickens' American Notes and vaguely remembered the account of the education of a blind and deaf girl by Dr. Howe. But Dr. Howe had died four years before Helen was born. Helen's parents were informed that Dr. Howe's work was being carried on in the Perkins institution by his son-in-law. They contacted Perkins institution and the director of the institution recommended Anne Sullivan who was to be Helen's inseparable companion for the next half century. Miss Sullivan was also blind for sometime and her eyesight was partially restored. She was educated at Perkins institution and then trained to teach the blind.

Miss Sullivan offered a doll to Helen and spelt into her hand the letter d-o-l-l in the deaf and dumb alphabet. The child's attention was arrested by this unfamiliar manoeuvres and she tried to imitate the finger motion. It was a Herculean task for Miss Sullivan to teach the child, because she could not control or discipline the ineptuous temper of Helen. She did not want to use force. The child was taken to a lonely cottage and Sullivan taught her more words. The teacher took her to a water pump and made Helen hold the mug while she pumped water. As the water flowed over the mug and over the child's right hand she spelt water into her hand. Helen dropped the mug and stood as one transfixed. The child was inexpressibly happy because the mystery of language was revealed to her.

Sullivan did not teach the girl the rules and definitions of the grammar of language. She made the child learn by imitation. The important feature of Miss Sullivan's method was that the student not the teacher should choose what was to learnt. Miss Sullivan was of the opinion that children's curiosity should be encouraged and exploited. She sent regular reports on Helen's progress to Perkin's institution. Helen was taken to various places and introduced to different people.

Helen's attempt to learn to speak

Helen came to know of a blind and deaf Norwegian girl who had been taught to talk. Helen quickly spelt into the hands of her teacher 'I want to speak'. Miss Sullivan took her to Miss Fuller the Principal of a school meant for deaf and dumb. Miss Sarah Fuller, the principal of the Horace Mann School for the Deaf agreed to teach Helen herself. She took Helen's hand and made her feel the position of her tongue and lips each time she made a different sound and then told Helen to try to imitate her. With unremitting efforts Helen continued her lessons in articulation. She repeated words and sentences for hours using her fingers to catch the vibrations of Sullivan's throat, the movement of her tongue and lips. At the age of 16 she delivered her first public address to the American Association to promote the teaching of speech to the deaf.

Helen's works and her university education

Helen was a voracious reader. When she was eleven she wrote a little story of her own, "The Frost King" and sent it to Perkins institution as a birthday present. The story was published. One reader was struck by its resemblance to a story called "Frost Fairies" by Margaret Candby. The two stories were compared and the conclusion was that Helen had read Candby's story before she wrote her own. But Candbys' story had never been published in braille. Someone must have read the story to Helen. The idea of the story had stuck in her remarkably rententive memory long after the story itself was forgotten. But it was unfair to call her work as a piece of plagiarism. Some years later Helen had published another book entitled "The Story of my life".

Helen went to Washington for the inauguration of president Cleveland and then visited the Niagara Falls. She joined Radcliff College and studied English History and Literature, German, Latin and arithmetic. She worked and played with other normal girls. In 1904 she graduated with honours and became the first well educated deaf and blind girl in the world.

Why do people of all countries admire Helen Keller? Though she was terribly handicapped from her childhood, she fought against her disabilities with determination and became one of the greatest women of the world.

4.4.4 REVISION POINTS

- Helen was blind and dumb. Her parents visited Perkins Institution and appointed Miss Sulivan to teach her.
- Miss Sulivan offered a doll to Helen and spelt into her hand the letter d-o-l-l in the deaf and dump alphabet.
- Helen learnt to speak from Miss Sarah fuller, the Principal of Horace Mann School for the Deaf.

- Helen was a voracious reader and wrote short stories like “The Frost King”.
- Helen Keller’s Famous book “The Story of My Life”.

4.4.5 INTEXT QUESTIONS

1. How did Miss Sullivan transform the life of Helen Keller?
2. What were Helen's efforts to learn to speak?

4.4.6 SUMMARY

This essay deals with the life of a famous woman Helen Keller who was born as a deaf, dumb and blind. She overcame all her physical problems and learnt to speak and write. She was taught alphabet by Miss Sullivan. Miss Sullivan's method of teaching was different and she encouraged curiosity and exploited it.

Helen Keller learnt to speak from Miss Fuller the Principal of Horace Mann School for the Deaf. At the age of 16 she delivered her first public address to American Association to promote the teaching of speech to the deaf.

She was the first deaf and blind girl in the world to be graduated with honours in 1904.

4.4.7 TERMINAL EXERCISES

1. Write a short note on the physical problems of Helen Keller.
2. Explain how Helen Keller learnt alphabets.
3. How Helen Keller learnt to speak.
4. What are the books written by Helen Keller?
5. In which year she was graduated.

4.4.8 SUPPLEMENTARY MATERIALS

- None

4.4.9 ASSIGNMENTS

1. Write an essay on Helen Keller’s physical problems and how she overcomes these problems.

4.4.10 SUGGESTED READING / REFERENCE BOOKS

1. Helen Keller : the Woman and Wisdom – Patricia Dorothy.

4.4.11 LEARNING ACTIVITIES

1. Students are asked to Browse and collection information about Helen Keller.
2. Group Discussion on the materials collected.

4.4.12 KEYWORDS

1. Alphabets – set of letters
2. Manoeuvres – ability to perform
3. Transfix – motionless
4. Exploit – to use for one’s advantage
5. Voracious – a great appetites for reading



4.5 WINSTON CHURCHILL

– C.P. Snow

4.5.1 INTRODUCTION

This essay was written by C.P. Snow. In this essay, C.P. Snow sketches the life of Winston Churchill and describes his patriotic feelings and aristocratic features. C.P. Snow hails Churchill's oratory power and shrewdness which brought victory to Britain in Second World War.

C.P. Snow's sketch of Churchill's life is valuable as the author recreates Churchill's patriotic feelings and aristocratic features. Mesmerized by the brilliant oration of Winston Churchill the author pays a glowing tribute to him for his achievements as a wartime Prime Minister.

When Chamberlain resigned, King George VI thought that Lord Halifax would be the ideal man to lead the country. People might raise objections to Halifax because he was a member of the House of Lords (Second Chamber). The King had no alternative but to invite Churchill to form the government. He did not get full support from his Conservative Party colleagues.

4.5.2 OBJECTIVES

This biographical sketch introduces the learners to the great English Prime Minister Churchill. It throws light on his achievements during war time, character, patriotic feeling etc.

4.5.3 CONTENTS

Churchill's early life

In his childhood Churchill was actually heir to his uncle the Duke of Marlborough until he managed to produce a son. If Churchill had become the duke, he would not have become the Prime Minister of England. In his boyhood Churchill was a highly intelligent person, but he could not cope with a formal education. So his father Lord Randolph decided to send him to Sandhurst for military training. Churchill wanted the excitement of war even when he was young. During the last part of the Victorian age he served as a military officer in India, in Egypt and in South Africa. Then he switched over to a political career.

Churchill's political career

He entered parliament at the age of 27. He started as a Conservative member, but soon changed his party. The elderly Conservatives, even after his wartime dominance, thought that he was an arrogant and ambitious adventurer. They even went to the extent of saying that he was tricky and dishonest. But C.P. Snow was of the opinion that his character was upright and bone rigid and he was the most undexterous politician.

Among his own party, the distrust of Churchill in the thirties was more serious. The hatred against Churchill came from sheer blind envy. He was the most gifted man in politics. Though Churchill was brilliant, he lacked judgement. He had

a very powerful mind. If he thought about a course of action, he would tell everyone that it was the only, way open to men. This obsessive quality of his temperament drove him into major errors. He did not like the dissolution of the British empire. He was foolish in making unpalatable statements regarding the dissolution of the empire. He failed to understand the peace-time needs of his country and also the aspirations of emerging countries like India. Though he lacked judgement, he was a man of deep insight. But his insight, according to C.P. Snow, was rooted in egocentricity.

Churchill's second prime ministership from 1951-1955 was harder for him than the first. He could not bear new faces, and so insisted on keeping the officials he had known. He wrote the memoirs of his life and political career. Though some considered his work as one sided historical source, it was really the work of a magnanimous man.

Churchill had become a myth in his own life time. Courage, magnanimity, loyalty, wit and gallantry are some of the traits in his character.

4.5.4 REVISION POINTS

- Churchill was heir to his uncle the Duke of Marlborough.
- In his boyhood days he was intelligent and had military training and served as a military officer in India, Egypt and south Africa.
- Churchill was a war time Prime Minister of England King Georg-VI wanted Lord Halifax to lead the counters. Became of opposition from the people the king had no alternative but to invite Churchill to form government.

4.5.5 INTEXT QUESTIONS

1. Write a brief note on Churchill's early life.
2. Give an account of Churchill's political career.
3. Sketch the character of Winston Churchill.

4.5.6 SUMMARY

This essay deals with the life of Winston Churchill – his childhood, political career and character. Churchill was heir to Duk Marlborough. In his childhood he had military training. During the last part of Victorian age he served as a military officer in India, Egypt and in South Africa.

When Chamberlain resigned, King George VI wanted Lord Halifax to lead the country. As people objected King had no alternative and invited Churchill to form the Government.

4.5.7 TERMINAL EXERCISES

1. Write a note on Churchill early childhood.
2. How Churchill became Prime Minister of England.
3. Who invited Churchill to form Government?
4. Write a short note on the character of Churchill.
5. Why Churchill did not like dissolution of British Empire?

4.5.8 SUPPLEMENTARY MATERIALS

None

4.5.9 ASSIGNMENTS

1. Write an essay on Winston Churchill's political career?

4.5.10 SUGGESTED READING / REFERENCE BOOKS

1. Winston Churchill : A Man of Letters – Oliver Stramp.

4.5.11 LEARNING ACTIVITIES

1. Students are asked to browse and collect information about Winston Churchill.
2. Group discussion on the materials collected.

4.5.12 KEYWORDS

1. Patriotic - Love of one's country
2. Aristocratic - The nobility or the hereditary ruling class
3. Tricky - Hard to deal with or complicated
4. Rigid - Stiff, fixed
5. Gallantry - Courage, chivalrous



4.6 RABINDRANATH TAGORE

– Krishna Kripalani

4.6.1 INTRODUCTION

Tagore was born in 1861 when India lay prostrate at the feet of the British. The colonial power crushed India's freedom and destroyed her soul. The splendours of the past had faded into oblivion. The dominance of the western power, the loss of our self respect, the servile attitude of the masses, made the people impotent against the power of the imperialists.

4.6.2 OBJECTIVES

To introduce the learners, about Rabindranath Tagore's valuable contribute to the development of India, his views on Education and alternate towards political system of India.

4.6.3 CONTENTS

Tagore's contribution to India

It was Tagore who awakened the spirit of our people during the critical period by his writings. His creative inspiration lifted our people up. He vitalised the mental and moral soil of the land and revealed unknown horizons of thought. His wonderful creative output helped the people regain their cultural consciousness. Bengali intellectuals even today derive immense joy and pleasure in his verse. University professors write volumes of critical appreciation on his work, and the common man in Calcutta sings his songs with rapture. He revealed his literary talents in almost all literary forms. He revelled in writing lyric poetry, excelled in the field of dramatic art, outclassed many European writers in writing short stories, outshone great priests and saints in composing hymns and religious poems. Every reader was dumbfounded at the magnificent outflow of Tagore's creative activity.

Tagore was more than a poet. He was human and humane, a fully developed man, a harmonious personality. Throughout his life he pleaded and strove for social justice. His religion was the religion of man and the renunciation he extolled was not of this world, but of the base passions of avarice and hatred. He gave a new definition of the term freedom.

Tagore's views on Education

He opened a new chapter in the field of education and introduced his educational theory. It is now put into practice in every nook and cranny. He established an educational institution at Santiniketan where he translated his novel ideas into action. The scheme of teaching through activity was his method. In the field of rural reconstruction, Tagore had made his first experiment. True education, according to Tagore, lies in the training of all the senses instead of merely cramming the mind with memorised knowledge.

Teaching young children at the primary stage, according to him, is a great challenge than giving lectures at the universities. What the child imbibes at school

is far more important than what he learns in college. What he did at Santiniketan and Sriniketan was really an astonishing achievement in the field of education and it would be sufficient to rank him as one of India's greatest nation builders.

Tagore's attitude to politics

Tagore hated agitational politics. His ideas in many respects were similar to that of Gandhi's philosophy of life. To solve the major problem of India, Tagore, suggested that the gulf between the villages and cities should be bridged. Villages, according to Tagore are the real reservoirs of our national strength and we must pay more attention to improve their physical, intellectual and economic condition. Another important point in Tagore's philosophy of life was that inequality and superstition should be removed from the body of our society. Tagore pointed out the contrast between our glorious past and dirty present. He defined progress as a continuous development of the human personality. Machines are necessary in modern days but we should not become slaves to them.

Tagore did not believe in any 'ism'. The real democracy, according to him, was not the parliamentary system but certain specific virtues in the citizens. Tagore was not a politician and he was not interested in wielding power over the lives of others. He had a clear and steady vision of man's destiny. Tagore made himself immortal in his own inimitable literary creations.

4.6.4 REVISION POINTS

- Tagore awakened the spirit of our people through his writings.
- He revealed his literary talents in all literary forms.
- According to him, true education lies in the training of all the senses instead of cramming the mind with memorised knowledge.
- He hated agitational politics. He suggested that the gulf between the villages and cities should be bridged.
- Tagore did not believe in any 'ism'.

4.6.5 INTEXT QUESTIONS

1. Give an account on Tagore's contributes to India.
2. What are Tagore's views on education?
3. Write a brief note on Tagore's attitude to politics.

4.6.6 SUMMARY

Tagore vitalised the mental and moral soil of the land and revealed unknown horizons of thought. He helped the people regain their cultural consciousness. According to him, teaching young children is a great challenge than giving teachers at the universities. Tagore's philosophy of life was that inequality and superstition should be removed from the body of our society. Tagore made himself immortal in his own inimitable literary creations.

4.6.7 TERMINAL EXERCISES

1. Define the term 'freedom'?
2. Name the institution founded by Tagore?

3. What was the suggestion made by Tagore to solve the major problem of India?
4. What was the opinion of Tagore over Machines

4.6.8 SUPPLEMENTARY MATERIALS

- ▣► None

4.6.9 ASSIGNMENTS

1. Tagore was human and humane, a fully developed man, a harmonious personality – Discuss.

4.6.10 SUGGESTED READING / REFERENCE BOOKS

1. Rabindranath Tagore and Nation Building – Uttam Bhandopadhyaya.

4.6.11 LEARNING ACTIVITIES

1. Students are asked to browse and collect information about Rabindranath Tagore.
2. Group Discussion on the materials collected.

4.6.12 KEYWORDS

- ▣► Oblivion –
- ▣► Revelled -
- ▣► Renunciation -
- ▣► Cramming -
- ▣► Wielding Power -



4.7 ALBERT SCHWEITZER

– G.F. Lamb

4.7.1 INTRODCUTION

Early life

Albert Schweitzer was the son of a protestant clergyman who lived in the Alsatian village of Gunsback, in the eighties of the last century. He was a tender-hearted boy who was pained to see people or animals suffering. He evinced keen interest in playing the organ and on the advice of his parents he practised the organ every day. When he was eighteen he went to Paris to meet Mr. Widor, one of the chief organists of the time. Mr. Widor was enthralled when he listened to his performance and suggested that he *should* not discontinue practising the organ even if he joined the ministry. He won a scholarship which enabled him to study theology at the University of Strasbourg. He continued his studies in Paris and Berlin and later joined the University of Strasbourg as a lecturer.

4.7.2 OBJECTIVES

To introduce the learners, about Albert Schweitzer's focus of attention towards suffering humanity, especially neglected children of society.

4.7.3 CONTENTS

Schweitzer's search for a suitable profession

The very thought that he was fortunate enough to receive better opportunities than most young men made him take a vow that he must do something to relieve the sufferings of others. He focussed his attention on serving suffering humanity. His first thought was to undertake the care of neglected children, but he found it difficult to put this idea into practice. Then he turned his attention to wandering beggars and discharged prisoners, but was dissatisfied with this kind of social service. An article that appeared in a missionary magazine inspired him to take up medical work in French Equatorial Africa. He wanted to become a doctor specializing in tropical diseases. The decision was a heroic one. He had to spend several years of study for a medical degree. After taking his medical degree at Strasbourg he went to Paris to study tropical diseases. Meanwhile his wife equipped herself as a nurse so that she could help him in his work in Africa.

His medical work at Lambarene

At Lambarene he built his simple hospital at his own expense. Medicines, drugs and his piano were carefully arranged in packing cases. Schweitzer reached the mission station and immediately started his work in his house, because the hospital was not yet ready. He started his medical treatment in an open space outside his house. After a short time an emergency hospital was created from a rough fowl-house. Since Schweitzer could not speak the local language, an interpreter was needed. A black teacher named 'N'zeng working at a mission station was engaged. But the teacher sent word that he was busy on a legal dispute and would come later. One French speaking African who came to the hospital for

treatment was appointed as interpreter. He started work at once and proved a most useful assistant. His most amusing habit was his way of referring to injured or diseased parts of the human body in terms of the cookhouse.

He would say This man's right leg of mutton hurts him or This person has a pain in the left cutlet.

Schweitzer would start his work exactly at 8.30 am every day. The interpreter Mr. Joseph helped the doctor to carry out his work without any difficulty. First he would read out the instructions of the doctor to the patients and then explain to the doctor what was wrong with each patient. After examining the sufferer, the doctor would give suitable medicine or ointment. Joseph's duty was to explain to the patients several times how the medicine or ointment should be used. But some patients drank a week's medicine in one eager swallow or ate the ointment instead of rubbing it on the skin.

After taking lunch at 12/30 p.m. the doctor would play the grand music of Bach for about an hour and that musical break kept Schweitzer himself intellectually alive. He would resume his work at 2.00 p.m. in the surgery and would continue till 6 p.m. It was not an easy life for Schweitzer and the work of examining the African patients with the help of an interpreter was really a tiring one. To work all day in the shed would be unbearable in the hot weather.

Schweitzer derived Immense joy and pleasure, when his patients left the surgery smiling with delight. He didn't live for himself; he lived for others. He did not earn money but was admired and respected by millions of people all over the world. He threw himself into social service heart and soul. He was really one of the heroes of mankind.

4.7.4 REVISION POINTS

1. Albert was a tender hearted boy who was pained to see people or animals suffering.
2. His focus of attention turned towards suffering humanity, neglected children, wandering beggars and discharged prisoners.
3. He built his own simple hospital.
4. He derived immense joy and pleasure, when his patients left the hospital smiling with delight.
5. He didn't live for himself, lived for others, and considered to be one of the heroes of mankind.

4.7.5 INTEXT QUESTIONS

1. Describe Schweitzer's early life.
2. Write a brief note on Schweitzer's search for a suitable profession.

4.7.6 SUMMARY

Albert Schweitzer was the son of a protestant clergyman who lived in the Alsatian village of Gunsback in the eighties of the last century. He was a tender-hearted boy who was pained to see people or animals suffering. An

article that appeared in a missionary magazine inspired him to take up medical work in French Equatorial Africa. After getting medical degree at Strasbourg, he went to Paris to study tropical diseases. His wife, equipped herself as a nurse so that she could help him in his work in Africa. He derived immense pleasure, when his patients left the hospital with delight. He was admitted and respected by million of people all over the world.

4.7.7 TERMINAL EXERCISES

1. Albert Schweitzer focused his attention on serving suffering humanity.
(True or False)
2. Why did he want to become a specialized doctor in tropical diseases?
3. Who was appointed as an interpreter to Albert Schweitzer?

4.7.8 SUPPLEMENTARY MATERIALS

None

4.7.9 ASSIGNMENTS

Give an account of Schweitzer's medical work at Lambarene.

4.7.10 SUGGESTED READING / REFERENCE BOOKS

1. Schweitzer : A Study- Hart Anderson.

4.7.11 LEARNING ACTIVITIES

1. Students are asked to browse and collect information about Albert Schweitzer.
2. Group discussion on materials collected.

4.7.12 KEYWORDS

1. Suffering Humanity -
2. Neglected Children -
3. Tropical Diseases -
4. Interpreter -
5. Immense -



4.8 MOTHER TERESA

– Khushwant Singh

4.8.1 INTRODUCTION

Mother Teresa was the best known and best loved woman in India. She was loved by the poor and the neglected and admired by Hindu, Muslim and Christian alike for her total commitment to the poor. Her mission life was to help the dying poor die in dignity.

4.8.2 OBJECTIVE

To introduce the learners, about Mother Teresa's missionary work and her total commitment to the poor.

4.8.3 CONTENTS

Mother Teresa's missionary work at the beginning and the reaction of the Hindus

Mother Teresa was the best known and best loved woman in India. She was loved by the poor and the neglected, and admired by Hindu, Muslim and Christian alike for her total commitment to the poor. Her mission in life was to help the dying poor die in dignity. In 1952 she was offered two spacious dormitories adjoining a Hindu temple by the Corporation of Calcutta and she called this house 'Nirmal Hridaya' (Sacred Heart). Orthodox Hindus didn't want the creation of a Catholic institution within the temple complex. The Brahmin priests organised demonstrations and yelled slogans demanding that the Catholics be thrown out. Mother Teresa told them that they could kill her if they wanted to do so, but appealed to them not to disturb the inmates. When they understood that one of the inmates was a Hindu priest, they changed their attitude towards her. One priest entered the Home and prostrated at the feet of Mother Teresa saying that she was a Goddess.

In both dormitories there were three rows of low steel- framed beds. There was an image of the Virgin Mary above the entrance. The passage between the men's and the women's dormitories was used as a kitchen. Before proceeding on her rounds Mother Teresa knelt down and crossed herself in front of a small statue of the Virgin Mary, and then talked to everyone, patted their foreheads, ruffled their hair, examined their sores and sympathized with them. Mother Teresa looked after everyone who was admitted to her home.

The routine work in mother house

Every day at 4.30 am the nuns would assemble for a two-hour session of prayer and meditation and start their routine work. After washing the clothes of the inmates, they would take a quick breakfast and proceed with supplies of powdered milk and medicine to their schools, home for unwanted children, lepers and home for the dying. Some would go into the city's slums and railway stations looking for abandoned children, the destitute and the dying. The work would go on till late in the evening. The nuns would take an early supper and assemble for prayer and

meditation. Mother Teresa would continue her work even after 10 pm. She would work with her accounts and answer her correspondence.

Teresa's mission in life and service

Mother Teresa was born on 27th August 1910 in Skopje, Yugoslavia where her father was a shop-keeper. As a young girl she knew she had a vocation to help the poor and at 18 she left home to become a nun. After a year's training at Loreto, she was sent to Calcutta where she took her final vows. She joined St. Mary's High School as a geography teacher. In 1946, she felt she must leave teaching and go into the slums. The Pope gave her his blessings. She went to Patna for training in nursing and later she opened her first slum school in a private house given to her. In addition to the three vows which nuns usually take, i.e., the vows of poverty, celibacy and obedience, she took one more vow — the vow of free service to the poor. She used every ounce of her energy to fulfil this vow.

To a question why she had never bothered to convert anyone to Catholicism, she replied that conversion was not her work and her work was to bring people to God. Since she was sent to India, she diligently Indianised herself. She followed the Indian way of life, by wearing Indian sari, eating Indian food and speaking Indian language (Bengali) fluently, and squatting crosslegged on the floor. Money was no problem for her because she had successfully roused the conscience of the well-to-do towards their poor neighbours. The commissioner of police and the Corporation of Calcutta depended on her to relieve them of some of their burdens. She received contributions not only from the rich but also from the children in far off Denmark, Germany, England and United States.

Mother Teresa had no money, no property and no savings of her own, but her assets included several thousands of orphaned children, destitutes, patients, and victims of leprosy.

Mother Teresa was called 'the lady of the slums, the champion of the poor, the apostle of the unwanted, the angel of mercy saint of gutters, the gentle mother'.

4.8.4 REVISION POINTS

1. Her mission in life was to help the dying poor die in dignity
2. In 1952, she was offered two spacious dormitories adjoining a Hindu temple.
3. The Brahmin priests organised demonstrations and yelled slogans demanding that the Catholics be thrown out.
4. Teresa told that not to disturb the inmates.
5. One priest interested that home and prostrated at the feet on Mother Teresa saying she was a goddess.

4.8.5 INTEXT QUESTIONS

1. What was Mother Teresa's missionary work at the beginning?
2. Why did the Hindus protest against Teresa?

4.8.6 SUMMARY

Mother Teresa was born on 27th August, 1910 in Skopje, Yugoslavia. As a young girl she knew she had a vocation to help the poor and at 18, she left home to become a nun. The Pope Gave her his blessings. Mother Terresa had no money, no property and no savings of her own but her assets included several thousands of orphaned children, destitute, patients and victims of leprosy, Mother Teresa was called the lady of the slum, the champion of the poor, the apostle of the unwanted, the angel of the Mother Teresa was called 'the lady of the slums, the champion of the poor, the apostle of the unwanted, the angel of mercy saint of gutters, the gentle mother'.

4.8.7 TERMINAL EXERCISES

1. What was the reaction of the Hindus, When Mother Teresa Started her missionary work?
2. Give a brief account of Mother Teresa's routine work?

4.8.8 SUPPLEMENTARY MATERIALS

- None

4.8.9 ASSIGNMENTS

1. "the lady of the slums, the champion of the poor, the apostle of the unwanted, the angel of mercy saint of gutters, the gentle mother".
–Elucidate.

4.8.10 SUGGESTED READING / REFERENCE BOOKS

1. Mother Teresa : Charity Personified – Sister Dominic Savio.

4.8.11 LEARNING ACTIVITIES

1. Students are asked to browse and collect information about Mother Teresa.

4.8.12 KEYWORDS

- Missionary -
- Dormitories -
- Inmates -
- Destitute -
- Celibacy -



4.9 SIR JAGDISH CHANDRA BOSE

– D.C. Sharma

4.9.1 INTRODUCTION

The three distinguished Indians, Tagore, Gandhi and Sir J.C. Bose had contributed much to the development of India in different spheres. India had produced a large number of saints, self sacrificing patriots, poets and men of letters, but only a very few scientists. Science had taken root in Indian soil with the help of the British. Sir J.C. Bose quickly attained an eminent position in this field and his astonishing achievement awakened the spirit of his fellow countrymen.

4.9.2 OBJECTIVES

To introduce the learners, about Sir J.C. Bose's research work in India.

4.9.3 CONTENTS

Bose's early life and school and college education

Jagdish Chandra Bose was born on Nov. 30th, 1858 at Rarikhal, a village in the Dacca district of Bengal. His father Babu Bhagwan Das was a government official. He founded some technical and industrial schools. He held the view that young children in India, would be benefited much if they were taught through their mothertongues.

Bose's mother shared the idealism of her husband and discharged her household duties very well. An ex-convict was appointed to look after the young Jagdish and Jagdish loved listening to his stories about daring exploits.

When Jagdish was four years old, his father sent him to a village 'pathashala' (school). It was very unusual, because a man of his father's status was expected to send his son to an English school in a metropolitan city. This step gave the boy an opportunity to learn his mother-tongue well and he became acquainted with some of the rich treasures of Indian literature and culture. His mother used to invite Jagdish's classmates to her house and treated them with affection disregarding their caste or social position.

Later he joined St. Xavier's Collegiate School in Calcutta. After matriculating, he joined the collegiate classes of the same institution. It was the physics teacher Revered Father E. Lefont, who kindled his feelings and made him take more interest in that subject. Inspired by father Lefont he wanted to make new researches and carry out new experiments. Babu Bhagwan Das didn't want his son to compete for the I.C.S. examination. He believed that his son could render greater service to humanity by becoming a teacher or doctor. Jagdish joined the London University, but in London his health failed, and on the advice of the doctors, he went to Cambridge University where he studied science. The science lecturers at Cambridge and their well-equipped laboratories fascinated him and encouraged his enthusiasm for research.

Bose's research work in India

After graduating from the University of Cambridge, he returned to India and he was appointed Professor of Physics at Presidency College, Calcutta. He frowned at the discrimination shown to the Indian professors at Presidency College. Indian professors were not treated on a par with European professors and an Indian professor would get only two-thirds of the salary to which a European professor would be entitled. After three years of stubborn argument, he won his point. He equipped the laboratory at Presidency College and made it one of the best laboratories in the world. He began his research work in electricity, and soon found that it was possible to transmit electric telegraph messages without the use of wires. In 1895 he demonstrated in the Town Hall of Calcutta that he could ring a bell and explode a mine in another room with the help of wireless waves. The University of London conferred upon him the degree of doctor of science.

Bose believed that all the three kingdoms, animal, vegetable and mineral, are one. Taking a clue from a French scientist, Bose proved that plants have hearts and feel much as human beings do. One day he put a plant in bottle of poison and recorded its pulse. He found that the pulse fluttered like that of a human being gasping for breath. He administered an antidote and the plant came back to life. Bose proved that sap is for the plant what blood is for the human body. He showed that plants grow like human beings and he recorded their growth by means of a crescograph. This growth recording machine was his own invention, and he had made it in India. Bose was hailed by scientists as a great discoverer for he had proved conclusively that plants are sensitive to changes of temperature as we are and that they have nervous flexes like our own. He also discovered the medicinal value of various plants.

His another amazing discovery was that metals too have a vital force. He argued that it was wrong to classify matter as, organic and inorganic. His discoveries brought him renown not only in India but also abroad. The University of Calcutta conferred upon him the degree of doctor of science. After his retirement, he was allowed to draw his full salary instead of pension by the Government of India, as long as he lived. To continue his research work and to help other research scholars, he founded the Bose Institute near Calcutta. He never bothered to take out patent rights for his discoveries. It was he who inspired many young Indian scientists to take up research work seriously. His research work on the sensitivity of plants won him international reputation.

4.9.4 REVISION POINTS

1. Science had taken root in India soil with the help of the British.

After graduating from the university of Cambridge, he returned to India and he was appointed professor of physical at presidency college, Calcutta.

He began his research work in electricity, and soon found that it was possible to transmit electric telegraph messages without the use of wires.

Bose proved that plants have hearts and feel much as human beings do.

His another amazing discovery was that metals too have a vital force.

4.9.5 INTEXT QUESTIONS

1. What are the contributions of Sir. J.C. Bose to the development of India?
2. What are the three kingdoms, according to Sir J.C. Bose?

4.9.6 SUMMARY

Sir. J.C. Bose attained an eminent position in the field of science and his astonishing achievement awakened the spirit of his fellow countrymen. After becoming a Professor of Physics at Presidency College, Calcutta, he equipped the laboratory and made it into one of the best laboratories in the world. He began his research work in electricity and found that it was possible to transmit electric telegraph messages without the use of wires. The University of London conferred upon him the degree of doctor of science. Bose was hailed by scientists as a great discoverer. His research work on the sensitivity of plants won him international reputation.

4.9.7 TERMINAL EXERCISES

1. Give a brief account of Bose's early life and his school and university education?
2. What was the argument made by Bose over organic and inorganic?

4.9.8 SUPPLEMENTARY MATERIALS

➡ None

4.9.9 ASSIGNMENTS

1. Explain in detail the various research works of Sri. J. C. Bose.

4.9.10 SUGGESTED READING / REFERENCE BOOKS

1. Making of the Indian constitution and Mr. Bose – Albert David.

4.9.11 LEARNING ACTIVITIES

1. Students are asked to browse and collect information about Jagdish Chandra Bose.

4.9.12 KEYWORDS

➡ Idealism -
 ➡ frowned -
 ➡ Stubborn -
 ➡ Fluttered -
 ➡ Reputation -



4.10 MARTIN LUTHER KING

– B.N. Roy

4.10.1 INTRODUCTION

Dr. B.N. Roy in his article in Martin Luther King compares King's approach to men and matters n Gandhi's approach.

4.10.2 OBJECTIVES

To introduce the learners about Martin Luther King's continued and determined efforts to put an end to racial discrimination.

4.10.3 CONTENTS

The hardships faced by the negroes in America

Dr. B.N. Roy in his article on Martin Luther King compares King's approach to men and matters to Gandhi's approach. Both championed the cause of the downtrodden adopting non-violent methods. King felt that equality was the birth right of every citizen of America whether one is a black or white. Negroes who contributed much to the development of America were treated as inferior species. They were degraded and humiliated in all places. A Negro could not attend a school or a public amusement park meant for the whites, nor could he enter a motel. In the U.S.A. the blacks and the whites used to go to segregated schools and the blacks were punished when they defied segregation laws. Martin Luther King made continued and determined efforts to put an end to racial discrimination. He did not accept a few concessions granted by white Americans. The Negroes lived in constant economic insecurity in the midst of abundant, material prosperity

The Indian scene

Dr. Roy points out a parallel situation that prevailed in India at that time. Millions of untouchables in India were denied all social rights and they suffered agonies of discrimination for ages. Gandhi fought against such inhuman social discrimination and no one in India today is treated as untouchable. The British rule sapped India's vitality and prevented her spiritual growth. Freedom fighters in India under the leadership of Mahatma Gandhi fought for the liberation of India from the clutches of colonial rule following Gandhiji's doctrine of 'Ahimsa'. Though illtreated by the imperialists the freedom fighters never resorted to violence. At last the mighty British power yielded to this passive resistance and quitted India.

Martin Luther King as a peaceful warrior

Inspired by Gandhi's doctrine of non-violence King wanted to apply the same principle to solve the problems of Negroes in America. The racial discrimination brought untold suffering upon the blacks and only a few sensitive politicians like Abraham Lincoln and John Kennedy realized the problem of the negroes. King insisted that there should be no racial segregation at the lunch counters, schools, parks, hotels etc. His mission in life was to get equal rights for the blacks. To fight against the white racists in the USA following Gandhi's doctrine was a herculean

task for King. In 1956, King led a boycott of the public buses in Montgomery to protest against segregated seating and after many mass arrests, physical attacks and threats, the boycott was crowned with success. For the first time in the history of America, Negroes enjoyed non-segregated bus travel. King delivered innumerable lectures at various places and discussed the problems of the Negro with leaders in the country and abroad. King roused the entire Negro race in America that was in a state of torpor by his convincing argument and impressive oration. King fought with the weapon of non-violence, but the black militants criticized and challenged his creed. King pointed out how Gandhi, by following the same doctrine, had muzzled the guns of the British empire in India and freed more than three hundred and fifty million people from colonialism.

When King and his followers were slapped and kicked by the police and jeered by some of his own men, they never lifted a hand in self defence. They had taken an oath that they would refrain from the violence of fist, tongue or heart. King was recognized for his peaceful methods and was awarded the Nobel Peace Prize in 1964. King led many non-violent demonstrations against the Vietnam War. On April 4th 1968, he was shot dead by an assassin. King fought not only for the black, but for all the poor in America. He maintained his personal dignity unimpaired in an age of fawning and servility. King was the pride of the world and the world mourned his tragic death. He was a peaceful warrior; and the world will admire him as long as virtues are admired.

4.10.4 REVISION POINTS

1. King felt that equality was the birth right of every citizen of America whether one is a black or white.
2. They were treated as inferior species and humiliated in all places.
3. Negroes lived in economic insecurity in the midst of material prosperity.
4. Gandhi fought against such inhuman social discrimination, prevailed in India and tactual as untouchable.

4.10.5 INTEXT QUESTIONS

1. What were the hardships faced by the Negroes in America?
2. What was the principle followed by Gandhi, which inspired M.L. King?
3. What was the oath taken by king and his follows, when they were attacked by the police?

4.10.6 SUMMARY

Dr. Roy points out that million of untouchables in India were derived all social rights and suffered agonies of discrimination, like Negroes humiliated in America. Gandhi fought against such inhuman social discrimination freedom fighters in India under the leadership of Gandhi, fought for the liberation of India, following Gandhi's doctrine of 'Ahimisa'. Inspired by Gandhi's doctrin of non-violance " King wanted to apply the same principle to solve the problems of Negroes in American. King delivered innumerable lectures at various places and discussed the problems

of the Negro with leaders in the country and abroad. King was recognized for his peaceful methods and was awarded the noble peace prize in 1964.

4.10.7 TERMINAL EXERCISES

1. How did King and Gandhiji resemble each other in their principles?
2. What was Considered as a herculean task for king?

4.10.8 SUPPLEMENTARY MATERIALS

- None

4.10.9 ASSIGNMENTS

1. Write a note on the hardships faced by negroes in America.

4.10.10 SUGGESTED READING / REFERENCE BOOKS

1. Apartheid and Luther King – Del Caprio.

4.10.11 LEARNING ACTIVITIES

1. Students are asked to browse and collect information about Martin LutherKing.

4.10.12 KEYWORDS

- Downtrodden -
- Discrimination -
- Ahimsa -
- Colonialism -
- Dignity -

Written by

Prof. C Rajasekaran

Professor of English (Retd) Kumbakonam

(Edited and Proof read by

Mr. P. Thanusuraman and Dr. L. Thirunavukkarasu)



STORIES FROM THE EAST AND THE WEST

(General Study)

LESSON – 11

4.11 POSSESSION**– Rumer Godden**

4.11.1 INTRODUCTION

“Possession” written by Rumer Godden is a very moving story of a village couple, Dhandu and Phalani. The story reveals two different outlooks on life, that of the father who is seriously concerned with his hereditary land, and that of the mother for whom her son is everything in life.

4.11.2 OBJECTIVES

The story helps readers understand how the life of parents centre around this children, and how much they suffer in the absence of their children. Dhandu, the peasant is deeply concerned with his hereditary land, whereas, Phalani grieves over the loss of her son, which is typical of motherhood.

4.11.3 CONTENTS

Dhandu an old peasant, who owned a piece of land in a village, was proud of his possession. He derived immense joy and pleasure whenever he looked at his rice-field. He hoped that his son Narayan would feel happy to be a peasant and continue to cultivate the hereditary land after him. But Narayan was not interested in agriculture; he would rather be a ferryman or postman.

Narayan's mother Phalani showered her affection on her son, gave him good dress and ornaments and was very much delighted to see her handsome and well grown son.

Contrary to Dhandu's expectations, Narayan had chosen the military profession and joined the armed forces of his country. When the war broke out, Narayan went to the battlefield to fight for his country. No one in the village knew anything about war. Narayan and other youngmen, who had been recruited, were gone and the womenfolk of the village pestered everyone with the question when they would come back. The school master and the post office clerk who were in the habit of reading newspapers could not answer the question.

When Dhandu heard the news of the death of his son, he was dreadfully shaken. It was the school master who broke the sad news to him. He struggled like a wild cat, screaming invective at the school master and others. Though upset by the news Dhandu was not crushed by it. But Phalani's lot was different. The loss of her son left her demented. She did her work in the hut, but it was a husk of Phalani, a body without light and without a smile. The blast of misfortune changed the course of her life. To alleviate her suffering the village mid-wife Sukhadevi placed a little clay doll in a tiny string bed and put it down in the corner of Phalani's hut, telling her that Lord Krishna had come into her house and she must look after him well. She developed the illusion that the image of Krishna was her

own Narayan. Every moment of her day was passed in a ritual of worship in tending the doll.

Bijay Ram, the village loan shark, who had bought all *the* land in the village, decided to grab the fertile rice-field of Dhandu. Phalani and her husband Dhandu were too weak to work in the field and their land lay uncultivated. In a coaxing voice Bijay Ram requested Dhandu to lease him his rice-field, but Dhandu didn't evince any interest in the deal. Bijay Ram cleverly exploited the poverty-stricken Dhandu by giving him a loan of two hundred rupees and Dhandu's land was pledged as surety for the loan. The poor Dhandu fell into the trap of the landlord. Bijay Ram persuaded Dhandu to spend the money on repairing the hut, cleaning the well and mending the fence. He coaxed him into buying warm shawls. Dhandu bought a hen and a paraffin lamp and the money he borrowed from Bijay Ram melted away. When the crop was harvested, there was only a little left to be sold and Dhandu could not get enough money to repay the loan. He was forced to pay interest for the loan. The next year Dhandu was not in a position to pay even the interest. Bijay Ram informed him that interest would accumulate year after year, and after a few years, it would exceed the cost of his land. Dhandu seemed bewildered and stricken by the dreadful thought of losing his valuable land. Meanwhile his wife's strange behaviour had gone from bad to worse. He began to assail her with abusive language.

One day a military officer and an English woman visited the village and explained to Dhandu about his son's pension and gratuity. Dhandu felt happy because, he was able to repay the loan and save the land from Bijay Ram's grasp using his son's accumulated pension. Phalani's position was different. Was she happy? Was she mad? She was living in a world of illusion. Her abnormal behaviour confirmed the fact that she was mentally deranged. She developed an illusion that the image of Krishna was her own Narayan. The illusion of reality gave her happiness.

4.11.4 REVISION POINTS

1. Dhandu's attachment to his hereditary land.
2. Dhandu's hopes on his son, Narayan that he will continue the farming after his father.
3. Narayan, contrary to his father's expectations joins the army and loses his life in the war.
4. Dhandu is made to fall into a trap by the money-lending Bijay Ram.
5. Narayan's pension comes handy to Dhandu.
6. Phalani becomes mentally retarded and lives in her own world.

4.11.5 INTTEXT QUESTIONS

1. What were the hopes of Dhandu regarding Narayan?
2. Did Narayan take up farming for his livelihood?
3. How did Dhandu and his wife come to know about the death of Narayan?
4. Why and how did Bijay Ram trap Dhandu into borrowing money?

5. How did Dhandu pay back his debt to Bijay Ram?
6. How did Phalani suffer after Narayan's death?

4.11.6 SUMMARY

Dhandu and Phalani, an elderly village couple had a small rice-field in their village. Dhandu expected his son, Narayan to take up farming, but Narayan joined the army. When a war broke out, Narayan lost his life in the war front. The news of his death left the elderly couple shattered. Bijay Ram, a wealthy money-lender wanted to buy Dhandu's lands. He trapped Dhandu into borrowing money by pledging his lands. The yield from the lands were insufficient to pay back the debts, and Dhandu was in danger of losing his lands to Bijay Ram. Luckily, the timely arrival of the military officer and the news of Narayan's pension in the army saves Dhandu from bankruptcy. Though Dhandu was able to repay his debts and claim his lands, Phalani was never able to recover from the mental shock of her son's death. She continued to live in an illusory world, assuming the image of Lord Krishna to be her son, Narayan.

4.11.7 TERMINAL EXERCISES

1. Sketch the character of Phalani.
2. Write a brief note on Dhandu's attitude toward his son and the attachment to his field.

4.11.8 SUPPLEMENTARY MATERIALS

None

4.11.9 ASSIGNMENTS

1. Sketch the character of Phalani.
2. Write a brief note on Dhandu's attitude toward his son and the attachment to his field.

4.11.10 SUGGESTED READING / REFERENCE BOOKS

1. Read 'Stories from the East and West' ed. By Dr. R. Ganapathy, Emerald Publishers, Madras.

4.11.11 LEARNING ACTIVITIES

1. Discuss in a group on how parents have their own expectations of their own expectations of their children, and how life saddens when they go unfulfilled. List down the points and learn what parental responsibility is all about.

4.11.12 KEYWORDS

1. Peasant - A farmer
2. Hereditary - Which is passed on as inheritance by last will
3. Recruit - A person enlisted for service in the army
4. Alleviate - To make pain less severe
5. Demented - Insane or mentally ill
6. Illusion - Anything that seems to be something that it is not
7. Coax - To carefully manipulate into a particular desired state.



4.12 THE AFRICAN CHILD

– Camara Laye

4.12.1 INTRODUCTION

“The African Child” by Camara Laye is a beautiful story that highlights the concept of “brain-drain”. Brain drain is a situation in which a poor nation loses its educated young people to other rich nations.

4.12.2 OBJECTIVES

The objective of this is to make the readers understand that each individual should serve his nation with a sense of pride and enthusiasm because everyone gets educated due to the efforts of his/her nation and its resources.

4.12.3 CONTENTS

Camara Laye's "The African Child" though based on a single event is really a world in brief compass. The author gives us a graphic account of his early life, particularly his mother's attitude towards him. Though he was fully grown his mother continued to feel a very strong attachment to him.

When Laye was leaving Conakry after finishing his schooling, the head of the institution asked him whether he would like to go to France to continue his studies. It was a pleasant shock to the young man and he replied in the affirmative. His uncles living at Conakry had told him that it was a unique opportunity and he should seize the chance and go to France. When he returned to his village, Kourossa, he was given a rousing welcome by his friends and relatives. His mother was extremely happy to see her son back at home and she did not care for his achievements at school.

When his mother heard about her son's intended trip abroad for higher education, she was dreadfully upset. She protested against her son's plans. The boy told his mother that he would be attending a year-long course only and assured her that he would return from abroad at the end of the year. His father, who was very much interested in Camara Laye's future prospects, gave his consent. He reconciled himself to the separation with the thought that his son's special qualification and training would be useful to his country. With patriotic fervour he said that the country required well trained and highly qualified young men. He advised him that he should be a paragon of honesty and uprightness wherever he went.

The headmaster confirmed his departure and named the school where he was to study. With the help of his father the boy attempted again to convince his mother that he would come back at the end of the academic year. But his mother didn't want him to go to France. She shook her head in adamant refusal. It was not merely a question of separation from her but it was dangerous to send him to a distant country with an entirely different culture, climate and food habits. When her outburst died down, his father told her that his departure was for his own good.

She was in a disturbed state of mind. With motherly feelings she said that no one would look after her son in a foreign country. Her eyes were suffused with tears and she put her arms round his neck and held him tightly. She continued her argument saying that the best thing for him was to stay in the village with them. When she understood that she could not stop his departure she wept noisily. Camara Laye dried her tears and tried to console her. Her sobs gradually grew quieter and less frequent.

He could not bear the strain of parting. He felt as if he were being torn apart. The headmaster provided him with a piece of information about the school and climatic conditions of France. Giving him a map, the head of the school told him how to reach the place. His girl friend Marie, who boarded the same plane travelled with him upto Dakar. With tears in her eyes she asked him "Will you be coming back?" What we understand from this short story is that mothers are of the same nature the world over.

4.12.4 REVISION POINTS

1. Laye successfully finishes his schooling in conarky.
2. The head of the institution gives Laye a letter to continue his education in France.
3. The relatives of Laye except his mother encouraged Laye to leave to France.
4. Laye, and his girl friend, Marie board the airplane.
5. Laye does not answer Marie when she asks if he would be coming back to Africa on completion of his education.

4.12.5 INTEXT QUESTIONS

1. How does Laye get an opportunity to fly to France?
2. What do the relatives think of Laye's plans to go to France?
3. Who accompanies Laye on his flight to France?

4.12.6 SUMMARY

This is a story dealing with the concept of brain-drain. Laye is an African child who is given an opportunity to continue his education in France by the head of his institution. Laye and his relatives look at this opportunity as signs of a promising career. The only person who remains disinterested with the recent development is Laye's mother. She silently seems to understand that such well educated youth do not return to their national to serve, especially when they belong to poor, underdeveloped countries. In the end readers are able to understand that Laye too will never return to Africa.

4.12.7 TERMINAL EXERCISES

1. Why did Laye's mother discourage him from going to France?
2. Why is Laye silent over Marie's question of his return?
3. What do you think the writer wants to convey through this story?

4.12.8 SUPPLEMENTARY MATERIALS

- ➡ None

4.12.9 ASSIGNMENTS

1. Write a note on Laye's decision to go to France and its implication.

4.12.10 SUGGESTED READING / REFERENCE BOOKS

1. Read "Stories from the East and West" ed. By Dr. R. Ganapathy, Emerald Publishers, Madras.

4.12.11 LEARNING ACTIVITIES

1. Find out other stories that deal with brain-drain and get to know how those authors have treated the same theme.

4.12.12 KEYWORDS

- Affirmative - Asserting that something is true
- Rusing - Something that excites
- Prospects - Potential and favourable things that may happen
- Paragon - A person of great qualities
- Adamant - Firm and determined
- Suffused - To spread through or over something
- Reconcile - To restore a friendly relationship



4.13 THE GOLD WATCH

– Mulk Raj Anand

4.13.1 INTRODUCTION

“The Gold Watch” by Mulk Raj Anand represents Indian life when it was a part of the British Colony. The story deals with the pathetic state of an old clerk who is forced to take a premature retirement by an obstinate white man who is least bothered of the clerk’s wellbeing.

4.13.2 OBJECTIVES

The story, “The Gold Watch” highlights the plight of Indians working for British Indian organisations, and aims at showing the injustice rendered to them by the cruel white rulers.

4.13.3 CONTENTS

Mulk Raj Anand's "The Gold Watch" deals with the feelings of a fifty-year-old despatch clerk who has been prematurely retired from service. The story gives us a clear picture of the poverty stricken Indian clerk working in a British firm and the relentless stubborn white Sahib who was least bothered about the poor man's plight.

Mr. Acton, the general manager of Henry King and Co, went to Sudershari Sharma's table and told Mr. Sharma that he had brought a special gift for him from London and he must come into his office after two days and receive it. Sharma was bewildered and was unable to understand the intention of Mr. Acton. When Acton smiled at Sharma, it was an inexplicable mystery to him. He wanted to find out the hidden meaning of his smile. He did not know why he was singled out from amongst twenty five members of the distribution department. He had completed twenty five years of service in the company. Though reprimanded for occasional lapses, he was an honest and upright despatch clerk. The retirement age of all employees, as per the rules of the company, was fifty five and Sharma, who was fifty years of age hoped that he could serve for another five years in the company and settle down at Jullender after retirement.

Miss Violet Dixon, the Anglo Indian typist, was very anxious to know what the general manager had told Mr. Sharma. Sharma had to wait for two days to find out what the G.M. had brought for him from London. Waiting for two days would be a psychological torture for Sharma. To relieve his pent up curiosity he rushed out of the building to meet Mr. Acton who was in his car at that time. The general manager did not brush him aside but smiled a broader smile than before. He told Sharma that he had brought him a goldwatch with an inscription on it. Mr. Acton's anticipation of his question threw Sharma further off his balance. He stood transfixed with bewilderment. In a flash he understood the fact. The general manager wanted him to retire from service. The very thought of premature retirement crushed his hopes and he was too weak to withstand the blast of

misfortune. He did not know how to support his family. With his meagre provident fund he would find it difficult to make both ends meet.

When he reached home he tried his best to conceal his panic and confusion and pretended to be cheerful. On Saturday night he went with his wife and son to see Ram's Circus. However he ate very little and seemed lost in thoughts for a few moments. His illiterate but shrewd wife found out that something was wrong with her husband. He tried to pretend that nothing unusual had happened. He told her that he was pondering on the special gift i.e., a gold watch that the G.M. had brought for him. Immediately his young son Hari cried aloud that he must hand over his silver watch to him. Sharma assured him that he would give him his silver watch.

Trembling with trepidation Sharma went to meet the general manager at the appointed hour in his office. As a token of appreciation for his loyalty to Henry King and Co., Mr. Acton presented him with a gold watch. Mr. Sharma remained speechless and he could not even say "Thank You Sir". Sharma dropped the watch while holding it aloft. Mr. Acton picked up the watch, wound it and found it ticking. As a beggar receiving alms Mr. Sharma received the watch. As he came out of Acton's office, tears flowed down his cheek. On his way home Sharma found that the gold watch worked only when it was shaken. He did not want to spend money on mending the watch. He wanted to save money for the sake of his family.

Sharma was not courageous enough to tell Mr. Acton that it was unfair on his part to give him premature retirement without any reason.

4.13.4 REVISION POINTS

1. Mr. Acton, the General manager goes to Sudershan Sharma and tells him of a gift that he has brought from London, which has to be collected after two days.
2. Sudarshan Sharma feared the worse and got worried over his future.
3. The same evening when action was about to get into his car, he stops him to clarify. Action tells him that he has brought him a gold watch from London.
4. Sharma understands that it is a gesture for a premature retirement, while he still had five years of service.
5. Sharma is worried over his financial position. He bries his level best to hide his panic from his wife and child
6. On the appointed day he is presented the gold watch and asked to retire. Disappointed Sharma drops the watch accidentally which malfunctions. Sharma leaves the office speechless and heat-broken.

4.13.5 INTEXT QUESTIONS

1. Who is Mr. Acton and what did he tell to Sharma?
2. How did Sharma react to Mr. Acton's gesture of gifting him?
3. Why was Sharma so worried of his future?

4.13.6 SUMMARY

This story deals with the unruly manner in which people were exploited during colonial rule. Mr. Acton, the general manager of Henry King & Co. decides to sack Sharma, a fifty year old, honest and dedicated clerk, while he still had five more years of service. Acton presents him a gold watch and sends him home unmindful of the financial condition of Sharma.

4.13.7 TERMINAL EXERCISES

1. Was Sharma financially stable enough to retire? Why do you say so?
2. How did Sharma's family act to the situation?
3. What happened to the gold watch when Sharma received it?

4.13.8 SUPPLEMENTARY MATERIALS

None

4.13.9 ASSIGNMENTS

1. Write a note on how unruly the Britishers were to their employees.
2. Discuss briefly the problems an employee will face following a premature retirement.

4.13.10 SUGGESTED READING / REFERENCE BOOKS

1. Read "Stories from the East and West" ed. by Dr. R Ganapathy, Emerald Publishers, Madras.

4.13.11 LEARNING ACTIVITIES

1. Re-read a few more short stories representing the colonial rule of India and find out what common qualities they share.

4.13.12 KEYWORDS

- Prematured - Occurring before a state of readiness is reached
- Bewildered - Confused
- Inexplicable - Impossible to explain
- Reprimand - A severe formal or official rebuke
- Pent-up - Emotions or expressions not expressed
- Inscription - Text carved on a wall such as memorial or gravestone
- Meagre - Little or lean
- Conceal - To hide something from view
- Pretend - To claim falsely as a form of deliberate deception
- Shrewd - Showing clever resourcefulness in practical matters
- Tremble - To shake, quiver, or vibrate



4.14 DROUGHT

– Sarat Chandra

4.14.1 INTRODUCTION

Sarat Chandra Chatterjee's "Drought" gives us a graphic account of the miserable conditions of a poor labourer living in a Bengal Village called Kashipur. The writer makes a scathing attack on the sham morality of priests and landlords. The so-called followers of traditional orthodox principles were really inhuman and barbaric in their attitudes towards poor labourers.

4.14.2 OBJECTIVES

The story aims to depict the inhuman and immoral attitude of priests and landlords towards poor labourers. Gafur, a poor labourer is tortured here to such an extent by a priest and a landlord that Gafur escapes from the village at midnight with his little daughter, and prefers to work in the industrial town of Fulbere.

4.14.3 CONTENTS

Gafur, who lived in abject poverty, had to look after his motherless daughter. The thatched shed that provided shelter for him and his daughter was not strong enough to withstand heavy rain. His only property was a bull called Mahesh. The drought had caused him great hardship and suffering.

Tarkaratna the village priest, who was returning from the house of the Zamindar after performing some religious services in connection with the birthday of the Zamindar's son, saw the starving Mahesh. He immediately rebuked Gafur for not feeding the bull properly. Gafur told him that he was down with a fever and that was why he could not take his bull out for grazing. If he let the bull loose he would start eating other people's paddy and create problem for him. The priest warned him severely that the Zamindar would take him to task, if the bull died of starvation. The landlord who employed Gafur as a labourer did not give him his share of straw. The priest was not satisfied with the reply but went on accusing Gafur. He pretended to be a lover of cattle, but he was really not sympathetic towards the bull. The priest did not want to give the bull a bundle of hay.

Gafur was perturbed because his bull was missing. His daughter Amina informed him that someone had sent Mahesh to the police pen. He rushed to Banshi's shop, pledged his brass plate for a loan of one rupee, dashed to the police pen and paid the fine. The bull was released and Gafur was happy to see the bull back in its usual place. He had an idea of selling his Mahesh and also received an advance of two rupees from a prospective buyer. But he loved his bull so much that he could not part with it. He refused to sell his bull and returned the advance amount.

Gafur tried in vain to seek employment. The prolonged spell of unemployment brought untold suffering upon Gafur and his daughter. He scolded his daughter when she told him that there was no rice in the house. There was not even a drop

of water in the hut. Water was scarce in the village because of drought. Taking an earthen pitcher she went out to fetch water from the public tank. All tanks in the village dried up in summer. A few holes had been dug up at the bottom of the tanks, but there was such crowding and jostling for water that the little girl Amina, could not even go near the tank. She stood for hours and some one took pity on her and gave her water. Meanwhile Mahesh broke loose from the tether, entering the garden of the landlord, had eaten up flowers and destroyed the corn. When they tried to catch him he had hurt the landlord's daughter and had escaped. The landlord summoned him to his house but Gafur sent word saying that he was not his slave. Enraged by Gafur's impudence, the landlord punished him severely. While Amina was returning home, the bull in its violent thirst knocked down the pitcher from her hand. Gafur who was in an extreme state of distress struck the poor bull violently with a ploughshare and unwittingly killed it. He did not know what he was doing and Amina burst out weeping. A chill of remorse ran through his mind when he realized what he had done. The tanners came and carried off Mahesh on a bamboo pole. Killing a sacred animal was a sin and Gafur would have to pay penance for his wicked act. He did not want to face the landlord and the priest who would treat him as the worst criminal. At midnight he woke his daughter up and left for the jute mill at Fulbere. He knew fully well that he had to suffer a lot at the jute mill. However he preferred the industrial town Fulbere to the village.

4.14.4 REVISION POINTS

1. Gafur lives in poverty with his motherless daughter, and his only possession, a bull named Mahesh.
2. The severe drought in the village of Kashipur badly affected his living.
3. One day Tarkaratna, the village priest abuses him severally for letting his bull to starve. The police arrest the bull and release it for a payment.
4. Amina finds it difficult to collect water from the tank.
5. Gafur, in a fit of anger kills the bull for trespassing into the Zamindar's garden.
6. Fearing capital punishment, Gafur and his daughter leave at midnight to the Industrial town of Fulbere.

4.14.5 INTEXT QUESTIONS

- 1) What was the attitude of the Zamindar towards Gafur and his bull?
- 2) Why did the priest rebuke Gafur?
- 3) In what circumstances did Gafur kill Mahesh?

4.14.6 SUMMARY

This story deals with how the wealthy landlords and influential people of the society like temple priests ill-treated the poor villages, especially even in adverse situations like a drought. Here, one can see how poor Gafur and his motherless daughter are fleeced of their money by captivating this bull and releasing it only after a payment. One can also see how the poor people of the village have to jostle for hours together for a pitcher of water since the village is hit by a drought. Finally,

Gafur and his daughter are forced to such an extent that they escape in midnight and prefer settling down in the industrial town of fulbere.

4.14.7 TERMINAL EXERCISES

1. Describe in brief the poverty – stricken life of Gafus.
2. Explain how the villagers treated gafur’s daughter while fetching water.
3. How did Gafur often land into trouble due to Mahesh?
4. What forced Gafur to kil Mahesh?
5. Why did Gafur and his daughter leave the village?

4.14.8 SUPPLEMENTARY MATERIALS

None

4.14.9 ASSIGNMENTS

1. Sketch the characters of the Zamindar and the priest.

4.14.10 SUGGESTED READING/ REFERENCE BOOKS

1. Read “Stories from the East and West”, ed. By Dr. R. Ganapathy, Emerald Publishers, madras.

4.14.11 LEARNING ACTIVITIES

1. Expore the web and get to know the problems caused by severs droughts and how they affect the life of poor people.

4.14.12 KEYWORDS

1. Drought - A period of dryness due to below average rainfall
2. Rebuke - Harsh criticism
3. Accuse - To blame or find fault with
4. Pledge - To deposit something as a security
5. Prospective - Likely or expected to happen or become
6. Jastling - To push or shove
7. Unwittingly - Unintentional act
8. Remorse - A feeling of regret oover sinning
9. Penance - A self – Imposed punishment for wrong doing



4.15 THE BURGLARY

– Arnold Bennett

4.15.1 INTRODUCTION

Arnold Bennett's "The Burglary" is an interesting story of two crooks where he humorously describes how one of the crooks smartly outwits the other, Sir Jehoshaphat, popularly known as Sir Jee was a business man who grew in power and position due to his unethical practices. On one occasion Sir Jee is presented an artistic portrait which he does not like. Meanwhile, a burglar called William Smith is arrested on charges of burglary. How Sir Jee uses this burglar to get rid of the portrait, and how the burglar outsmarts Jee is very humorously portrayed by the author.

4.15.2 OBJECTIVES

The story aims at showing how no one can fool all the people all the time, however rich and powerful one is.

4.15.3 CONTENTS

Arnold Bennett's "The Burglary" is an interesting tale of two crooks. The author describes humorously how one crook smartly outwitted the other.

Sir Jehoshaphat known as Sir Jee plunged into business ventures even when he was very young. He started his career as the principal partner of a firm called Dian Brothers. His brother was another partner of the firm. After the death of his brother, his sons were inducted into the firm. Sir Jee's unethical practice gave him a phenomenal rise in the business world. No one liked his business dealings. Though he was the most hated man in the Five Towns, nothing could mar his progress. People disliked his snobbishness and belittled his calculated philanthropy, but he was certainly climbing up the social ladder. He was the first public man in the Five Towns to gain a knighthood. He had been the Mayor of his Borough thrice. With the help of the Countess of Chell he got his title and rose rapidly to fame. But he fell out with her being a crook. To prove that his status was not inferior to that of the Earl of Chell he bought a sizable tract of land near Sneyd Estate, built an imposing mansion and called it Sneyd Castle. The Earl was furious, but could do nothing.

Some of the sycophants of the Five Towns wanted to honour Sir Jee for his achievements on the occasion of the house warming of Sneyd Castle. They decided to present him with a portrait. An artist, who had consented to paint his picture, insisted that it should be exhibited at the Royal Academy, before being shown anywhere else. It was hailed as the most glorious masterpiece of modern times. But Sir Jee was not happy with the painting. To those who observed the portrait at close range it was a meaningless mass of coloured smudges. But when any observer looked at the painting fifteen feet away from it, it was an amazing piece of art. The portrait had been hanging in the dining hall of Sneyd Castle. Lady Dian was very much upset by the picture, because she felt that there was something queer

about it. Sir Jee also did not like the picture and he even thought of burning down the castle in order to get rid of it. He prepared a foolish scheme to dispose of the unwanted portrait.

A thief called William Smith, who had burgled and ransacked several houses in the Five Towns was caught and committed for trial at the district court. Taking advantage of his position as the Chairman of the Borough Bench of Magistrates, Sir Jee acquitted the notorious criminal of burglary. Overruling his colleague on the Bench, he dismissed the charge against William Smith saying that the evidence was insufficient. The police officers and others were annoyed at his decision.

He summoned William Smith to his chamber and struck a deal with him. As per the agreement William Smith should commit a lawful burglary' in Sir Jee's castle. The large portrait in the dining hall should be stolen. Sir Jee stated that he did not want to destroy it himself. The burglary should be genuine and he could tell his friends, that it had been stolen. The affair was arranged for Christmas Eve.

Sir Jee and Lady Dian decided to celebrate Christmas with their son in his house. Sir Jee told his wife that he had to stay-in and go through some important official files. However he assured her, that he would join her the next day at John's house to celebrate Christmas with the family. Since he wanted to execute his plan meticulously, he offered his servants a day off. He was very anxious that William Smith should commit the burglary as planned. He went to bed, but not to sleep. At midnight, peering through the window-screen, he watched what the burglar was doing. He saw the portrait being carried by a couple of dark figures. Having slept a few hours, he got up early and went to the dining room to see what Smith had done. The canvas of the portrait lay flat on the ground with the following words written on it, "This is no use to me". The burglar had taken the gold frame with him. Besides, all silver vessels were stolen and not a spoon was left in the castle. Smith was clever enough to beat Sir Jee in his own game.

4.15.4 REVISION POINTS

1. Sir Jee is a businessman who prospers in spite of his unethical business practices.
2. Sir Jee climbs the social ladder to gain a knighthood and also becomes the Mayor. He buys a large tract of land and builds a big mansion, naming it Sneyd castle.
3. During housewarming of the mansion, certain psycophants of the town present him a portrait which Jee does not like.
4. With the help of William Smith, Jee tries to get rid of the portrait. William Smith fools him by walking out with the gold frames' and silver of the mansion, leaving the canvas of the portrait behind.

4.15.5 INTEXT QUESTIONS

1. How did Sir Jee elevate himself to higher positions?

What did he do to show his high-status to the Earl to Chell?

On what occasion was Sir Jee gifted with a portrait?

4.15.6 SUMMARY

This story deals with the story of two crooks where one finally outsmarts the other. Sir Jee is a business man who through unethical practices elevates himself to very high positions in the society. He also buys a large tract of land and builds a big mansion to prove that he is a great man. On the occasion of the house warming of his mansion, a few sycophants present him a large portrait which he does not like. Therefore, Jee jointly with Smith a burglar devises a plan to remove the portrait. But, Smith taking advantage of the situation robs the mansion of all its silver and the gold frame of the portrait.

4.15.7 TERMINAL EXERCISES

1. Sketch the character of Sir Jee.
2. Write a brief note on 'Sir Jee's portrait'.
3. Sketch the character of William Smith.

4.15.8 SUPPLEMENTARY MATERIALS

►► Noen

4.15.9 ASSIGNMENTS

1. Sketch the characters of Sir Jee and William Smith.

4.15.10 SUGGESTED READING / REFERENCE BOOKS

1. Read "Stories from the East and West" ed. By Dr. R. Ganapathy, Emerald Publishers, Madras.

4.15.11 LEARNING ACTIVITIES

1. Read a few short stories written in a humorous vein and find out what techniques various authors adopt to present humour.

4.15.12 KEYWORDS

- Plunge - A dive, leap, or rush into water
- Philanthropy - With the intention of increasing the well being of mankind
- Sycophants - A servile flatterer
- Snobbishness - Arrogant and pretensions
- Ransack - To loot
- Notorious - Widely known, especially for bad and infamous acts.
- Peer - To look with difficulty
- Smudge - A blemish, or smear
- Burglary - The crime of unlawfully breaking into a house.



4.16 THE END OF THE PARTY

– Graham Greene

4.16.1 INTRODUCTION

“The End of the Party” was written by Graham Greene. The authors penetrating insight into the psychology of children throws light on the agony and untold suffering of a hypertensive child. The story is a sever warning to the parents who do not understand the psychological problems of their children.

4.16.2 OBJECTIVES

The objective is to introduce the students to the story of Greene. This story tells about human psycho. We are fragile human beings and children are the most unalterable.

“The End of the Party” reveals how Francis Morton's dream that he was dead comes true most tragically. Graham Greene's penetrating insight into the psychology of children throws light on the agony and untold suffering of a hypersensitive child.

4.16.3 CONTENTS

Peter Morton and Francis Morton were identical twins and Peter was the elder of the two. The twins were often very alike and were communicating with each other telepathically. But Francis had a phobia about darkness and he would never go out after dark. A night lamp was always kept by the side of his bed. Francis dreamt that he was dead and told his brother about his bad dream. Peter tried to cheer up his twin brother who was afraid of so many things.

The children were invited to attend a party arranged by Mrs. Henne-Falcon; Peter and Francis had attended the party the previous year and when Francis recollected his nightmarish experiences at the party, he was terribly frightened. The two girls Joyce and Mabel Warren humiliated him at his failure in some games. He did not want to participate in the 'hide and seek' game. Children played the game in darkness. Francis who had phobic anxieties about darkness made several frantic attempts, in vain, to avoid the party. Peter who understood his miserable condition told him not to attend the party. He requested the nurse to leave his brother in bed, as he was suffering from cold. His mother failed to understand the problem of Francis. She never made an attempt to know what was wrong with him. But she insisted that he must attend the party.

Francis went out for a walk with his nurse and he bumped into Joyce and she enquired the nurse whether she would be bringing Francis to the party or not. Francis was not happy to see the arrogant girl. He wanted to go back to his house and inform his mother that he would not go to the party. He knew that his parents would never consider his requests sympathetically. There was really a great gulf between the mother and the son. His mother's only refrain was that there was nothing to be afraid of in the dark. Francis was amazed and daunted by his

mother's ignorance of him. As a last resort, he wanted to appeal to Mrs. Henne-Falcon.

He went to her house in a state of extreme panic with rapid heart beat. He did not mingle with other children. Mrs. Henne-Falcon announced her programme of entertainments. There were several games and the children were thoroughly enjoying themselves. But Francis was not a normal child, he had his pathological problem. Reluctantly he participated in the games. Finally they had to play the 'hide and seek' game. Watching Francis' troubled face, Peter told them that they could stop playing that game, because it was being played every year. But Mabel Warren replied that it was in the programme and they had to stick to it. Peter tried his best to delay the game hoping that Francis would have time to devise some plan to stay out of the game. Francis' heart was beating frenziedly. He told Mrs. Henne-Falcon that his nurse would be calling for him soon and he could not participate in the game. Mrs. Henne-Falcon replied that the nurse could wait and persuaded Francis to take part in the game. Peter Morton who was aware of his brother's pathetic condition made his last attempt in desperation to save his brother from the game he dreaded so much. He appealed to Mrs. Henne-Falcon to leave his brother out of the game. Immediately six children began to sing "Cowardy Coward Custard". Francis came forward to play the game.

Peter and Francis were on the hiding side. All the lights were switched off and the house was plunged into darkness. Peter wanted to find out the whereabouts of his brother. It was his duty to protect his young brother. He found out his place telepathically. Peter tiptoed towards Francis' hiding place. Standing very close to him, he put his hand across his brother's face. Francis did not cry out; nor did he utter a single word. The game was over and the lights were switched on. Francis Morton was dead. He had collapsed at the touch of his brother's hand.

The story is a severe warning to the parents who don't understand the psychological problems of their children.

4.16.4 REVISION POINTS

1. This story deals with the psychology of children.
2. This is the story of identical twins Peter Morton and Francis Morton.
3. Francis had phobic anxieties about darkness.
4. He was compelled to attend a party.
5. He tried his level best to avoid as it does not suit his health.
6. In the party there was a "hide and seek" game where the light was switched off for Francis to trace the remaining friends in darkness.
7. To protect his brother Peter puts his hands across his brother's face.
8. When the light was switched on, Francis Morton was dead.

4.16.5 INTTEXT QUESTIONS

1. Comment on the title of the story "The End of the Party".
2. Give an account of Francis Morton's attempts to stay away from the party.
3. Sketch the character of Peter Morton.

4.16.6 SUMMARY

This is a psychological story Peter Morton and Francis Morton an identical twins. Francis had a phobia for darkness. But then he was computed to participate in a game of “had and seek” when everybody is hiding, the light was switched off Peter Founded his brother to gave him from the darkness. When the bight was switched on, Peter was found dead.

4.16.7 TERMINAL EXERCISES

1. Why did France Morton refuse to participate in games?
2. Describe the part f the story that touched you most.

4.16.8 SUPPLEMENTARY MATERIALS

This is the story of twin brothers who understand each other in a better way peter knows the problems of his brother Francis go he wanted him to be protection for which he keeps his hands across his brother with the intension of saving France. The coaly is that Francis died of phobia of darkness that too, hisbrogher helping hand must have killed him.

4.16.9 ASSIGNMENTS

Children are having several psychological problem that prevents them to cope with the environment. You too must have come across such children. Bring any one story of such children you knew.

4.16.10 SUGGESTED READING / REFERENCE BOOKS

➡ None

4.16.11 LEARNING ACTIVITIES

1. Student can sit in a circle each one of them tells a story of a complicated friend that troubles the remaining in the class.

4.16.12 KEYWORDS

➡ Phobia

➡ Telepathy



4.17 BETWEEN TWO FLAGS

– Manjeri S. Esvaran

4.17.1 INTRODUCTION

Esvaran in his short story "Between Two Flags" depicts the lives of a civil servant and his son, and shows how the two hold diametrically opposing points of view regarding the British Empire.

4.17.2 OBJECTIVES

The objective is to introduce the students the prescribed short story "Between two flags" by Manjen S. Esworan.

4.17.3 CONTENTS

Kalyanarama Sastri after graduation started his career as a clerk in the Revenue Department, before India obtained its independence. It was the age of fawning and servility and most of the employees working in the British Empire danced attendance on their masters. Kalyanarama Sastri loved the British Raj and believed that they were the bom rulers. He worked sincerely and rose from the lowest rung of the ministerial service to the position of a Deputy Collector.

His wife Nagalakshmi who adored and worshipped her husband considered him as a paragon among males. They were an ideal couple leading a happy and peaceful life. They were blessed with two children, a boy and a girl. The boy, called Raja Raman, a brilliant young lad of sixteen was in the Sixth Form and was about to finish his schooling. The girl aged ten was their pride and joy and there was perfect domestic harmony in the family.

Within a few years of entering service Sastri passed the Departmental Examinations in all the papers and his answers to the questions in the paper on Civil Service Regulation were considered as excellent as Sri Sankara's commentary on *the Bhagavad Gita*, As Revenue Inspector his record of work was splendid. He brought to the notice of the higher authorities the concealed cultivation that was going on for over half a decade in the four sub-divisions. It was an atrocious swindle of the Provincial Exchequer, according to him. He was promoted as Sub-Magistrate in recognition of his meritorious service. To show his indebtedness to his Revenue Divisional Officer, Mr. Winterbotham, I.C.S. he bought a portrait of him and hanged it in the hall of his house. He considered the portraits of Queen Mary and King George V that he displayed in the hall as household gods and adorned the pictures with paper garlands. His faith was rooted in British Imperialism and he discharged his duties as a faithful servant. He was promoted to the post of Tahsildar and he considered the British Raj as a benevolent Government.

The freedom fighters, who wanted to liberate India from the clutches of the British imperialism, agitated against the government, and there were riots and killings all over the country, Mahatma Gandhi who spearheaded the crusade awakened the partiotic spirits of young men in India. Sastri could not understand

the freedom movement and sneered at the anarchic, unconstitutional methods of the freedom fighters. The Gandhian Movement caused a transformation in the Raja Raman's character and he started hating the British regime. Influenced by Gandhi's political philosophy, the young boy became an ardent nationalist and refused to salute the Union Jack after the morning prayer. "When he heard from the Headmaster about his son's behaviour in the School, Sastri was shocked and annoyed. He was firmly of the belief that no one had any right to protest against the government. He discovered to his chagrin, that his son was opposing the British Raj. Being a responsible officer of a government, it was his duty to mend his son's ways. He was upset when his younger brother, a brilliant young man had thrown his heart and soul into the struggle for the Home Rule Movement and he died prematurely. Kalyanarama Sastri wished that his son should not follow the example of his uncle. When he questioned his son about his misbehavior in the school, Raja Raman replied that he would never salute the Union Jack. Infuriated by his impudence, Sastri slapped him on his face. When he understood that his son would never mend his ways, he was terribly shaken. Before leaving the house Raja Raman had smashed the portraits of Queen Mary and King George V. Kalayanarama Sastri did not know where his son had gone. He never forgave him for destroying his temple and trampling on his gods.

Manjeri Esvaran made no attempt to satirise Kalyanarama Sastri's slavish attitude; nor did he sentimentalize Raja Raman's patriotic feelings. He gave us a realistic picture of the Indian scene before Independence.

4.17.4 REVISION POINTS

1. This is the story of ideological conflict between father and son over British rule in India.
2. Kalyanarama Sastri started his career as a clerk rose to the position of a Deputy Collector.
3. His wife Nagalakshmi adored and worshipped him as a paragon among males.
4. Sastri considered the portraits of Queen Mary and King George V as household goods and adorned the pictures with paper garlands.
5. The Gandhi Movement caused a transformation in the Raja Raman's Character and the Started hating the British regime.
6. Raja Raman refused to salute the Union Jack after the Morning Prayer.
7. In Infuriated by his impudence, Sastri slapped him on his face.
8. Raja Raman smashed the portraits of Queen Mary and King George and left the house one for all the father did not know where his son had gone.

4.17.5 INTEXT QUESTIONS

1. When was Sastri grateful to the British Government?

Give a brief account of Sastri's domestic life.

Why did Raja Raman refused to salute the Union Jack?

4.17.6 SUMMARY

This is the story of a patriotic father Kalyanarama Sastri and his son Raja Raman, who is a stands supporters of Mahatma Gandhi. The father advised greatest position in his life so he is favoured by the British. Raja Ramaj *chelaer* like the portrait of British Queen and King in his house. In the school he refused to salute the union Jack. This act infuriated the father and he slapped his son. The son left the house one for all. So this is the clash between the ideology of the father and the son.

4.17.7 TERMINAL EXERCISES

1. Why did the father punish his son?
2. According to you, who is the real patriotic the father or the son?
3. Analyse the ending of the story "Between two flags".

4.17.8 SUPPLEMENTARY MATERIALS

None

4.17.9 ASSIGNMENTS

This is the story that discusses the two words. The one supported the foreign role and the other opposed it. Discuss with your friends the character of the father and the son and arrive at the worth of both of them to the Indian Society.

4.17.10 SUGGESTED READING / REFERENCE BOOKS

None

4.17.11 LEARNING ACTIVITIES

From Indian History, collect the leaders who supported the foreign rule and the leading who opposed the foreign rule.

4.17.12 KEYWORDS

- Impudence
- Tamping



4.18 FORTUNE-TELLER

– Karel Capek

4.18.1 INTRODUCTION

Karel Capek in his short story "The Fortune - Teller" describes with a tinge of irony how the prediction of a fake fortune-teller comes true.

4.18.2 OBJECTIVES

The objective is to introduce the students to Karel Capek's "fortune – Teller".

Mrs. Myers was a fortune-teller. People who were very anxious to know about their future thronged her house every day. No one knew whether she was a real fortune-teller or a phoney. The police officers were suspicious of women like Mrs. Myers. She was a mystery to the police department. The Detective Inspector Mac Leary began to probe and tried to find out what sort of woman she was. He attempted to find out whether she was a fortune-teller, or a spy or a woman engaged in white slave traffic. Her questionable behaviour aroused his suspicion.

4.18.3 CONTENTS

Mac Leary's charming young wife came forward to help him in unravelling the mystery. Dressed like a young girl and removing her wedding ring she called at Mrs. Myers house. Mrs. Mac Leary told her that the next day was her twentieth birthday and she was very anxious to know about her future. Mrs. Myers was using a pack of playing cards to predict the fortunes of her clients. She instructed Mrs. Mac Leary to take the cards in her left hand and divide them into five heaps. Taking cards from each heap, one by one, she started predicting the future of Mrs. Mac Leary. The fortune-teller said that she would marry a millionaire and sail to a distant land. She added that she had to overcome some obstacles from an elderly gentleman before her marriage. She demanded one guinea as fee for her prediction.

The Detective Inspector had found out that the real name of Mrs. Myers was Meirhofer and she was a German. A case was filed against Mrs. Myers in the Court and she was summoned to appear before Mr. Kelly, J.P. She told the Judge that she had been practising fortune-telling as a profession because she had to do something for a living. The Judge accused her of cheating people by her false prediction. But she defended herself citing the words of a woman living in St. John's Wood that she was not a fake fortune-teller.

Mrs. Mac Leary, who was a witness against her, informed the Judge that her predictions were wrong. She was a married woman, but the fortune-teller's reading was that she would get married soon. A rich young man from a distant land across the ocean would be her future husband. When the Judge raised doubts about her predictions, she asserted that her reading was correct. The Judge concluded that the fortune-teller was a fraud and she should pay a fine of fifty pounds. The fortune-teller was deported to her country.

After a year, Mr. Kelly met the Detective Inspector Mr. Mac Leary and inquired after his wife. Mr. Mac Leary's face wore a glum expression. He told him with a

certain embarrassment that his wife had left him. A passionate young millionaire from Melbourne went crazy about her. When he found out his wife's affair with the rich young man, he could not stop it. They sailed together for Australia.

The prophesy of the fortune-teller had come true.

4.18.4 REVISION POINTS

1. This is the story of a fortune – teller Mrs. Myers
2. Mrs. Myers was using a pack of playing cards to predict the fortunes of her clients.
3. She predict the future of Mr. Mac Leary that her wife would leave him.
4. A year after the prediction has come true.

4.18.5 INTEXT QUESTIONS

1. How did Mr. Mac Leary book Mrs. Myers?

How did Mrs. Myer's prophesy turn out to be true in regard to Mrs. Mac Leary?

Sketch the character of Mrs. Myers.

4.18.6 SUMMARY

This is the story of the fortune teller Mrs. Myers, people say that she is a fake fortune teller. Mrs. Mac leary approached her as advised by her husband who is an inspector to know about her future. The fortune teller predicted that she would marry a millionaire and fly abroad. Thus a case was charged against her. Later the Detective inspector told that his wife had left him.

4.18.7 TERMINAL EXERCISES

1. Why do people accuse the fortune teller?
2. Why did the court punish her?
3. Has the fortune teller perdition come true?

4.18.8 SUPPLEMENTARY MATERIALS

None

4.18.9 ASSIGNMENTS

1. Students can set in group of four and come out with an interesting story they heard around them.

4.18.10 SUGGESTED READING / REFERENCE BOOKS

None

4.18.11 LEARNING ACTIVITIES

Students can discuss the using of the story by look into how the predictions of a false fortune – teller came true with Mr. Kelly , J. P.

4.18.12 KEYWORDS

Guinea
Deported

Prof. C. Rajasekaran

Professor of English (Rtd.) Kumbakonam

(Edited by Mr. P. Thanusuraman and Dr. L. Thirunavukkarasu)



5.1 GENERAL INTRODUCTION

Prologue

Some of us imagine grammar to be an unpleasant subject. Most of us don't realize that grammar can be a fun. At the end of the course, I hope you will realize that grammar can be as stimulating as an interesting novel. If you taste the excitement of grappling with problems in grammar, I hope, you will begin to love grammar. There is no necessity to feel diffident and start worrying, if you had no occasion to study grammar in school. Our course in English Grammar pre-supposes on previous knowledge of grammar. It begins at the beginning and takes you to a system of grammatical analysis slowly and methodically.

Introduction

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

Let us begin our Exploration of English Grammar with a confident smile

The contents of the lessons of Grammar are given below:

1. Articles.
2. Pronouns.
3. Adjective.
4. Verbs.
5. Auxiliaries and Modals.
6. Adverbs and Adverbial phrases.
7. Preposition.
8. Conjunction.
9. The Tenses-Form and use.
10. Agreement of; the verb with its subject.
11. Negative and Interrogative sentences.
12. Passive voice.
13. Non-Finites.
14. Direct and Indirect Speech.



5.2 ARTICLES

5.2.1 INTRODUCTION

Article is a determiner which has little meaning of its own but serves to indicate that the Noun Phrase containing it is definite or indefinite, specific or non-specific. English has two articles, the Definite article the and the Indefinite article a and an. In this lesson, let us learn articles in detail..

5.2.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.2.3 CONTENTS

‘A’, ‘An’ and ‘The’ are known as articles. ‘A’ and ‘An’ are indefinite articles and ‘The’ is the definite article.

Indefinite Articles

- a) ‘a’ is used before a word beginning with a consonant or a vowel sounded like a consonant.
E.g;- a boy , a pencil, a useful book.
- b) It is used before a singular countable noun when it is mentioned for the first time.
E.g:- A lion is an animal
A tiger can kill a man
- c) It is used before a single countable noun, which stands for the whole species.
E.g:- An elephant never forgets.
A coconut never is tall.
- d) It is used before certain numerical expressions.
E.g : He is a generous man
He is a doctor.
- e) It is used before certain numerical expressions.
E.g : a score, a dozen.
a hundred, a million.
- f) ‘An is used before words beginning with a vowel sound (a, e, i, o, u) or words with an ‘h’ which is silent (unsounded).
E.g: an egg, an eye-opener, an apple, an ink bottle, an hour glass, an honest man, an M.L.A. and M.A

Definite Articles

‘The’ is known as the definite article. It is the same for all genders and for singular and plural.

- a) It is used before nouns of which there is only one
E.g: The earth, the sun, The moon, The south pole
- b) Before a noun which has already been mentioned,
E.g: I met a man yesterday in the park. The man
I met in the park yesterday is a cripple
- c) Before a noun made definite by the addition of a phrase or clause,
E.g: The girl in the white frock,
The man on the horse,
The boy who won the first prize
- d) Before a noun which by reason of locality can represent only one particular thing.
E.g: please pass on the book (the book you have in hand).
He got involved in a case and hence he consulted the lawyer (his own lawyer)
- e) Before adjectives in the superlative degree,
E.g: David is the tallest boy in the class
- f) Before a singular noun used to represent a whole class.
E.g: The camel can store water.
The ant is industrious.
- g) Before an adjective used to represent a class of persons
E.g: we should help the less fortunate.
The blindman can be trained.
- h) 'The' is used before the names of rivers, mountain ranges, groups of islands and seas. (Not before single mountain or single island)
E.g : The river Thames is in England
The Himalayas are the highest mountains in the world.
The Hebrides are off the west coast of Scotland
- i) 'The' is used before a proper noun only when it is qualified by an adjective or adjective phrase or clause.
E.g: I refer to the Queen Elizabeth of the sixteenth century.
Not to the present Queen Elizabeth.
- j) 'The' is used adverbially with comparative adjective in such phrase as.
The more the merrier.
The sooner the better.
- k) The definite article is not used before names of countries, streets and before proper names.
E.g: Bombay is a commercial town.
Freud and Jung are psychologists.
- l) 'The' is not used before material nouns.
E.g: Silk and cotton are both used to make sarees.
Iron and coal are found in England.

m) 'The' is not used before abstract nouns.

E.g: Cleanliness is next to Godiness

Beauty is truth.

n) 'The' is not used before places of assembly.

E.g: He went to school

They went to church.

o) 'The' is not used before a noun proceeded by a possessive adjective.

E. g: My blue tie.

5.2.4 REVISION POINTS

1. A, AN and THE are known as articles.
2. A and AN are indefinite articles and THE is the definite article.

5.2.5 INTEXT QUESTIONS

1. What are the indefinite articles?
2. Which is known as the definite article?

5.2.6 SUMMARY

1. A, AN and THE are known as articles. A and AN are indefinite articles and THE is the definite article.

5.2.7 TERMINAL EXERCISES

Exercise

Fill in the blanks with suitable article where ever neccessary;

1. They discussed——— latest news.
2. ——— charity begins at home.
3. This is ——— urgent matter.
4. This is ——— elephant I told you about.
5. ——— West Indies are not near India.
6. ——— cauvery is a sacred river.
7. ——— earth revolves round – Sun.
8. What——— unfortunate accident!
9. ——— more he has———more he wants.
10. ——— rose is the emblem of England ———— thistle that of Scotland.
11. Delhi is ——— capital of India.
12. ——— Kindness you show to others will be shown to you.
13. He is ——— Burke of the twentieth century England.
14. Fetch ——— doctor you saw yesterday.
15. ——— poverty and ——— crime go hand in hand.
16. He is one of ——— bravest soldiers in my regiment.
17. Mr. Smith went to ——— England and bought a house in——— London.
18. ——— Himalayas are———highest mountains in the world.
19. ——— Mount Blane is——— highest mountain in Europe.
20. Pass me ———English dictionary on the table.

5.2.8 SUPPLEMENTARY MATERIALS**Insert Articles wherever Necessary:**

1. Moon sets in west
2. Get kilo of salt from grocery shop
3. Where did you buy pen?
4. Sarojini Naidu was great poetess
5. How nice apple looks!
6. Sanskrit is difficult language
7. Lion is king of beasts

5.2.9 ASSIGNMENTS

1. Try forming sentences of your own using definite and indefinite articles.

5.2.10 SUGGESTED READING /REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.2.11 LEARNING ACTIVITIES

1. Refer the above-mentioned grammar books and work out the exercises provided in them relating to definite and indefinite articles.

5.2.12 KEYWORDS

- ➡ Definite – Having distinct limits. Free from any doubt.
- ➡ Indefinite – without limit; forever, or until further notice.



5.3 PRONOUNS

5.3.1 INTRODUCTION

A part of speech, pronoun is one kind of Pro-form. It is usually a single word, and it forms a complete Noun Phrase all by itself. Logically, then, the term should be 'pro-NP', but the less accurate label pronoun is established. Pronouns can be divided into several subclasses. In this lesson, let us learn pronoun in some detail.

5.3.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.3.3 CONTENTS

A pronoun is a word used in the place of a noun to avoid repetition.

E.g: Instead of saying, 'Hari said Hari felt too ill to work', we say 'Hari said he felt too ill to work'.

Personal Pronouns

First , second and third person.

A pronoun, which refers to the person speaking, is in the first person.

A pronoun, which refers to, the person spoken to is in the second person.

A pronoun, which refers to person spoken about, is in the third person.

Form of the personal pronouns first person

FIRST PERSON	SINGULAR		PLURAL	
Nominative case	I		we	
Accusative & Dative	me		us	
Genitive	mine, my		ours, our	
SECOND PERSON	SINGULAR		PLURAL	
Nominative case	you		you	
Accusative & Dative	you		you	
Genitive	yours		yours	
	your		your	
THIRD PERSON	SINGULAR		PLURAL	
	Male	Female	Neuter	
Nominative	He	She	it	they
Accusative & Dative	him	her	it	them
Genitive	his	hers/her	its	theirs

their

Uses of the pronoun 'it'

1. 'It' is used to refer to inanimate things, and animals or young children when no reference is made to their sex
E.g: the baby lost its toy.
Where is your bat, have you lost it?
2. With impersonal verbs, such as rains, snows, blows' hails
E.g: It rains
3. To anticipate the real subject of the verb, when the subject is whole clause or an infinitive.
E.g: It is certain he will come.
(= That he will come is certain)
It is useless to refuse.
4. To refer to a statement that has gone before.
E.g: I am wrong and I admit it.
5. To emphasize a noun or pronoun.
E.g: It is you stole the pen.
It is you who made the suggestion

Pronouns-Reflexive and Emphatic

E.g: Hari saw *himself* in the mirror. Here 'himself' is the object of the verb 'saw'. The doer is at the same time subject and object of the verb. The action turns back on the doer of the action. It is not passed on to another person. Pronouns of this sort are called reflexive.

Forms of Reflexive Pronouns**SINGULAR**

I hurt myself

You lost yourself

He killed himself

She killed herself

It killed itself

PLURAL

We hurt ourselves

You lost yourselves

They killed themselves

The formation of reflexives

Add *self* for singular, *selves* for the plural, to the Genitive case of the personal pronoun of the first and second Persons. Add *self* or *selves* to the accusative case for third person.

Emphatic Pronouns

Study the following sentences:

1. I myself am weak.
2. You yourself should do the exercise.
3. They themselves went to the rescue.

When we want to emphasize a noun or pronoun we follow it by the compound form ending in self or selves. This form is the same as that of the reflexive pronoun. Usually emphatic pronouns occur immediately after the noun or pronoun they emphasize. But it is not always the case.

E.g: I myself will do it.

It can also be said 'I will do it myself.'

EXERCISE

Point out the emphatic and reflexive pronouns in the following sentences:

1. You think yourself clever.
2. The king himself dissolves parliament.
3. He shot himself with his gun.
4. He himself said it.
5. I shall go myself.
6. Don't be lazy; do it yourself.
7. The queen looked at herself in the mirror.
8. We must think for ourselves.
9. Exert yourself.
10. Hari has poisoned himself.

Demonstrative Pronoun

Demonstrative pronouns are this, that, these, and those. When they are used alone they become pronouns pointing out objects to which they refer.

E.g: This is a mistake.

These are the books I have.

That is enough.

Those are his articles.

THIS and THESE refer to the thing nearest to hand and THAT and THOSE to what is farther off.

- E.g:
1. This is my book and that is yours
 2. Look at these pictures
 3. See those horses

'This' and 'These' refer to what is near in space and time and 'that' and 'those' refer to what is farther off.

'THAT' and 'THOSE' are also used to avoid repetition.

- E.g:
1. The lakes of Ireland are bigger than those of England.
 2. The army of the enemy was vanquished by that of our generals.

In sentence 1 'Those' stands for the lakes.

In sentence 2 'That' stand for the army.

Distributive Pronouns

EACH, EITHER and NEITHER are distributive pronouns.

- E.g:
1. *Each* of the boys had a pencil.
 2. You may do it *either* of these ways.
 3. *Neither* of you can go home until the work is done.

'EACH' means everyone taken singly

'EITHER' means one or other of two.

'NEITHER' means, not one or other two.

Position of the word EACH.

We can say,

- E.g:
- Each* has a prize
- They had a prize *each*

When we use a numeral it is usual to put '*each*' at the end of the sentence.

E.g: I gave the boys two rupees *each*.

EACH OTHER, ONE ANOTHER

'Each other' is used when two people are concerned

'One another' is used when more than two people are involved.

- E.g:
1. The two men killed *each other*.
 2. The barons fought *one another*.

Interrogative Pronouns

WHICH, WHAT, WHOSE, WHOM and WHO are Interrogative pronouns.

- E.g:
1. Which is the man?
 2. What can you do in this context?
 3. Whose is the book?
 4. Whom are you waiting for?
 5. Who gave you this suggestion?

EXERCISE

Fill in the blanks with suitable pronouns

1. _____ is my book.
2. _____ is your pencil-sharpener.
3. The days in summer are longer than _____ in winter.
4. The boys answered _____ in turn.
5. _____ of them held out his hand.
6. You have two answers and _____ was correct.
7. _____ were happy days?
8. _____ told you so?
9. _____ are you doing?

Relative Pronouns

WHO, WHICH, THAT can also be used as relative pronoun when they relate to the noun which precedes them.

- E.g:
1. This is the boy *who* saved the child.
 2. He has a dog, *which* is very fierce.
 3. Please return the *book that* I lent you.

The forms of the relative pronouns

'WHO' has the form 'WHOM' for accusative singular and plural and 'WHOSE' for genitive plural and singular.

- E.g:
- This is the boy *who* won the first prize (Nominative).
 This is the child *whom* the boy carried to safety (Accusative).
 This is the girl *whose* life was saved (Genitive)

'WHICH' and 'THAT' have the same form for the nominative and accusative. They have no genitive form. But 'WHOSE' is used as the genitive form for 'which'.

- E.g:
- This is the house *that* Jack built.
 The gate *whose* hinges were weak has been blown in the night.

Omission of relative pronouns

'Whom', 'of whom' and 'of which' are rarely used in everyday speech, though they are used in writing.

We say "The man you spoke of, called on me last night" but we write "The man of whom you spoke called on me Last night." *That* and *Which* are quite often omitted in accusative case both in formal writing and speaking.

- E.g:
- A man I know is blind by one eye (that)
 The book he chose is the best on Psychology (which)

EXERCISE

a) Supply suitable relative pronouns in the blanks in the following sentences

1. Show me ——— you have bought.
2. David is the boy ——— lent the book.
3. The man——— is valiant must also be wise.
4. Here are some bills ——— must be paid.
5. They did exactly the same ——— he did.
6. Which is the road ——— leads to town?
7. The tales——— he tells me are enthralling.
8. Her song was the same ——— she had sung before.
9. This is a picture of the Duchess ——— son is Prince Edward.
10. I listened to the play ———— was broadcast last night

b) Join the following pairs of sentences by means of suitable relative pronouns:

1. These are the flowers. I picked them.

2. He is one of the boys. They saw the goal scored.
3. The people cheered. They saw the king go by.
4. Those die young. The gods love them.
5. I have a parrot. It can talk.

5.3.4 REVISION POINTS

1. A pronoun is used in the place of the noun to avoid repetition.]
2. "it" is used to refer to inanimate things, and animals or young children when no reference is made to their sex.
3. When the action is not passed on from the subject to another subject, such pronouns are called Reflexive Pronouns.
4. Emphatic pronouns occur immediately after the noun or pronoun they emphasize.
5. Demonstrative Pronouns are this, that, these, and those.
6. Distributive Pronouns are each, either, and neither.
7. Interrogative Pronouns are which, what, whose, whom, and who.
8. Who, which, and that can also be used as relative pronoun when they relate to the noun which precedes them.

5.3.5 INTEXT QUESTIONS

1. Why do we use pronouns?
2. What are the different types of pronouns?
3. What is a relative pronoun?

5.3.6 SUMMARY

A pronoun is used in the place of the noun to avoid repetition. Emphatic pronouns occur immediately after the noun or pronoun they emphasize. Demonstrative Pronouns are this, that, these, and those. Distributive Pronouns are each, either, and neither. Interrogative Pronouns are which, what, whose, whom, and who. Who, which, and that can also be used as relative pronoun when they relate to the noun which precedes them.

5.3.7 TERMINAL EXERCISES

EXERCISE

Fill in the blanks with suitable pronouns:

1. You are not as old as ———.
2. The team played ——— best match of the season.
3. You and I must do ——— work.
4. The jury recorded ——— verdict.
5. Gopal and Govind are putting away——— books.
6. ——— is raining.
7. Learn the poem and repeat———by heart.
8. Between you and———I do not trust Ram.
9. I know that———uncle will come to see me soon.
10. I have never seen——— before.

Fill in the blanks with the correct form of Pronoun:

1. We are not so rich as _____
2. Let you and _____ try what we can do.

Tell which Pronouns in the following sentences are Reflexive and which Emphatic:

1. We often deceive ourselves
2. I wash myself when I get up
3. She hurt herself
4. He cares for nothing but self

Identify the Distributive and Relative Pronouns in the following sentences:

1. Each of the boys gets a prize
2. Either of these roads leads to the bus station
3. Neither of the accusations is true
4. I met Oliver who had just returned
5. I have found the book which I lost
6. Here is the book that you lent me

5.3.8 SUPPLEMENTARY MATERIALS

- Refer to the Prescribed Grammar Books.

5.3.9 ASSIGNMENTS

- Try forming sentences of your own using different types of Pronouns.

5.3.10 SUGGESTED READING / REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.3.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to pronouns.

5.3.12 KEYWORDS

- Inanimate – showing no sign of life; lifeless.
- Emphasize – make more clearly defined.
- Exert – make a physical or mental effort.
- Vanquished – thoroughly defeated.
- Duchess – the wife of a Duke.



5.4 ADJECTIVES

5.4.1 INTRODUCTION

Adjective is a part of speech that includes words like big, happy, beautiful, interesting and sudden. An adjective typically modifies a Noun and denotes a temporary or permanent quality. In this lesson, let us learn adjective in some detail..

5.4.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.4.3 CONTENTS

Adjective is a word that says more about the nouns.

E.g: He is a *clever* boy.

Gopal has *two* pencils.

I have a *long* way to go

Where is *that* book?

The word *clever* says what kind of boy he is.

The word *two* tells us about the exact number of pencils Gopal has.

The word *long* tells us of the distance that has to be covered.

The word *that* points out the book in question.

They thus qualify the nouns.

Position of the Adjective

E.g: It is a *difficult* task.

It is a *stunning* blow.

Adjective also follows the verb. In this case they are supposed to be productively used.

E.g: The boy is *clever*.

The coffee is *good*.

KINDS OF ADJECTIVES

1. Adjectives of Quality or Descriptive Adjectives

Most adjectives fall under this group:

E.g: 1. It is a *tall* claim.

2. It is a *powerful* shot.

3. It is a *potent* drug.

These adjectives tell us about the nature of the things represented by the noun

2. Adjectives of Quantity

- E.g:
1. Allow me some time.
 2. Half truth is dangerous.
 3. They have the whole day before them.

Adjectives of quantity tell how much of a thing is spoken of

3. Numeral Adjectives

They tell how many.

- E.g:
1. He has two cars.
 2. He is the first pilot to fly over the Atlantic.
 3. David bought some apples.

The adjectives in sentence 1 & 2 are definite numerals. They are of two kinds.

- a) Cardinal showing how many – two.
- b) Cardinal indicating the order – first.

Some is known as indefinite numeral.

Some words *like any, some*, and *all* can be used both as indefinite numerals and as Adjectives of Quantity.

Indefinite numeral	Adjective of quantity
1. <i>Some</i> boys are dull.	I want <i>some</i> water.
2. <i>All</i> his friends are well off	<i>All</i> hope was wrecked?
3. Have you <i>any</i> cigarettes?	Have you <i>any</i> rice?

The numerals indicate the number.

The adjectives of quantity indicate amount.

Numeral adjectives qualify common nouns.

Adjectives of quantity qualify material or abstract nouns.

4. Distributive Adjectives

1. *Each* boy recited the verse.
2. *Every* citizen has a vote.
3. You can adopt *either* method.
4. *Neither* of them was right.

Each, every, either, neither are distributive adjectives. They refer to each one of a number.

5. Demonstrative Adjectives

1. *This* boy is dull.
2. *That* lamp is bright.

3. Did you interrogate *these* men?

4. What are *those* gadgets?

'This' 'that' 'these' and 'those' are Demonstrative Adjective. 'This' and 'that' point out which person or thing is meant. 'These' and 'those' also point out which persons or things are meant.

6. Interrogative Adjectives

E.g: 1. *What* crime has he committed?

2. *Which* season of the year is it?

What and *which* are interrogatives

They put questions

7. Emphasizing Adjectives

1. I saw it with my *own* eyes

2. This is the *very* house I want

'Own' and 'very' lay greater emphasis on the nouns.

8. Exclamatory Adjectives

1. *What* an idea!

2. *What* nonsense you talk!

9. Pronominal Adjectives

1. This is *his* book.

2. That is *my* pen,

His and *my* are possessive pronouns.

Here they play the role of adjectives.

Formation of Adjectives

- a) Adjectives are mostly formed from nouns. By adding — ful, — less, — some, — y, — ish, — ly, — ous, to the noun, adjectives are formed.

E.g:	<i>Noun</i>	<i>Adjective</i>
	Beauty	Beautiful
	Limit	Limitless
	Trouble	Troublesome
	Cloud	Cloudy
	Fool	Foolish
	Man	Manly
	Courage	Courageous

- b) Some adjectives are formed from the verbs by adding — ing, — ed, and — en to them.

E.g:	<i>Verb</i>	<i>Adjective</i>
	Run	Running
	Move	Moving
	Content	Contented
	Prove	Proven

- c) Some adjectives are formed from other adjectives.

Adjective	Adjective
Sick	sickly
Blue	bluish
Glad	gladsome
Comic	comical

Comparison of Adjectives

Study the Following Sentences

1. John is a *tall* boy.
2. John is *taller* than Gopal.
3. John is the *tallest* boy in the class.

In sentence 1. We have the simple form of the adjective *tall*.

In sentence 2. Two boys are compared.

In sentence 3. John is compared with a larger group of boys.

These three forms of adjectives are known as *Degrees of Comparison*

1. Positive degree.
2. Comparative degree, which speaks of two things.
3. The superlative degree, which compares one thing with more than one or with a larger group.

Changing of the Degrees of Comparisons

1. E.g: He is the *oldest* man in the room.

The Adjective is in superlative degree,

The man is compared with the rest of the men (obviously many) in the room.

It could be changed into comparative and positive.

He is *older* than any other man in the room (Comparative).

No other man in the room is so old as he (Positive).

2. When two things are compared superlative is not possible.

E.g: Madras is *bigger* than Trichy. Here only two cities Madras and Trichy are compared. Only positive degree is possible. Trichy is not so big as (or as big as) Madras.

Look at the following sentence

Bombay is one of the biggest seaports in India.

The sentence means that there are other seaports in India, which are as big as Bombay. So it cannot be changed into positive or comparative degree in the above mentioned manner. It has to be done in the following manner.

Bombay is bigger than most other seaports in India.

Very few seaports in India are as big as Bombay.

5.4.4 REVISION POINTS

1. An adjective is a word that says more about the nouns.
2. Adjective also follows the verb and in this case they are supposed to be productively used.
3. Most adjectives fall under the group of quality or descriptive adjectives.
4. Adjectives are mostly formed from nouns.
5. Some adjectives are formed from the verbs by adding (ing, ed, en) to them.
6. Some adjectives are formed from other adjectives.

5.4.5 INTEXT QUESTIONS

1. Define the word, "Adjective."
2. What are the different kinds of "Adjectives"?
3. How are "Adjectives" formed?

5.4.6 SUMMARY

An adjective is a word that says more about the nouns. Adjective also follows the verb and in this case they are supposed to be productively used. Most adjectives fall under the group of quality or descriptive adjectives. Adjectives are mostly formed from nouns. Some adjectives are formed from the verbs by adding (ing, ed, en) to them. Some adjectives are formed from other adjectives.

5.4.7 TERMINAL EXERCISES**EXERCISE**

Fill in the blanks with suitable adjectives

1. The ——— countries have been waging a war all these years.
2. On the ——— day they received a message.
3. He holds the ——— rank.
4. You can choose ——— of the two subjects.
5. That is the ——— place where he died of an accident.
6. That ——— is mine.
7. He has ——— friends.
8. ——— an idiocy.
9. ——— morning the sun rises.
10. ——— trains have been cancelled owing to coal shortage.

EXERCISE

Change the degrees of comparison in the following sentences without altering the sense.

1. London is the biggest city in the world.
2. Vaigai is the fastest express train in the world.
3. No animal is so ferocious as a tiger.
4. A live dog is better than a dead lion.
5. The Mississippi is the longest river in the world.
6. India is one of the hottest countries in the world
7. Very few boys in the class are as intelligent as Arvind.

5.4.8 SUPPLEMENTARY MATERIALS

- Refer to the Prescribed Grammar Book

5.4.9 ASSIGNMENTS

1. Try forming sentences of your own using different types of adjectives.

5.4.10 SUGGESTED READING / REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.4.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to adjectives.

5.4.12 KEYWORDS

- Potent – having great power, influence, or effect
- Cardinal – primary, of utmost importance
- Interrogate – ask questions formally, or aggressively
- Gadget – a small mechanical device or tool



5.5 THE VERB

5.5.1 INTRODUCTION

Verb is a part of speech which contains words like see, arrive, sleep, discuss, shoot and take off. Verbs are distinguished from other parts of speech by a number of properties. In this lesson, let us learn verb in some detail.

5.5.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.5.3 CONTENTS

The verb is the most important word as far as a sentence in English is concerned. Barring amorphous sentences all sentences in English have a verb. It tells us what the subject is doing or what the subject is.

- E.g:
1. He is writing a letter
 2. He is an engineer.
 3. He hit the ball powerfully.

Transitive and Intransitive Verbs

Study the following sentences

1. a) The *girl* *cried*.
- b) He is *playing*.
2. a) Jim Corbett shot the tiger dead.
- b) Ram bought his son a car.

In sentences 1 (a) and (b) the verbs do not require the help of any other word to complete their sense. So they are said to be used intransitively.

In sentences 2 (a) and (b) the verbs require the help of other words to complete their sense. So they are said to be used transitively.

A transitive verb always takes a direct object. It may also have an indirect object. In “Ram bought his son a car”, *car* is the direct object and *his son* is the indirect object.

Direct and Indirect Speech

- E.g.:
- He told me a lie
- The word that answers the question ‘what’ is the direct object
- The word that is the answer to the question ‘to whom’ is the indirect object.

- E.g:
1. He *looks* tired.
 2. The child *appears* healthy.
 3. His explanation *sounds* odd.

Tired, healthy, odd are subject complements. The verb in these sentences acts as links between their *complements*.

They are called linking verbs.

5.5.4 REVISION POINTS

1. Verb tells us what the subject is doing or what the subject is.
2. Verbs that do not require the help of any other word to complete their sense is said to be used intransitively.
3. Verbs that require the help of any other word to complete their sense is said to be used transitively.
4. Verbs that act as links between their complements are called linking verbs.
5. When an adverb particle and a verb are clubbed together they form a phrasal verb.

5.5.5 INTEXT QUESTIONS

1. Define Verb.
2. Bring out the various types of Verbs.
3. Provide your own examples for transitive and intransitive verbs.
4. What are Phrasal verbs?

5.5.6 SUMMARY

Verb tells us what the subject is doing or what the subject is. Verbs that do not require the help of any other word to complete their sense is said to be used intransitively. Verbs that require the help of any other word to complete their sense is said to be used transitively. Verbs that act as links between their complements are called linking verbs. When an adverb particle and a verb are clubbed together they form a phrasal verb.

5.5.7 TERMINAL EXERCISES

Name the verbs in the following sentences, and tell in each case whether they are transitive or intransitive:

1. The sun rises in the east
2. The clock ticks all day long
3. Your pen lies on the table
4. The fire burns brightly
5. I know a stout little man
6. You speak too softly
7. The lion ran after me
8. He took shelter under a tin roof

5.5.8 SUPPLEMENTARY MATERIALS

Identify the verbs in the following sentences, and say whether they are transitive or intransitive:

1. The boy stood on the burning deck
2. He tried again and again
3. The weather is cold
4. I found her singing in the class
5. The sky looks overcast
6. They made him Chairman
7. The monkey continued to chatter
8. The children fell asleep

5.5.9 ASSIGNMENTS

Try forming sentences of your own using different types of verbs.

5.5.10 SUGGESTED READING / REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.5.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to verbs.

5.5.12 KEYWORDS

- Complement – a thing that contributes extra features to something else.
- Clubbed – hitting with a heavy stick
- Inscription – a thing inscribed, as on a monument or a book.
- Stranded – leave without the means to move from a place.
- Dacoit - robber
- Resist – withstand the action or effect of.
- Firm – solidly in place and stable



5.6 AUXILIARIES AND MODALS

5.6.1 INTRODUCTION

Auxiliary (in traditional grammar, helping verb), in English refers to a small set of items which have certain properties in common with verbs but which also exhibit some distinctive characteristics of their own. Modal, also known as modal auxiliary, refers to any one of the several English auxiliary verbs which serve to express aspects of Modality and which exhibit rather distinctive grammatical behaviour. In this lesson, let us learn the English Auxiliaries and Modals.

5.6.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view to enhance the ability of students in their use of English.

5.6.3 CONTENTS

Study the following sentences

1. He is a doctor.
2. He is coming today.

In sentence No. 1 the verb 'is' is used as the main verb. In sentence 2 it is used with the present continuous form of the main verb 'come'. The verb 'is' in this sentence is hence a helping verb or an auxiliary verb.

Look at the following sentences

1. He has a car.
2. He has left for Madras.

In sentence 1 'has' is the main verb.

In sentence 2 'has' is the auxiliary verb.

I do my home work ('do' main verb)

I do not approve of it ('do' auxiliary verb).

The verbs *do*, *be* and *have* are known as primary auxiliaries because they are required to form certain important grammatical constructions such as tenses, questions, negative sentences and passive voice. The forms of the primary auxiliaries vary according to the number and person of the subject.

For complete chart see the Grammar Book authored by Tickoo, page No.63.

Uses of the Primary Auxiliaries

Be

- a) To form a continuous tense.

- E.g:
1. I am writing a letter (Present tense)
 2. He was driving a car. (Past tense)

3. They were playing cricket (Past tense)

b) To form the passive voice.

E.g: you are dismissed.

He was declared elected.

They were branded out-laws.

o

a) To form negatives.

E.g: 1. Do not play tennis.

2. He does not care to observe the traffic rules

3. They did not attend the function.

b) To make questions.

E.g: 1. Does he read anything at all?

2. Do you often visit the theatre?

3. Did they join you at the station?

c) To make sentences emphatic.

E.g: 1. I did write a letter.

2. He does need medical attention.

3. They did enjoy a good reputation.

Have

To form the perfect tenses:

E.g: 1. You have committed a mistake.

2. I have already read this book.

3. The experiences he had during his travel came handy when he took to writing.

Modal Auxiliaries

The modal auxiliaries are: can, could, may, might, will, would, shall, must not, dare not, ought

Can

Can is followed by the infinitive without 'to'.

E.g: I can speak Latin. (Ability)

You can go (permission)

Could

'Could' is the past tense of 'can'.

Till the end of last year I could read without glasses (ability)

Could you pass on the book to him? (Polite request)

You could win the race if you made up your mind to practice vigorously (possibility).

May

a) To express possibility.

E.g: The storm may hit the coast near Madras.

b) Permission

E.g: You may go home.

'May' as an auxiliary is used to form the subjunctive to express.

1. a wish

E.g: May God bless you!

2. Purpose

E.g: He works hard that he may get the first rank

Might

'Might' is the past tense of May.

E.g: 1. He said that he might visit them the next day (past-tense of 'may')

2. They might recruit a few more (probability)

3. Might I make a suggestion? (Implies politeness)

Will

'Will' is used

a) In the second and third persons as an auxiliary to help to form the simple future tense

E.g: He will arrive tomorrow.

They will meet you next week.

b) The first person independently to express determination.

E.g: I will talk to him.

c) To express a threat.

E.g: I will kick him.

d) To express willingness

E.g: 1. I will buy you a motorcycle if you get a first class.

2. I will not detain you for more than half an hour.

e) To express willingness.

E.g: 1. I will lend you a hundred rupees.

2. I will get it for you.

f) To express an intention

E.g: I will call on you as soon as I get well.

Would

'Would' is the past tense of will. It is used

- a) Independently in all persons to express determination.
E.g: He would go though his father warned him not to.
- b) To express a habitual activity in the past.
E.g: 1. He would go to the club every evening
2. Wordsworth would visit the Lake Districts periodically
- c) To express a suggestion or polite request.
E.g: 1. Would you care for a cup of coffee?
2. Would you post this letter?
- d) To express a wish or preference.
E.g: 1. Satan would rather be prince of hell than be a slave in heaven.
2. I would rather have some buttermilk than coffee.
- e) As auxiliary to express the future in the past.
E.g: 1. He said he would do it before the end of the next day.
2. They knew that he would fail in the examination.
- f) In the second and third persons in the principal clause of a sentence involving a condition not true.
E.g: 1. If I were you I would take complete rest for fifteen days.
2. If Antony were in Rome, Pompey would speak differently.

Shall

'Shall' is used:

- a) To form the future tense of the first person singular and plural (as an auxiliary)
E.g: 1. I shall meet him next week.
2. We shall return to the university next month.
- b) In the second and third persons, independently to express the determination of the speaker.
E.g: He shall not spoil it.
- c) To express a threat of the speaker.
E.g: You shall be used in a court of law for this.
- d) To express the promise of the speaker.
E.g: 1. If he behaves better he shall have a new bicycle.
2. You shall have a new suit if you do it.
- e) To express a command
E.g: 1. He shall attend the class regularly from tomorrow.
2. They shall pay for this.

Should

'Should' is the past tense of shall.

- a) As an auxiliary to form the future in the past. (In the first person)
 - 1. He said he should join duty the next day.
 - 2. I told her that I should return,
- b) Independently to express duty.
 - E.g: 1. You should be at your books now.
- c) To form the subjunctive mood in all persons
 - E.g: 1. If it should rain the match will be abandoned
 - 2. If I should die, think only this of me.
- d) In the first person in the principal clause of a Sentence which involves a condition which is not true.
 - E.g: 1. If I were indisposed I should go to a doctor
 - 2. If I were you I should take rest.
- e) To express probability,
 - E.g: He should be home by now.
- f) To express a probable condition,
 - E.g: 1. Should I be fortunate enough to be appointed I shall discharge my duties to the entire satisfaction of my superiors.
 - 2. Should I see him I shall discuss it with him.
- g) To express permission.
 - E.g: I should like to say I am innocent.

Must

- a) To express obligation, compulsion, necessity.
 - E.g: 1. You must see him at once.
 - 2. The letter must reach him tomorrow.
 - 3. We must take our umbrellas because it is raining.
- b) It is used to express logical necessity or expectation or an inference,
 - E.g: 1. He must be thirty by now.
 - Must, has two negatives.
 - They are 'need n 't' and 'don't have to'.
 - E.g: You need not go to school today.
 - You don't have to appear for an interview. Mustn't means not permitted to.
 - E.g: You mustn't drive fast along this road.
 - The doctor said, I mustn't smoke so much.

Need

'Need' is used only in the present tense when it denotes necessity. When it is used negatively, interrogatively, the third person singular does not end in 's'.

- E.g: 1. He need not wait for me.

2. Need we get his permission?

As a verb meaning 'to want' need is conjugated in full as a weak verb.

The third person ends in 's'.

E.g: 1. He needs some help.

2. A dozen balls are needed to conduct the tournament.

'Need not' is the opposite of must.

E.g: 1. You need not see him today.

2. You need not buy the book at once.

Ought

'Ought' expresses duty or obligation; it is followed by the infinitive 'to'.

E.g: 1. You ought to have reported it at once.

2. I ought to be there by tomorrow.

3. They ought to be ashamed of themselves for their irresponsible behaviour.

Dare

'Dare' has two meanings.

1. To venture.

2. To challenge.

It is used with the positive infinitive with or without 'to' in the first sense.

E.g: I dare say so.

I dare not do it.

He dare not do it.

The past tense of dare (to venture) is both durst and dared.

E.g: 1. He dared not think of the consequences.

Dare (to challenge) is always followed by 'to' infinitive.

E.g: 1. He dared me to climb to the roof,

Used to

a) 'Used to' indicates a habit in the past,

E.g: 1. He used to call on me every week.

2. We used to visit Ooty every summer.

b) 'Used to be' expresses the existence of some thing in the past.

E.g: There used to be sentry in this place ten years ago

5.6.4 REVISION POINTS

1. The verbs DO, BE and HAVE are known as primary auxiliaries because they are required to form certain important grammatical constructions such as tenses, questions, negative sentences and passive voice.
2. BE is used to form continuous tense, passive voice, negatives, questions, and emphatic sentences.
3. HAVE is used to form perfect tenses.
4. Modal Auxiliaries are CAN, COULD, MAY, MIGHT, WILL, WOULD, SHALL, MUST, NOT, DARE NOT, and OUGHT.
5. CAN is followed by the infinitive without “to.”
6. COULD is the past tense of “can.”
7. MAY is used to express possibility, a wish, or a purpose.
8. MIGHT is the past tense of “May.”
9. WILL in the second and third persons as an auxiliary is used to help form the simple future tense.
10. WILL in the first person is used independently to express determination, or a threat, willingness, or an intention.
11. WOULD is the past tense of “will” and is used independently to express determination.
12. It is also used to express a habitual activity of the past, to express a suggestion or a polite request, a wish or a preference, and to express the future in the past.
13. In the second and third persons, WOULD in the principal clause of a sentence is used to involve a condition not true.
14. SHALL is used to form the future tense of the first person singular and plural. In the second and third persons it is used to independently express the determination of the speaker. It is also used to express the promise of the speaker as well as to express command.
15. SHOULD is the past tense of “shall.” It is used as an auxiliary to form the future in the past. It is also used to independently express duty, to form the subjunctive mood in all persons, and in the first person of the principal clause of a sentence which involves a condition which is not true.
16. SHOULD is also used to express probability, a probable condition, and to express permission.
17. MUST is used to express obligation, compulsion, and necessity.
18. NEED is used only in the present tense when it denotes necessity. When it is used negatively, interrogatively, the third person singular does not end in “s.”
19. OUGHT expresses duty or obligation, and is followed by the infinitive “to.”

20. DARE has two meanings. It is used with the positive infinitive with or without “to” in the first sense.
21. USED TO indicates a habit in the past, and it expresses the existence of something in the past.

5.6.5 INTEXT QUESTIONS

1. Why are the verbs, DO, BE and HAVE known as primary auxiliaries?
2. Define the uses of WOULD.
3. What are the two senses in which the word DARE is used?
4. Which auxiliaries are used to refer to the habitual past?
5. When is SHOULD used in the principal clause of a sentence?

5.6.6 SUMMARY

The verbs DO, BE and HAVE are known as primary auxiliaries because they are required to form certain important grammatical constructions such as tenses, questions, negative sentences and passive voice. BE is used to form continuous tense, passive voice, negatives, questions, and emphatic sentences. HAVE is used to form perfect tenses. Modal Auxiliaries are CAN, COULD, MAY, MIGHT, WILL, WOULD, SHALL, MUST, NOT, DARE NOT, and OUGHT. CAN is followed by the infinitive without “to.” COULD is the past tense of “can.” MAY is used to express possibility, a wish, or a purpose. MIGHT is the past tense of “May.” WILL in the second and third persons as an auxiliary is used to help form the simple future tense. WILL in the first person is used independently to express determination, or a threat, willingness, or an intention. WOULD is the past tense of “will” and is used independently to express determination. It is also used to express a habitual activity of the past, to express a suggestion or a polite request, a wish or a preference, and to express the future in the past. In the second and third persons, WOULD in the principal clause of a sentence is used to involve a condition not true. SHALL is used to form the future tense of the first person singular and plural. In the second and third persons it is used to independently express the determination of the speaker. It is also used to express the promise of the speaker as well as to express command. SHOULD is the past tense of “shall.” It is used as an auxiliary to form the future in the past. It is also used to independently express duty, to form the subjunctive mood in all persons, and in the first person of the principal clause of a sentence which involves a condition which is not true. SHOULD is also used to express probability, a probable condition, and to express permission. MUST is used to express obligation, compulsion, and necessity. NEED is used only in the present tense when it denotes necessity. When it is used negatively, interrogatively, the third person singular does not end in “s.” OUGHT expresses duty or obligation, and is followed by the infinitive “to.” DARE has two meanings. It is used with the positive infinitive with or without “to” in the first sense. USED TO indicates a habit in the past, and it expresses the existence of something in the past.

5.6.7 TERMINAL EXERCISES

I. Fill in the blanks with ‘shall’ or ‘will’

- a) Nobody _____ touch it without my permission.
- b) We _____ send you some money to meet your expense.

- c) He _____ arrive here tomorrow morning.
- d) I _____ be 40 may next.
- e) I _____ not meet you again in any circumstances.

II. Fill in the blanks with 'should and would'

- a) _____ you do me a favour?
- b) Dinner _____ be ready any moment now.
- c) She told me she _____ reach the place by six in the morning.
- d) To whom _____ address the letter.
- e) Do you think they _____ like to come again next week?

III. Fill in the blanks with must n't or need n't.

- a) You _____ throw bits of paper here.
- b) You _____ wait for my permission.
- c) He _____ defy his superiors.
- d) There is plenty of time: so you _____ hurry.
- e) You _____ eat so much as it would make you floppy.

5.6.8 SUPPLEMENTARY MATERIALS

- Refer to the Prescribed Grammar Books.

5.6.9 ASSIGNMENTS

1. Try forming sentences of your own using the various modal auxiliaries that you have just now learnt.

5.6.10 SUGGESTED READING / REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.6.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to modals and auxiliaries.

5.6.12 KEYWORDS

- Branded – assign a brand name to.
- Reputation – widespread belief that someone or something has particular characteristics.
- Detain – keep someone in official custody.
- Abandoned – desert or leave permanently.
- Discharge – officially allow someone to leave from somewhere, especially a hospital.
- Inference – a conclusion reached on the basis of evidence and reasoning.
- Conjugated – the variation of the form of the verb.
- Defy – openly resist or refuse to obey.



5.7 ADVERBS AND ADVERBIAL PHRASES

5.7.1 INTRODUCTION

Adverb is a part of speech containing words like slowly, happily, suddenly, here, tomorrow, soon and elsewhere. An adverb usually modifies a verb or a verb phrase and provides information about the manner, time, place or circumstances of the activity or state denoted by the verb or verb phrase. A phrase built around an adverb as its head is called an adverbial phrase. In this lesson, let us learn adverbs and adverbial phrases in some detail..

5.7.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.7.3 CONTENTS

An adverb tells more about the verb

It hence, modifies the verb

- E.g:
1. He works hard
 2. He accepted it gladly.
 3. He will receive it happily.

1. 'Hard' tells us how the boy works.
2. 'Gladly' tells us how he will accept it.
3. 'Happily' tells us how he will receive it

Formation

Adverbs are formed by adding, a suffix (often ly) to the corresponding adjectives.

E.g:	<i>adjective</i>	<i>adverb</i>
	extreme	extremely
	gay	gaily
	happy	happily
	deep	deeply

Kinds of adverbs

1. Adverbs of manner (how?)

- E.g:
1. The patient walked slowly.
 2. The lark sang sweetly.
 3. The horse ran fast.

2. Adverbs of time (when?)

- E.g:
1. I shall meet him tomorrow

2. Report to duty early from tomorrow onwards,
3. Afterwards he was sorry.

3. Adverbs of place (where)

- E.g:
1. The plane zoomed up.
 2. The boys are out in playground.

4. Adverbs of number (how often)

- E.g:
1. He often goes to Madras.
 2. Twice he was sent to jail.

5. Adverbs of degree (to what extent? of what degree?)

- E.g:
1. You are very late.
 2. He is extremely unhappy over your misconduct.
 3. He was very ill.

6. Adverbs of affirmation or negation (saying 'yes' or 'no')

- E.g:
1. He certainly owes a lot.
 2. He will surely explain it.

7. Interrogative adverbs (asking questions)

- E.g:
1. When did you reach the place?
 2. Where is your book?
 3. What brings you here?

8. Relative adverbs (introducing clause)

- E.g:
1. Tell me the reason why you are late.
 2. I know the street where the municipal office is.

Adverb phrase

<i>Adverb</i>	<i>Adverb phrase</i>
<i>gradually</i>	<i>bit by bit</i>

- | | |
|------------------------------|----------------------------|
| E.g: He read it gradually | He read it bit by bit |
| easily | with ease |
| E.g: He won the race easily. | He won the race with ease. |

The comparison of adverbs

	<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
<i>E.g:</i>	<i>courageously</i>	<i>more courageously</i>	<i>most courageously</i>
	<i>satisfactorily</i>	<i>less satisfactorily</i>	<i>least satisfactorily</i>
	<i>fast</i>	<i>faster</i>	<i>fastest</i>
	<i>early</i>	<i>earlier</i>	<i>earliest</i>
	<i>much</i>	<i>more</i>	<i>most</i>

5.7.4 REVISION POINTS

1. An adverb tells more about the verb.
2. Adverbs are formed by adding a suffix to the corresponding adjectives, often (-ly).
3. Adverbs are classified as belonging to manner, time, place, number, degree, affirmation or negation, interrogation, and relatives.

5.7.5 INTEXT QUESTIONS

1. Define adverb.
2. How are adverbs formed?
3. What are the various ways in which adverbs are classified?

5.7.6 SUMMARY

An adverb tells more about the verb. Adverbs are formed by adding a suffix to the corresponding adjectives, often (-ly). Adverbs are classified as belonging to manner, time, place, number, degree, affirmation or negation, interrogation, and relatives.

5.7.7 TERMINAL EXERCISES**Exercise****I. Fill in the blanks with suitable adverbs**

- a) _____ he tried to commit suicide.
- b) _____ is my dictionary?
- c) The horse stopped _____.
- d) I cannot read as _____ as you do.
- e) _____ they will be here.

II. Provide Suitable adverbs for adverb phrases in the following sentences:

- a) He did the work with great sincerity.
- b) He examined the patient with utmost care.
- c) They fought against the enemy with great courage.
- d) I searched for my book in all places.
- e) We awaited the news with great anxiety.

5.7.8 SUPPLEMENTARY MATERIALS

- Refer to the Prescribed Grammar Books.

5.7.9 ASSIGNMENTS

- Try forming sentences of your own using the adverbs you have learnt just now.

5.7.10 SUGGESTED READING / REFERENCE BOOKS

- Modern English Grammar – Randolph Quirk and Sydney Greenbaum
- Living English Structures – William Stanard Allen.

5.7.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to adverbs and adverbial phrases.

5.7.12 KEYWORDS

- Zoomed – move or travel very quickly
- Misconduct – unacceptable or improper behavior
- Suicide – the act of killing oneself intentionally
- Anxiety – marked by excessive uneasiness



5.8 PREPOSITION

5.8.1 INTRODUCTION

Preposition is a part of speech containing words like in, to, with, under and beyond. A preposition usually occurs inside a prepositional phrase, but in some circumstances it may instead appear in the construction called preposition stranding. In this lesson, let us learn preposition in some detail..

5.8.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.8.3 CONTENTS

A preposition is a word used in what relation One thing stands to another thing. Preposition means placed In front.

- E.g:
1. The book is on the table.
 2. We are opposed to dowry system.
 3. He is over the hill.

In sentence (1) 'on' shows the relationship between the book and the table. In sentence (2) 'to' indicates the relationship between the quality of opposition and dowry system. In sentence (3) the preposition 'over' points out relationship between 'he' and 'the hill'.

For the list of prepositions see the grammar book prescribed. (Page 84)

Complex or phrase prepositions

A number of phrases are called 'complex' prepositions some of them are given below:

Adverb and preposition

E.g: along with, apart from, away from.

Verb adjective conjunction-preposition

E.g: Except for, owing to, due to, but for.

Preposition and noun and preposition

E.g: By mean of, on account of, in view of, in spite of

Object of a preposition

1. Generally the object of a preposition is a noun.

- E.g:
1. We are opposed to capital punishment
 2. We got into the aeroplane.

2. It may be a pronoun.

- E.g:
1. Collect the books from her.
 2. I spoke to him over the phone.
 3. This medicine is not for you.

3. Sometimes it is an adverb.

- E.g:
1. They waited for you until now.
 2. He would be gone by then.

4. It is sometimes an adverbial phrase

- E.g:
1. I bought a motorcycle for underhalf its value.
 2. It was sold for over a thousand pounds.

5. At times it is a verb.

a) An infinitive.

E.g: He was about to leave.

b) A gerund.

E.g: You can have it for the asking.

6. Sometimes it is a clause.

- E.g:
1. His mood depends upon what he has eaten
 2. Pay heed to what I tell.

Prepositions of Time

1. *At* is used when the exact time is specified.
It is used with names of festivals.
E.g: 1. We shall meet at four o'clock.
2. All the members of the family meet at Christmas.
2. *In* is generally used with the future tense. It indicates the period within which an action will take place. It is also used with season, years and parts of the day and months.
E.g: 1. He should be here in a few minutes.
2. He would come back in winter.
3. He went out early in the morning.
4. India got its freedom in 1947.
3. *By*: It shows the time before which an action will be finished.
4. *So* it is used with the future tense.
E.g: 1. The dinner should be over *by* 10 o'clock
2. I hope to finish doing it *by* next week.
5. *For*: It shows the duration of time. It is often used with perfect tense.
E.g: 1. It has rained *for* three months.
2. He had to lead a Spartan life *for* five years

6. Since: It indicates a point of time in the past when the action began. The action continues even at the moment when the statement is made.

E.g: 1. I have been living here *since* 1960.

2. People have been waiting for the king since 5 o'clock.

7. On: it is used with reference to time. It does not indicate the exact time like 'at', it is usually used with days and dates.

E.g: 1. I was away on the day the storm hit out part of the country.

2. His tenure of office expires on the 31st of March.

8. From: Shows the starting point of any action in the past or future, it is used with 'to' or 'till'.

E.g: 1. He was on the staff of this office from 1960 until 1970,

2. The consulting hours are from 8 a.m. to 12 Noon.

Under, Underneath, Blow, Beneath, Over and Above

1. Under, underneath, beneath have the same meaning but,

a) 'Under' is a preposition that denotes position.

E.g: Kick it *under* the carpet.

The thief buried the jewels *under* the ground.

b) 'Beneath' is often used figuratively.

E.g: She does not like mixing with people *beneath* her.

It is *beneath* his dignity to accept the position

c) 'Underneath' is used as an adverb

E.g: He found nothing *underneath*.

2. "Over" and "above" are interchangeable but

a) 'Above' means only higher than.

E.g: One could see the mountain towering *above* him.

b) 'Over' means vertically above.

E.g: She put the cover *over* the typewriter.

3. 'Below' means lower than; 'Under' means vertically below:

E.g: They could see the sea *below* them.

I have a nasty cut *under* the chin.

4. Under, beneath, over and above, can also be used figuratively,

E.g: He is *under* the necessity of taking up a job.

He is *beneath* my notice.

He is *above* suspicion.

You have no authority *over* me.

5. 'Between' and 'Among',

- a) 'Between' is used with reference to two persons or things.

E.g: *Between* ourselves, I don't like it.

There is nothing to choose *between* the two.

- b) Any two of a larger number.

E.g: He walked *between* the two rows of plants.

- c) With reference to the speaker and a group.

E.g: Ladies and gentlemen, *between* ourselves I have

'Among' is used when more than two people or things are referred to.

E.g: He divided five sweets *among* his children.

'At' and 'In' when used with reference to place.

'At' is used to denote the exact point.

E.g: 1. There is a ruined castle *at* the top of the hill.

2. I met him *at* the station.

'In' suggests the idea of within a larger area and is hence used with larger towns, valleys and countries.

E.g: 1. Do not park your car *in* the middle of the road.

2. *In* Spain people love bull-fights.

Prepositions of Direction

For is used the verb denotes the beginning of a movement

Eg: 1. He left *for* Madras.

2. He shall leave *for* the country tomorrow.

Against means pressure or contact

E.g: The pole is leaning *against* the wall.

I shall fight *against* this step to the end,

At is generally used with certain verbs.

aim at point at

laugh at stare at

look at throw at

Towards suggests the direction and 'to' the destination.

E.g: He is rushing *towards* his ruin.

Let us invite them *all to* dinner.

- 1) *From* suggests the point of departure.

E.g: He has been eliminated *from* the tournament.

This is quite different *from* the tournament.

- 2) *Of* is used in expressions like die of, made of, ask of, expect of, meaning of
 E.g: 1. He died *of* an accident.
 2. This is made *of* fibre-glass.
 3. I would ask *of* you that you never do it again.
 4. It is not expected *of* him.
- 3) *Off* has two meanings (a) from the surface of, (b) down from.
 E.g: 1. Take your hands *off* the table.
 2. He fell *off* his bicycle.
- 4) *Out of* means from the interior,
 E.g: 1. Take those pads out of the drawer.
'In', 'with' and 'of' are used while describing people and their dress.
 1) *In* is used with everything (clothes, jewellery) actually worn on the body.
 E.g: 1. Look at the policemen *in* uniform.
 2. That gentleman is *in* navy blue suit.
- 2) *With* is used with anything, which is carried.
 E.g: 1. A gardener *with* a spade.
 2. That man *with* a briefcase.
- 3) *With* is used while referring to physical features and peculiarities and diseases.
 E.g: 1. That boy *with* a club foot.
 2. That old man *with* a flowing beard.
- 4) *Of* is used when permanent qualities of character and age are referred to.
 E.g: 1. I am *of* three score and ten.
 2. He is a man *of* great achievements.

At is found in the following combination of words

at war, at peace	at sight, at first sight
at dinner, at breakfast	at short notice, at a moment's
at table	notice
at length, at last	at home, at church
at will	at sea, at school
at a loss	at a pinch
at work, at play	at all events
at best, at worst	at present
at least, at first	
at this, at that	at once
at a profit, at a loss	at all costs
at any rate	at hand
at a time, at the same time	at ease, at rest
at times	at heart

'By' is generally found the following combination of words

by land, by sea, by air	by no means
by ship, by place, by car.	by all means
by bus	
by heart	by degrees
by chance, by design	by surprise
by mistake	by the way
by accident, by good fortune	by far

'In' is generally found in the following combination of words:

in a hurry	in other words
in public, in private	in love
in time, in difficulties	in itself
in danger	in a way
in fun, in play	in that way
in common	in some way
in need	in turn
in ink, in pencil	in trouble
in pieces	in hand
in all	in all likelihood
in any case	in all probability
in fact	in work
in particular	in hand
in a sense	in the long run
in tears	in due course
in brief, in short	in the end

'On' is most often found in the following combination of words:

on duty	on the other hand
on watch, on guard	on the contrary
on fire	on the whole
on a visit, on leave	on account
on a journey, on one's way	on purpose
on foot, on horse back	on second thoughts
on sale	
on fire	
on business, on holiday	
on vacation	

Out of

Out of hearing, out of sight	Out of reach
Out of work	Out of ordinary
Out of order	Out of date
Out of breath	Out of the question
Out of control	Out of stock
Out of use	Out of turn

Out of danger

Out of doors

Time

One at time

Once upon a time

At a time

By that time

In time

For a time

At one time

On time

Before his time

For the time being

At the time

At the same time

Behind the times

5.8.4 REVISION POINTS

1. A preposition is a word used in what relation one thing stands to another thing.
2. A number of phrases are called complex prepositions.
3. Generally the object of a preposition is a noun.
4. Generally speaking they are classified as preposition of time, place, direction, and so on.

5.8.5 INTEXT QUESTIONS

1. Define preposition.
2. What is a complex preposition?
3. Cite instances of some prepositions that are basically pronouns or adverbs.
4. Which preposition is used to specify "time"?
5. What are the prepositions of direction?

5.8.6 SUMMARY

A preposition is a word used in what relation one thing stands to another thing. A number of phrases are called complex prepositions. Generally the object of a preposition is a noun. Generally speaking they are classified as preposition of time, place, direction, and so on.

5.8.7 TERMINAL EXERCISES

Fill in the blanks with suitable prepositions

1. He was standing too close —— the fire.
2. He is not good —— games.
3. He is ahead —— our times.
4. He was found fit —— the work.
5. He is busy —— his accounts.
6. He is proficient —— speaking English.
7. He is keen —— winning the first prize.
8. You better acquaint yourself —— the latest developments in your field.
9. It resulted —— chaos.
10. It is far —— being true.
11. I tried to appeal —— his good sense.
12. He is too weak —— walk.

13. I do not object—— your smoking.
14. He does not contribute——this view.
15. He arrived —— time.
16. Do not depend—— him for anything.
17. Don't tread —— the grass.
18. He was accused—— murder.
19. He is always conscious —— his family background.
20. You will have to protect it—— weather.
21. You cannot exclude him—— the party.
22. He was warned—— taking that drug.
23. I don't agree —— you as far as this matter is concerned.
24. This book is intended —— advanced students.
25. What are you driving ——?

5.8.8 SUPPLEMENTARY MATERIALS

- Refer to the Prescribed Grammar Books.

5.8.9 ASSIGNMENTS

1. Try forming sentences of your own using the prepositions you have learnt just now.

5.8.10 SUGGESTED READING /REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.8.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to prepositions.

5.8.12 KEYWORDS

- Opposed – disapprove of, resist, or be hostile to.
- Dowry – property or money brought by a wife to her husband on their marriage.
- Spartan – relating to Sparta, a city in ancient Greece.
- Towering – very good or important.
- Ruined – the remains of a building that has suffered much damage.
- Eliminated – completely remove or get rid of.
- Acquaint – make someone aware or familiar with.



5.9 CONJUNCTION

5.9.1 INTRODUCTION

Conjunction is a part of speech which can combine two or more linguistic items in a coordinate structure such as and, or and but. In this lesson, let us learn Conjunction in some detail.

5.9.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.9.3 CONTENTS

1. Conjunction join sentences

- E.g:
1. He worked in a firm *and* studied medicine.
 2. Shall I write *or* shall I telephone?
 3. You studied well *but* I did not.

2. Conjunctions join single words

- E.g:
1. Govind *and* Gopal are friends.
 2. Do you like coffee *or* tea.
 3. He writes fast *and* legibly.

3. Conjunctions join phrases

- E.g: They came to spy out the land *and* to conquer it.

Correlative conjunctions

Either or, neither nor, weather or, not only but also, both.....and.

These are always used in pairs.

- E.g:
1. You may choose *either* a pen *or* a ball pen.
 2. He is *neither* intelligent *nor* hard working.
 3. I do not know *whether* he will be available in his office *or* not.
 4. He is *not only* poor *but also* dishonest.
 5. She is *both* good looking *and* virtuous.

Compound conjunctions

Many phrases are used as conjunctions.

They are called compound conjunctions.

- E.g:
1. He prays in order that *might* prosper.
 2. I may not go out *in* case it rains.
 3. I shall lend the book *provided that* you return it in a week's time.
 4. He looks as *if* he is possessed.

Co-ordinating conjunction

Co-ordinating conjunctions join sentences of equal value

E.g: 1. He is poor *but* he is honest.

The chief Co-ordinating conjunctions are: and, but, or, not, for, also, either,.....nor, neither, nor.

Co-ordinating conjunctions are of four kinds

a) *Cumulative*: This helps add one thought to another.

E.g: 1. He is lazy *and* he will not work.

2. He is both young *and* active

b) *Adversative*: This kind of conjunction helps to contrast the thought with another.

E.g: 1. He is in comfortable circumstances *but* he is unhappy.

2. Jew was a king, *yet* he listened to the beggar.

c) *Alternative*: In these a choice is offered between one thought and another.

E.g: 1. He is *either* a fool or a mad man.

2. She is *neither* rich nor beautiful.

3. He must have something to grapple with *or* he will die.

d) *Illative*: This conjunction is used when one thought is to be inferred from another.

E.g: 1. We are late *so* we have to rush

2. He practiced hard *therefore* he won the race.

Sub-ordinate conjunctions: These conjunctions help to join clauses unequal in value. One clause depends on the other for its full meaning.

E.g: 1. We slept soundly *because* we were tired.

2. *If* I visit Madras I shall call on you.

The chief sub-ordinating conjunctions are

when : *When* I arrived at chidambaram it was raining.

until : He waited *until* the bell rang.

after : I noticed it *after* he had left the place.

where : The umbrella was *where* I left it.

because : I have to go to a doctor *because* I feel ill.

If : *If* you work hard you will pass.

unless : *Unless* I see it I shall not believe it.

than : Davit is older *than* Sekar.

that : He grew so flabby *that* the seams were stretched to the maximum.

though : *Though* I wrote twice, he had not answered me.

5.9.4 REVISION POINTS

1. Conjunctions are words used to join sentences, single words, or phrases.

2. They are generally classified as correlative conjunctions, compound conjunctions, and coordinating conjunctions.

5.9.5 INTEXT QUESTIONS

1. What are conjunctions?
2. How are conjunctions classified?
3. Which conjunction is always used in pairs?
4. What are compound conjunctions?
5. What are coordinating conjunctions?

5.9.6 SUMMARY

Conjunctions are words used to join sentences, single words, or phrases. They are generally classified as correlative conjunctions, compound conjunctions, and coordinating conjunctions.

5.9.7 TERMINAL EXERCISES

Fill in the blanks with suitable conjunctions:

1. I waited for—— the clock struck five.
2. —— he was poor, he was happy.
3. He —— clever——modest.
4. ——it was getting late we returned.
5. Tell me—— you have found your watch.
6. You will not do well —— you work harder.
7. Find out—— today is holiday —— not.
8. You are late—— you do not hurry.
9. Look—— you leap.
10. He arrived —— the play had begun.

5.9.8 SUPPLEMENTARY MATERIALS

- Refer to the Prescribed Grammar Books.

5.9.9 ASSIGNMENTS

1. Try forming sentences of your own using the conjunctions you have learnt just now.

5.9.10 SUGGESTED READING / REFERENCE BOOKS

- Modern English Grammar – Randolph Quirk and Sydney Greenbaum
- Living English Structures – William Stanard Allen.

5.9.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to conjunctions.

5.9.12 KEYWORDS

- Dishonest – not honest, trustworthy, or sincere.
- Virtuous – having or showing high moral standards.
- Prosper – succeed, or flourish, or thrive, especially financially.
- Grapple – engage in a close fight or struggle without weapons.
- Flabby – soft, loose, and fleshy.



5.10 THE TENSE – FORMS AND USE

5.10.1 INTRODUCTION

Tense is a grammatical category which correlates most closely with location in time. Like many other languages, English marks tense in verbs. In this lesson, let us learn Tense and its forms and uses.

5.10.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.10.3 CONTENTS

Tense is a word derived from Latin '*tempus*' which means time. Time is of three kinds — now, past, and the time yet to come.

The Simple Present

E.g: You *write* fast.
 He *runs* five miles a day.
 They *keep* a vigil during night.

The Simple Past

E.g: He ran a *mile* under four minutes.
 They *kept* a vigil during night,
 He *ruled* the vast empire for fifty years.

The Simple Future

E.g: He *shall* start practising from tomorrow.
 We *shall* give him another chance next year.

The Continuous Tense

The simple tenses merely mention the action. When the Action is incomplete or continuous we make use of the Continuous tenses.

The Present Continuous

E.g: He *is painting* a picture.
 She *is singing*.
 They *are playing* football.

The Past Continuous

E.g: He *was typing* a letter when I called on him.
 She *was dancing* when her brother came to see her.
 I *was arranging* the books when I heard the door bell ring.

The Perfect Tenses

When we refer to an action that has been completed we use the perfect tense.

E.g: I *have posted* the letter (the present perfect)

He *had finished* the exercise (the past perfect)

He *will have finished* the work by next week (the future perfect)

The Perfect Continuous Tenses

The perfect tenses have continuous forms to indicate Incompleteness or continuity of action.

E.g: I *have been reading*. (The present perfect continuous)

He has been reading.

I *had been reading*. (The past perfect continuous)

He had been reading.

I *shall have been reading*. (The future perfect continuous)

She will have been reading.

The Simple Tense—Use

a) To express an action that is habitual.

E.g: 1. He plays tennis regularly.

2. He prefers tea to coffee.

3. He goes to college by bus.

b) To express permanent or variable truths or facts.

E.g: 1. The earth goes round the sun

2. Water freezes at 0° c.

3. If you heat water, it turns to steam.

c) To express a fact that is true at the time of speaking

E.g: 1. The days are long now

2. A cup of coffee costs 50 paise.

d) To express an action going on now.

E.g: 1. The sun shines bright

2. He hits powerfully the over pitched ball..

e) To express a future action. (Generally with verbs of motion)

E.g: 1. He goes to England next year.

2. She leaves for U S A tomorrow.

3. The results are out next week

4. The Tamilnadu Express leaves Chennai Central station at 10.00 pm.

f) To express a past action vividly.

E.g: 1. He gives the order and we all run out.

(This is known as the historic present)

The Present Continuous Tense—Use

a) To express an action that is going on while it is spoken of.

E.g: 1. The children are running on the beach.

2. The bells are ringing

3. He is writing a letter.

b) To describe an action in progress, which will be continued, for some time in future but not necessarily going on while it is spoken of.

- E.g:
1. They are building a new house.
 2. He is collecting data relevant to his research work.
 3. He is writing a novel.

c) To express an action that has been arranged to take place in the near future.

- E.g:
1. We are meeting the president tomorrow.
 2. They are going to the hills during summer.

d) To suggest disapproval of action when used with always, constantly, regularly and repeatedly.

E.g: 1. The students are always complaining about the haphazard valuation.

2. He is always meddling with the transistor.

The Simple Past Tense—Use

a) To describe an action that took place in the Past time.

- E.g: 1. He went to school yesterday and returned home very late.

b) To express an action that was habitual.

- E.g:
1. The trains went very slowly in the early days.
 2. She walked in the park every day until she was eighty.

c) To express an action that took place in the past over a definite period of time.

- E.g:
1. He served in the army for ten years.
 2. He worked with Mr. Smith for five years.

d) To express an action that took place at certain point in the past.

- E.g:
1. He left for Bombay yesterday.
 2. She brought the sewing machine two days ago.

The Present Perfect Tense—Use

The present perfect tense is used

a) To express an action just completed.

- E.g:
1. I have finished the fourth chapter.
 2. She has just returned from her holiday.

b) To describe an action that began in the past time and has gone on into the present time.

- E.g:
1. He has been at the university for five years.
(He is still at the university)
 2. We have lived in this house for twenty years.
(We still live in this house)
 3. I have been waiting for my friend since 9 a.m.
(I am still waiting for my friend)

c) To express an action completed in the past, which is relevant at the time of speaking.

- E.g:
1. The train has already left.
 2. They have just arrived from New York.

The Past Continuous Tense-use

- a) To express an action that was in progress at a point of time in the past. The action should have begun earlier.
 E.g: 1. I was reading a novel at 10 a.m.
 2. At 9 a. m. I was doing my grammar exercise.
- b) To express an action which was in progress over a duration of time in the past.
 E.g: 1. I was trying to contact him over the phone yesterday.
 2. She was busy arranging things all last week.
- c) To express a continuing action in the past when another incident took place.
 E.g: 1. The bus hit the tree while the driver was looking the other way.
 2. As he was boarding the bus it started with a jerk.
- d) To express two or more actions going on at the same time.
 E.g: 1. When the teacher was explaining the lesson, the boys were looking elsewhere.
2. Some boys were working hard and others were whiling away the time idly.

The Past Perfect Tense — Use

- a) To express an action in the past which was completed before another action in the past.
 E.g: 1. He had just gone out when his friend came.
 2. The train had already left when I reached the station.
- b) To express a point of time when the action in the past has been over.
 E.g: 1. At 10 O' clock the train had left.
 2. Most boys had left when the news came at 4 p.m.
- c) To express actions or events in the past which Indicate cause for later actions.
 E.g: 1. The doctor found the patient in poor shape because he had neglected his advice.
 2. He failed in the examination because he had been highly irregular in attending classes.
- d) To express an unfulfilled wish in the past,
 E.g: 1. I wish I had gone for a medical check up last year.
 (I did not, so my health is bad)
 2. I wish I had not spoken to him harshly.
 (He and I were close friends)
- e) To express an un fulfilled condition in the past
 E.g: 1. Had he met earlier, things would be very different now.
 2. Had he been a little more careful, he would not have incurred such a heavy loss.

The Present Perfect Continuous—Use

- a) To express an action or event that began in the Past and has continued till spoken of and is still going on.
 E.g: 1. She has been learning French for three years now.
 2. They have been running the school since 1950.

3. We have been waiting for the bus since 3 'O'clock.

b) To express an action that was going on till a very recent point of time and whose result is still tangible.

- E.g: 1. He is tired because he has been walking since this morning.
 2. He has been playing cricket all day and needs rest.

The Past Perfect Continuous—Form and Use

Form:-had been + verb + ing.

a) To describe an action or event that had begun and was going on upto a given point of time in the past.

- E.g: 1. India had been winning gold medals in hockey till 1960.
 2. The man in the story killed the goose that had been laying golden eggs everyday.

The Future—Form and Use

a) The simple present is used to express a series of action planed for the future.

- E.g: 1. We leave for Madras tomorrow and return the day after.

b) The present continuous tense is used to express a Future event.

- E.g: 1. I am going to buy a new bicycle.
 2. It is going to rain.

c) Shall' or 'will' is used to express an action that will take place in the time yet to come.

- E.g: 1. I shall call on you next week.
 2. The results will be announced in a couple of days,

d) be + about + to infinitive: to describe an event that will take place any moment now.

- E.g: 1. The president is about to speak.
 2. The plane is about to take off.

The Future Continuous—Form and Use

Form: Shall, will + have + past participle of a verb.

a) To express an event that is expected to take place in the normal course. But it is not as definite as the Present continuous.

- E.g: 1. We will be meeting the principal tomorrow.
 2. We will be requesting Dr. Richards to give a lecture.

b) To express an action that will be in progress at a point of time in the future.

- E.g: 1. At this time tomorrow you will be attending classes.
 2. When we reach Calicut it will be raining there,

The Future Perfect—Form and Use

Form: shall, will + have + past participle of a verb.

a) To express an action that will be over by a certain Time in the future.

- E.g: 1. He will have finished the course by this time next year.
 2. The bus will have left by the time you reach the bus stand.

b) To express not exactly the justice but the speaker's belief that something has taken place.

- E.g: 1. The fire will have destroyed all the huts by then.

5.10.4 REVISION POINTS

1. Tense is a word derived from Latin, "Tempus" which means "time."
2. Tense is classified as Simple Present, Simple Past, Simple Future, The Continuous, Present Continuous, Past Continuous, and the Perfect Tenses.

5.10.5 INTEXT QUESTIONS

1. What is tense?
2. What are the various ways in which tense is classified?
3. What is the role of the simple present tense?
4. For what is the future continuous tense used?
5. Bring out the uses of the past perfect tense.

5.10.6 SUMMARY

Tense is a word derived from Latin, "Tempus" which means "time." Tense is classified as Simple Present, Simple Past, Simple Future, The Continuous, Present Continuous, Past Continuous, and the Perfect Tenses.

5.10.7 TERMINAL EXERCISES**EXERCISE**

Fill in the blanks with suitable verbs (The simple present or past)

1. Water always _____ at 0 degree centigrade. (Freeze)
2. He _____ a mile after supper everyday. (Walk)
3. She always _____ at the rear. (Sit)
4. He _____ the hospital several times a month. (Visit)
5. He _____ to the club regularly. (Go)
6. He _____ to me whenever he needed money. (Come)
7. His mother _____ last Tuesday. (Die)
8. She _____ school last year. (Leave)
9. My father _____ me an allowance as long as I was in school. (Give)
10. He _____ to the concerts regularly before war. (Go)

Fill in the blanks with the present perfect or past perfect tense or past tense of verb given in bracket:

1. The play _____ before we entered (start)
2. They _____ just _____ from New York (Arrive)
3. _____ to write the letter (not start)
4. He _____ me up just now (ring)
5. Come and see me when you _____ your dinner (have)
6. He _____ (loss) his new knife shortly after he _____ it (buy)
7. When we _____ (get) home, night already _____ (fall)
8. The patient _____ (die) already by the time the doctor _____ (arrive)
9. She broke down when she _____ the news (hear)
10. He hit a tree when he _____ the other way (look)

5.10.8 SUPPLEMENTARY MATERIALS

Refer to the Prescribed Grammar Books.

5.10.9 ASSIGNMENTS

- Try forming sentences of your own using the various tenses you have learnt just now.

5.10.10 SUGGESTED READING / REFERENCE BOOKS

- Modern English Grammar – Randolph Quirk and Sydney Greenbaum
- Living English Structures – William Stanard Allen.

5.10.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to tenses, their forms, and uses.

5.10.12 KEYWORDS

- Empire – an extensive group of states ruled over by a single monarch.
- Haphazard – lacking order or organization.
- Meddling – interfere in something that is not one's concern.
- Jerk - a quick, sharp and sudden movement.
- Whiling – a period of time.
- Incur – become subject to, as a result of one's action.



5.11 AGREEMENT OF THE VERB WITH ITS SUBJECT

5.11.1 INTRODUCTION

Agreement, also known as concord, is the grammatical phenomenon in which the form of a particular word or phrase is determined by the form of another word or phrase which is grammatically liked with it. In this lesson, let us learn Agreement in some detail..

5.11.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.11.3 CONTENTS

- a) A verb must be of the same number as its subject it must be singular if the subject is singular and plural if the subject is plural.

E.g: 1. A child likes to play.
 2. Children like to play.

- b) A verb must be of the same person as its subject it must be first person if the subject is in the first person and it must be in the second person if the subject is in the second person.

E.g: 1. I write a letter.
 2. You write a letter.
 3. He writes a letter.

So a verb agrees with its subject in number and person.

- a) If the subject consists of two or more singular nouns then the verb is in plural.

E.g: 1. Smith and James live in the town.
 2. The tiger and the lion fight,

- b) But if the two singular nouns refer to the same Person or express a single idea the verb is in the singular. When the, nouns are preceded by 'each' or 'every' the verb is in the singular.

E.g: 1. The Headmaster and Correspondent of our school is on leave today (Headmaster and Correspondent refer to one person)
 2. Slow and steady wins the race.
 3. Each man and woman wishes him well.

- c) When two nouns that form the subject, are separated by *either or*, *neither nor* the verb is in the singular.

E.g: 1. Either Govind or his father pays the taxes.

2. Neither David nor Wilson was on time.

3. Hari or Raman is the rank-holder.

But if one of the nouns joined by *either....or neither... or nor*, is singular and the other immediately before the verb is in plural.

E.g: 1. Either he or his friends are guilty of it,

2. Neither my brother nor my cousins are leaving from New Delhi.

d) When *with, as well as, together with, follow* a singular noun the nouns introduced by such words are considered parenthetical and the verb singular.

E.g: 1. Rama as well as Hari knows it.

2. The Queen together with her retinue goes to the opera duty.

e) When a singular subject is separated from its verb by a plural noun the verb is in the singular.

E.g: 1. The cost of all materials *has* gone up.

2. The writing on those pages *is* not clear.

f) A collective noun has a singular verb.

E.g: 1. The crowd *is* restless.

2. The jury *has* retired to consider the verdict.

If the collective noun is thought of as individuals comprising it, the verb is in the plural.

E.g: 1. The jury *are* divided in their opinion.

2. The committee *do* not agree among themselves on this issue.

g) Nouns plural in form but singular in meaning have a singular verb. Nouns singular in form but plural in meaning have verbs in the plural.

E.g: 1. Mathematics *is* a difficult subject.

2. A dozen *are* enough.

h) Some sentences have relative pronoun (antecedent). If the antecedent is plural the relative pronoun is plural and is followed by a verb in the plural. If the antecedent is singular the relative pronoun and the verb are singular.

E.g: 1. This is one of the most beautiful poems that have been written.

2. You who are his father and I, who am his friend, must be the first to help him.

5.11.4 REVISION POINTS

1. A verb must be of the same number as its subject.
2. A verb should be in the first person if the subject is in the first person, and the verb should be in the second person if the subject is in the second person.

3. If the subject consists of two or more nouns, then the verb should be in plural.
4. If two singular nouns refer to the same person or express a single idea the verb is in the singular.
5. When two nouns that form the subject are separated by “either” or “neither” “nor” then the verb is in the singular.
6. If one of the nouns joined by “either” “or” or “neither” “nor” is singular and the other immediately before the verb is in plural.

5.11.5 INTEXT QUESTIONS

1. What does subject verb agreement mean?
2. When should the verb be in the first person singular?
3. If two singular nouns refer to the same person what form should the verb be in?
4. When two nouns are separated by “either” and “or” what happens to the form of the verb?
5. What happens to the verb if the subject comprises two or more nouns?

5.11.6 SUMMARY

A verb must be of the same number as its subject. A verb should be in the first person if the subject is in the first person, and the verb should be in the second person if the subject is in the second person. If the subject consists of two or more nouns, then the verb should be in plural. If two singular nouns refer to the same person or express a single idea the verb is in the singular. When two nouns that form the subject are separated by “either” or “neither” “nor” then the verb is in the singular. If one of the nouns joined by “either” “or” or “neither” “nor” is singular and the other immediately before the verb is in plural.

5.11.7 TERMINAL EXERCISES

EXERCISE

Fill in the blanks with the verb that would agree with the subject

1. The sight of these dwellings _____ pleasant to the eye.
2. His mother and his father _____ dead.
3. The secretary and treasurer _____ in the office.
4. Bread and butter _____ good for you.
5. The second innings _____ begun.
6. The public _____ asked not to handle the exhibits.
7. Everyone of his followers _____ executed.
8. Either Hari or his brother _____ done this.
9. Each of these boys _____ a long way from school.
10. “The Canterbury tales” _____ written by Chaucer.

5.11.8 SUPPLEMENTARY MATERIALS

- ➡ Refer to the Prescribed Grammar Books.

5.11.9 ASSIGNMENTS

Try forming sentences of your own taking care of the subject – verb agreement.

5.11.10 SUGGESTED READING / REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.11.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to agreement of the subject and the verb.

5.11.12 KEYWORDS

- Precede – come or go before in order, time, or position.
- Parenthetical – relating to or inserted in parenthesis.
- Jury - a body of people authorized to pronounce a judgment.
- Verdict – an opinion or judgment.
- Dwelling – house or other place of residence.
- Execute – bring into effect, or perform.



5.12 NEGATIVE AND INTERROGATIVE SENTENCES

5.12.1 INTRODUCTION

Negative sentences are sentences which reverse the truth value of a statement, changing it from true to false or vice versa. Interrogative sentences refer to the mood category assigned to a question. In this lesson, let us learn the Negative and Interrogative sentences..

5.12.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.12.3 CONTENTS

A

1. The President is going to England
2. His wife and children are going there.
3. He has forgotten me.

The sentences in 'A' are affirmative.

The sentences in 'B' are negative.

The negative is formed by adding 'not' to the auxiliary 'is', 'are' and 'has'.

In some negative sentences we come across the contracted or abbreviated forms of the negative 'not'.

The contracted form is linked to the auxiliary. Such forms are common in spoken and informal English.

E.g: 1. They weren't tired.

2. He wasn't interested in music.

Sometimes the full form 'not' is used instead of the abbreviated form to express a strong contradiction.

E.g: 1. Govind: Is this the right approach?

David: No. This is not the right approach.

In some cases the auxiliary is contracted and linked to the subject. But the negative 'not' is not contracted.

E.g: 1. They are not the competitors.

2. The minister is not at home.

In the case of sentences whose verb is in the simple present or in the simple past the negative is formed by adopting, the following method. The auxiliary 'do' is introduced and 'not' is added.

E.g: 1. He *goes* to the club everyday.

B

1. The President is not going to England
2. His wife and children are not going there.
3. He has not forgotten me.

He *does* not go to the club everyday.

'Goes' is split up into 'does go'.

2. My father went to Bombay yesterday.

My father *did not go* to Bombay yesterday. 'Went' is split up into 'did go'.

Then it follows:

1. He doesn't go to the club everyday.

2. My father didn't go to Bombay yesterday.

In the case of imperative sentences the auxiliary 'do' is Introduced and then 'not', or contracted 'not', is added to the auxiliary.

E.g: 1. Write it again.

Don't write it again.

2. Take away this apparatus.

Don't take away this apparatus.

When 'have' is used as a full verb the negative is formed, by adding the contracted form/n't/to it.

E.g: 1. He hasn't any sense.

2. He hadn't any money.

Some people prefer introducing the auxiliary do to' form the negative.

E.g: 1. He does not have any sense.

2. He did not have any money.

The sense is the same in either case.

EXERCISE – I

Put the following sentences in the negative form

1. Hari is idle.
2. I am doubtful of his passing.
3. He went to Madras last week.
4. He did it again.
5. Please wait for me.

EXERCISE – II

Fill in the blanks in the following sentences using the verbs in brackets. Use the negative form of the verb and the appropriate tense.

1. He has done four years research but he ————— his degree yet. (get)
2. If you ————— you will miss the train. (run)
3. I used to play tennis regularly, but I ————— for the last five years. (play)
4. Although he ————— in the house he pays the rent regularly. (live)

The words *seldom, rarely, little, few, barely, scarcely*, and *hardly* have negative meaning though not in form. I seldom go to the theatre. He has little knowledge of what is happening around. He has few friends.

Interrogative Sentence

- | | |
|--------------------------------------|-------------------------------------|
| 1. This is the road to Madras. | — Is this the road to Madras? |
| 2. There is a hostel in the College. | — Is there a hostel in the College? |
| 3. He has a car. | — Has he a car? |
| 4. All the buses are off the road. | — Are all the buses off the road? |

The sentences in Group A are statements and those in B are questions, in the sentences in Group B the verb comes first and is followed by subject.

The modal auxiliaries - *can, could, should and ought* are placed before the subjects in the interrogative sentences.

- E.g:
1. Can you do this for me?
 2. Should we send for the Doctor?
 3. Oughtn't we to receive him at the station?

A	B
Statements	Questions
1. The plane landed on time	1. Did the plane land on time?
2. He works in the hospital	2. Does he work in the hospital?
3. They play foot-ball every evening	3. Do they play foot-ball every evening?

Here also the auxiliary 'do' or a form of it is put before the subject in the interrogative sentences.

The following sentences are 'Yes' or 'No' type questions.

- E.g:
1. Did you see my son anywhere here?
 2. Have you ever gone on sea?
 3. Is anyone absent today?
 4. Has the bell rung?

In the following sentences the speaker knows that the answer is in the negative. They are known as negative oriented questions.

- E.g:
1. Can't you speak truth?
 2. Aren't you ashamed of yourself?

Tag Questions

- E.g:
1. We are travelling by train, Aren't we?
 2. Mr. smith is at home, Isn't he?
 3. You don't want me to come with you, Do you?

Each sentence has a statement followed by a short question. They are separated by means of a comma. The short question is known as the tag question. It is a practice confined to Spoken English, and informal writing. Though it is a question the speaker is already aware of the response.

When *why, when, where, how, who, what*, occur at the beginning of a question they are said to be information questions. Those questions are asked with a view to get some information.

1. Why is he late?
2. When is he likely to arrive?
3. How did he manage it?
4. Where are you put up?
5. What does he mean by this?

A question word can replace.

I A subject

The tall boy is the school pupil leader.

Who is the school pupil leader?

II The object

He is writing a *novel*.

What is he writing?

III The verb

He is *preparing* for his exams.

What is he doing?

IV The determiner and objective

That *stout* boy won the prize.

Which boy won the prize?

V The adverbial

He lives in Madras.

Where does he live?

He paid *ten rupees* for this book.

How much did he pay for this book?

Read the following sentences

1. I want a knife for cutting the fruit.
What do you want a knife for?
2. I signed the cheque with a ball-point pen.
What did you sign the cheque with?

In these questions the preposition that goes with the Question word is placed at the end of the sentence.

Alternative questions

The following questions do not have just one answer.

They give an opinion.

E.g: Would you like to have a cup of coffee or milk?
 Shall we go to the theatre or play a game of chess?

Rhetorical questions

They are not 'yes-or-no' questions. Nor are they Information questions. They just make forceful statements in the form of questions. A positive rhetorical question is a strong negative assertion.

E.g: Who can make a silk purse out of a cow's ear?

Tag Questions

E.g: 1. We are travelling by train, Aren't we?
 2. Mr. Smith is at home, Isn't he?
 3. You don't want me to come with you, Do you?

Each sentence has a statement followed by a short question. They are separated by means of a comma. The short question is known as the tag question. It is a practice confined to Spoken English, and informal writing. Though it is a question the speaker is already aware of the response.

When *why, when, where, how, who, what*, occur at the beginning of a question they are said to be information questions. Those questions are asked with a view to get some information.

1. Why is he late?
2. When is he likely to arrive?
3. How did he manage it?
4. Where are you put up?
5. What does he mean by this?

A question word can replace.

I A subject

The tall boy is the school pupil leader.
 Who is the school pupil leader?

II The object

He is writing a *novel*.
 What is he writing?

III The verb

He is *preparing* for his exams.
 What is he doing?

IV The determiner and objective

That *stout* boy won the prize.
 Which boy won the prize?

V The adverbial

He lives in Madras.

Where does he live?

He paid *ten rupees* for this book.

How much did he pay for this book?

Read the following sentences

1. I want a knife for cutting the fruit.

What do you want a knife for?

2. I signed the cheque with a ball-point pen.

What did you sign the cheque with?

In these questions the preposition that goes with the Question word is placed at the end of the sentence.

Alternative questions

The following questions do not have just one answer.

They give an opinion.

E.g: Would you like to have a cup of coffee or milk?

Shall we go to the theatre or play a game of chess?

Rhetorical questions

They are not 'yes-or-no' questions. Nor are they Information questions. They just make forceful statements in the form of questions. A positive rhetorical question is a strong negative assertion.

E.g: Who can make a silk purse out of a cow's ear?

Do you think that no one can hit back?

Do you think that no one can hit back?

5.12.4 REVISION POINTS

1. Negatives are formed by adding "not" to the auxiliary "is" "are" and "has".
2. In some negative sentences we come across the contracted or abbreviated forms of the negative, "not".
3. The contracted form linked to the auxiliary is quite common in spoken and informal English.
4. Sometimes the full form "not" is used instead of the abbreviated form to express a strong contradiction.
5. In the case of sentences whose verb is in the simple present or in the simple past the negative is formed by adopting the following method. The auxiliary "do" is introduced and "not" is added.
6. In the case of imperative sentences the auxiliary "do" is introduced and then "not" or contracted "not" is added to the auxiliary.
7. When "have" is used as a full verb the negative is formed, by adding the contracted form "n't" to it.
8. Some people also prefer using the auxiliary "do" to form the negative.

5.12.5 INTEXT QUESTIONS

1. How are negatives formed in the case of IS, ARE and HAS?

2. In what form of speech or writing is the contracted form added to the auxiliary?
3. How is “not” used in its full form to express strong contradiction? Support with examples.
4. How is a negative formed when HAVE is used as a full verb?
5. How are negatives formed in the case of using DO?

5.12.6 SUMMARY

Negatives are formed by adding “not” to the auxiliary “is” “are” and “has”. In some negative sentences we come across the contracted or abbreviated forms of the negative, “not”. The contracted form linked to the auxiliary is quite common in spoken and informal English. Sometimes the full form “not” is used instead of the abbreviated form to express a strong contradiction. In the case of sentences whose verb is in the simple present or in the simple past the negative is formed by adopting the following method. The auxiliary “do” is introduced and “not” is added. In the case of imperative sentences the auxiliary “do” is introduced and then “not” or contracted “not” is added to the auxiliary. When “have” is used as a full verb the negative is formed, by adding the contracted form “n’t” to it. Some people also prefer using the auxiliary “do” to form the negative.

5.12.7 TERMINAL EXERCISES

EXERCISE

Change the following statements into questions

1. Everyone in Agra knows Taj Mahal.
 2. That is not the way to work.
 3. I am his best friend.
 4. No one would hurt a child.
 5. No man can serve two masters.
- E.g: 1. Can’t you speak truth?
2. Aren’t you ashamed of yourself?

5.12.8 SUPPLEMENTARY MATERIALS

- Refer to the Prescribed Grammar Books.

5.12.9 ASSIGNMENTS

1. Try forming negative and interrogative sentences of your own applying the rules you have learnt just now.

5.12.10 SUGGESTED READING / REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.12.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to negative and interrogative sentences.

5.12.12 KEY WORDS

- Imperative – of vital importance.
- Negative – characterized by the absence of rather than the presence of something.
- Apparatus – technical equipment or machinery needed for a specific purpose.
- Stout – rather fat or heavily built.



5.13 PASSIVE VOICE

5.13.1 INTRODUCTION

Passive voice refers to the construction in which the logical object of a verb becomes its grammatical subject, while its logical subject is either reduced to a prepositional phrase introduced by *by* or removed from the sentence altogether. In this lesson, let us learn Passive Voice in some detail..

5.13.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.13.3 CONTENTS

Study the following sentences

1. Mohan painted this picture.
2. This picture was painted by Mohan.

Both the sentences convey the same sense. But they are different in form. In sentence 1, the subject of the sentence Mohan does the action 'painted'. In sentence 2, the subject of the verb 'This picture' has the action done to it. It was painted. When the subject of the verb is the doer of the action expressed by the verb (as in sentence No. 1) that verb is in the *Active Voice*. When the subject of the verb suffers the action (as in sentence No 2) the verb is in the *Passive Voice*.

DEFINITION

Active Voice – The subject acts.

Passive Voice – The subject is acted upon.

While changing from active to passive we do three things.

- a) The object in sentence No. 1 becomes the subject in sentence No. 2.
- b) The verb changes its form.
- c) The subject in the active voice becomes a noun or Pronoun in the accusative case and is governed by a preposition.

Only transitive verbs (The verbs which take objects) can be changed from the active to the passive voice.

We prefer passive voice when we want to lay stress on the result of the action.

- E.g:
1. A bridge was built across the river (who built the bridge is not our concern)
 2. It was announced over the radio.

Study the following sentences:

1. Mohan gave his son Ram a book.

In this sentence there are two objects a book, direct object, son Ram, indirect object.

Passive voice

1. A book was given to Ram by Mohan.
2. Ram was given a book by Mohan

More examples change of voice

Active Voice: 1. He is writing a letter.

2. He was arranging the books.

The verb is present continuous,

Passive Voice: 1. A letter is being written by him,

2. The books were being arranged by him,

Study the following sentences

1. Release the prisoners. (There is no subject. It is in the imperative mood).
2. Let the prisoners be released, (Passive Voice)
3. Sound the trumpets.
4. Let the trumpets be sounded (Passive Voice)
5. Shut the door.
6. Let the door be shut. (Passive Voice)

More examples

1. The prisoner had carved the letters on the wall. (Active)
2. The letters had been carved on the wall by the prisoner. (Passive)
3. What did they buy in the shop?
4. What was bought by them in the shop?
5. Where will they send these prisoners?
6. Where will these prisoners be sent by them?

5.13.4 REVISION POINTS

1. Active voice means the subject acts upon.
2. Passive voice means the subject is acted upon.
3. While changing from active to passive voice three things are done.
4. The object in sentence No.1 becomes the subject in sentence No.2
5. The verb changes its form.
6. The subject in the active voice becomes a noun or pronoun in the accusative case and is governed by a preposition.
7. Only transitive verbs can be changed from the active to the passive voice.
8. We prefer passive voice when we want to lay stress on the result of the action.

5.13.5 INTEXT QUESTIONS

1. Bring out the difference between the active and the passive voice.
2. How does the subject and object interchange positions when the conversion from active to passive is done?
3. What happens to the verb when active voice is changed into passive voice?
4. What happens to the subject in the active voice when it is converted into passive voice?
5. When do we prefer using the passive voice generally speaking?

5.13.6 SUMMARY

Active voice means the subject acts upon. Passive voice means the subject is acted upon.

While changing from active to passive voice three things are done. The object in sentence No.1 becomes the subject in sentence No.2. The verb changes its form. The subject in the active voice becomes a noun or pronoun in the accusative case and is governed by a preposition. Only transitive verbs can be changed from the active to the passive voice. We prefer passive voice when we want to lay stress on the result of the action.

5.13.7 TERMINAL EXERCISES**EXERCISE**

1. You must do this exercise.
2. Who killed Cock Robin?
3. They say he has escaped,
4. The government has decided to give dole to the unemployed,
5. Bring in the prisoner,
6. He was drawing a picture,
7. He has given me a suitable explanation,

5.13.8 SUPPLEMENTARY MATERIALS**More examples change of voice**

Active Voice: 1. He is writing a letter.

2. He was arranging the books.

The verb is present continuous,

Passive Voice: 1. A letter is being written by him,

2. The books were being arranged by him,

Study the following sentences

1. Release the prisoners. (There is no subject. It is in the imperative mood).
2. Let the prisoners be released, (Passive Voice)
3. Sound the trumpets.
4. Let the trumpets be sounded (Passive Voice)
5. Shut the door.
6. Let the door be shut. (Passive Voice)

More examples

1. The prisoner had carved the letters on the wall. (Active)
2. The letters had been carved on the wall by the prisoner. (Passive)
3. What did they buy in the shop?
4. What was bought by them in the shop?
5. Where will they send these prisoners?
6. Where will these prisoners be sent by them?

5.13.9 ASSIGNMENTS

1. Try forming passive sentences of your own applying the rules you have learnt just now.

5.13.10 SUGGESTED READING / REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.13.11 LEARNING ACTIVITIES

- ➡ Refer the above-mentioned grammar books and work out the exercises provided in them relating to passive sentences.

5.13.12 KEYWORDS

- ➡ Prisoner – a person legally committed to prison.
- ➡ Carved – cut into or shape in order to produce an object or design.
- ➡ Trumpet – a brass musical instrument with a flared bell, and a sharp piercing tone.



5.14 NON-FINITES

5.14.1 INTRODUCTION

Non-finite refers to a label applied to a verb-form which is not marked for Tense and which cannot be the only verb in a clause. A typical English verb usually has the following non-finite forms : the Present Participle, the Past Participle, the Infinitive, and the Gerund. In this lesson, let us learn more about Non-finites..

5.14.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.14.3 CONTENTS**Study the following sentences**

1. He likes to *buy* a new vehicle,
2. *Buying* a new car needs money.
3. I found him *looking for* a new house.
4. *Shaken* by the ill tiding he lay ill *for a few days*.
5. I heard his name *called* twice.

‘To buy’ is an infinitive (to + verb)

‘Buying’ is a gerund (verbal noun)

‘Looking for’ is a present participle

‘Shaken’ and ‘called’ are past participles.

‘These are known as non-finites as they have no tense, no number and they do not take any models,

Infinitives: Form of infinitive

1. He wants to learn music.
2. He is supposed to be learning it.
3. He is reported to have learnt painting already,
4. He is known to have been learning music for the last four years

In sentences 2, 3 and 4, infinitive is formed with the help of auxiliaries ‘be’ and ‘have’. The auxiliary remains unchanged. Only the main verb changes

Sentence 2), to be + verb + ing

Sentence 3) to have + past participle.

Sentence 4), to have + past participle of be + verb+ ing

‘To’ is omitted before certain verbs like make, let, see, hear, watch, have, and bid

- E.g:
1. He made him repeat the performance
 2. He let him go
 3. I saw him leave
 4. I saw John leave the room

But when they are put in passive voice 'to' occurs before the verb

- E.g:
1. He was made to repeat the performance
 2. He was seen to leave

The verbs after the model auxiliaries will, shall, dare, need, are said to be infinitives without 'to'.

- E.g:
1. He dare not do it.
 2. You need not worry about it.
 3. I will see you some time next week.
 4. He shall feel sorry for this.

The uses of the infinitive

a) The infinitives can do the work of a noun:

- E.g:
1. To lead a country needs character (Subject)
 2. He wants to learn driving (Object)
 3. His aim in life is to become the Prime Minister
(Subject complement)
 4. To know her is to love her (Both as subject and object)
 5. It is easy to find fault with others (Anticipatory subject)

b) The infinitive can function as an adjunct (or an adjective) to a noun or pronoun.

1. His decision to *quit* is final.
2. He wants somebody *to do it*
3. The subject *to be discussed* has already been informed to you.
4. Give me something *to drink*.

c) The infinitive can function as an adverbial, modifying a verb that goes before it.

1. He got up to raise an objection.
2. He went to see the principal.

This is known as an infinitive of purpose:

d) Infinitive is used with too+ adjective /adverb.

1. He is too weak to run.
2. The news is too good to be true.

These sentences could be changed into complex sentences.

He is so weak that he cannot run.

The news is so good that it cannot be true.

THE GERUND (verbal noun)

The gerund has the form of a present participle.

a) Subject

E.g: Running is good for health. Looking after children needs a lot of patience.

Smoking inside the laboratory is dangerous.

b) Gerund as an object

E.g: 1. In deference to the doctor's advice he gave up smoking.

2. He likes reading crime-thrillers.

c) Gerunds could be objects of the prepositions before them

E.g: 1. He is thinking of quitting his place.

2. He was fined for being careless, while driving.

d) Seeing is believing (Here it is subject complement)

e) Gerunds could also function as adjectives

E.g: 1. He bought a new walking stick.

2. The child broke the looking glass.

Participles

The participle or active participle

Present participle verb + ing.

run-running

sing-singing.

a) The participle can do the work of an adjective.

1. It is an *interesting* novel.

2. A *rolling* stone gathers no mass.

Adjective in the subject complement position

1. His behaviour is *annoying*.

2. The performance was *thrilling*.

3. The response was *encouraging*.

b) When two actions are referred to in a sentence the Earlier is expressed by a participle.

1. *Seeing* the policeman, the thief ran away.

2. *Taking* his umbrella he went out.

c) When two actions take place simultaneously one of them is expressed by the present participle.

1. He went out *singing*.

2. She ran away *weeping*.

- d) The participle can also be object complements
1. We found him *pruning* the plants in his garden.
 2. He was often seen *sauntering* over the river bank.
- e) In certain sentences the participle and the verb of the main clause have different subjects. Then the participle Must follow the noun or pronoun which its subject.
1. God *willing* things will move in the right direction.
 2. The weather *being* fine they decided to resume their journey.
- f) The perfect participle (having-the past participle of the verb) is used to show that the action expressed by it is completed before the second action starts.
1. *Having* finished my work for the term I took a holiday.
 2. *Having* seen his friends off he went home.
- The perfect participle could also be used in the Passive voice.
E.g: *Having been defeated* at several fronts the enemy finally surrendered.
- The past participle could be an adjective.
E.g: His *spoken* English is flawless.
- When two actions are expressed in a sentence one of them is expressed with the past participle.
E.g: The minister arrived flanked by his party men.
- The past participle could be subject-complements.
E.g: He became *tired*.
They felt *worn out*
- The past participle could also be used as object complements
E.g: I had a car stolen.
He had it removed.

5.14.4 REVISION POINTS

1. Use of infinitives
2. The gerund or verbal noun: gerund as subject, and gerund as an object.
3. The participle: the active participle

5.14.5 INTEXT QUESTIONS

1. What are non-finites?
2. How is the gerund as a subject used in non-finites?
3. How is the gerund as an object used in the non-finites?
4. How is the participle used in the non-finites?

5.14.6 SUMMARY

The uses of the infinitive

- a) The infinitives can do the work of a noun:
- E.g: 1. To lead a country needs character (Subject)
2. He wants to learn driving (Object)

3. His aim in life is to become the Prime Minister
(Subject complement)

4. To know her is to love her (Both as subject and object)

5. It is easy to find fault with others (Anticipatory subject)

b) The infinitive can function as an adjunct (or an adjective) to a noun or pronoun.

1. His decision to *quit* is final.

2. He wants somebody *to do it*

3. The subject *to be discussed* has already been informed to you.

4. Give me something *to drink*.

c) The infinitive can function as an adverbial, modifying a verb that goes before it.

1. He got up to raise an objection.

2. He went to see the principal.

This is known as an infinitive of purpose:

d) Infinitive is used with too+ adjective /adverb.

1. He is too weak to run.

2. The news is too good to be true.

These sentences could be changed into complex sentences.

He is so weak that he cannot run.

The news is so good that it cannot be true.

THE GERUND (verbal noun)

The gerund has the form of a present participle.

a) Subject

E.g: Running is good for health. Looking after children needs a lot of patience.

Smoking inside the laboratory is dangerous.

b) Gerund as an object

E.g: 1. In deference to the doctor's advice he gave up smoking.

2. He likes reading crime-thrillers.

c) Gerunds could be objects of the prepositions before them

E.g: 1. He is thinking of quitting his place.

2. He was fined for being careless, while driving.

d) Seeing is believing (Here it is subject complement)

e) Gerunds could also function as adjectives

E.g: 1. He bought a new walking stick.

2. The child broke the looking glass.

5.14.7 TERMINAL EXERCISES

Rewrite the following sentences using 'to' wherever necessary with the infinitives given in the bracket.

1. He made him ——— the job at once. (Do)
2. They were not permitted——— the Vice-Chancellor. (Meet)
3. You need not——— for me. (Wait)
4. We helplessly watched him ——— (collapse)
5. If you have planned——— the air port before six you had better——— at once (reach, start)

Fill in the blanks with gerund, or infinitive of the verbs given in the bracket

1. I hope ——— this time. (Win)
2. Would you mind ———on this salt-celler. (Pass)
3. ———is good for health. (Swim)
4. Please finish ——— soon (eat)
5. I missed ——— that play. (see)

5.14.8 SUPPLEMENTARY MATERIALS

Refer to the Prescribed Grammar Books.

5.14.9 ASSIGNMENTS

1. Try forming sentences of your own using the non-finites you have learnt just now.

5.14.10 SUGGESTED READING / REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.14.11 LEARNING ACTIVITIES

- ➡ Refer the above-mentioned grammar books and work out the exercises provided in them relating to non-finites.

5.14.12 KEYWORDS

- ➡ Quitting – noun archaic or literary, a release from a debt or obligation.
- ➡ Annoying – make slightly angry.
- ➡ Pruning – shaping.
- ➡ Sauntering – walk in a slow, relaxed manner.
- ➡ Flawless – a mark, blemish, or other imperfection.



5.15 DIRECT AND INDIRECT SPEECH

5.15.1 INTRODUCTION

Direct Speech normally quotes someone's exact words and is enclosed within quotation marks. Indirect Speech, also known as Reported Speech, reports what someone has said without quoting the exact words. In this lesson, let us learn Direct and Indirect speeches..

5.15.2 OBJECTIVES

This unit aims to provide the necessary basic knowledge of English grammar to students. By providing this basic knowledge, it also aims to enable them to use grammatically correct English in their day-to-day endeavours. The lessons on tenses, voices, and direct indirect speeches are included with a view of enhance the ability of students in their use of English.

5.15.3 CONTENTS

Direct speech is the quoting of the verb words of the person. Those words when written down are put in inverted Commas.

E.g: Hari said, "I am late."

Indirect speech is the reporting of what a person said, The actual words of his are not quoted. When written down no inverted commas are used.

E.g: Hari said that he was late,

The following changes are to be made when we make use of the indirect speech.

1. 'That' introduces the indirect speech.
2. Verb undergoes a change of tense.
3. The pronoun is changed in person

E.g: 'I' become 'she'

Changing direct into indirect

The following rules must be observed.

Simple present becomes simple past.

He said, 'I do my work'.

He said that he was doing his work.

Continuous present becomes past continuous

He said, 'I am doing my work'.

He said that he was doing his work.

Present perfect becomes past perfect

He said 'I have finished writing a novel'.

He said that he had finished writing a novel.

Shall becomes should, will becomes would

I said, "I shall not be there."

I said that I should not be there.

I said, "He will not be there."

I said that he would not be there.

2. Pronouns

Pronouns of the first and second persons are changed into third person in indirect speech.

E.g: 1. He said, "I am ill."

He said that he was ill.

2. He said, "I prefer coffee."

He said that he preferred coffee.

3. Ram said to him 'you are right'.

Ram told him that he was right,

3. Adverbs and adjectives

'now' becomes 'then',

'this' becomes 'that',

'these' becomes 'those',

'here' becomes 'there',

Similarly

'today' becomes 'that day'.

'tomorrow' becomes the 'next day'.

'yesterday' becomes 'the previous day' or 'the day before',

'last night' becomes the 'previous night'.

'ago' becomes 'before',

'thus' becomes 'so'.

Questions

When we change a question from direct to indirect we use words like 'yes' or 'no'. If the question admits of the answer yes' or 'no' reporting verb is followed by 'whether' or 'if'. When the question is written in reported speech the question mark is not needed.

E.g: 1. He said to me, "where do you live?"

He asked me where I lived.

2. He said to Gavid, "which road leads to the school?"

He enquired of David which road leads to the school.

3. He said to Gopal, "Can you do this sum or not?"

4. He enquired of Gopal whether he could do that sum or not.

Orders and requests

When he changes an order or request from direct to indirect speech the reporting verbs likely to be *told*, *commanded*, *requested*, *begged*, depending, upon the sense of the sentence.

1. He said, "Make less noise."
He said them to make less noise
2. He said to them, "please help me".
He requested them to help him.
3. He said to the king, "Have mercy on me".
He begged the king to have mercy on him.
4. The general said, "The men may go to their tents and rest."
The general ordered the men to go to their tents and rest.

Wishes and exclamation

When we change a wish or exclamation from direct to Indirect the reporting verbs are likely to be *pray*, *shout*, *cry* *exclaim* depending upon the sense of the sentence.

- E.g: 1. He said, "Heaven bless her!"
He prayed that heaven might bless her.
2. They said, "hurrah! We have won the match".
They exclaimed with delight that they had won the match.
3. He said to them, "Bravo! you have done well".
He cried approvingly that they had done well.
4. He said, "Alas! How unhappy I am !"
He exclaimed sorrowfully that he was very unhappy.

5.15.4 REVISION POINTS

1. Direct speech is the quoting of the verb words of the person. Those words when written down are put in inverted commas.
2. While converting from direct speech to indirect speech the following rules are to be observed.
3. Simple present becomes simple past.
4. Continuous present becomes past continuous.
5. SHALL becomes SHOULD and WILL becomes WOULD.
6. Pronouns of the first and second persons are changed into third person in indirect speech.
7. Similarly there are changes in the adverbs and adjectives used too.

5.15.5 INTTEXT QUESTIONS

1. How is the difference between direct and indirect speech shown in the case of writing?
2. What happens to the simple past when it is converted to indirect speech?

3. What happens to the present continuous tense when it is converted into indirect speech?
4. What happens to the pronouns of the first and second person when they are converted into indirect speech?
5. What changes do you observe in adverbs and adjectives when direct speech is converted into indirect speech?

5.15.6 SUMMARY

Direct speech is the quoting of the verb words of the person. Those words when written down are put in inverted commas. While converting from direct speech to indirect speech the following rules are to be observed. Simple present becomes simple past. Continuous present becomes past continuous. SHALL becomes SHOULD and WILL becomes WOULD. Pronouns of the first and second persons are changed into third person in indirect speech. Similarly there are changes in the adverbs and adjectives used too.

5.15.7 TERMINAL EXERCISES

EXERCISE

Change the following into indirect speech

1. "Where is your home work, Gopal?" said the teacher.
2. "I will keep you company" said, Mr. John.
3. Antony said to the citizens, "Hear me with patience."
4. They all said, "what a rogue he is!"
5. All the knights said, "God save the king!"
6. "Are you hurt?" said Mr. Allen anxiously to Mr. Winkle.
7. The citizens said, "Alas! This is a piteous sight"
8. The teacher said, "The earth is round."

5.15.8 SUPPLEMENTARY MATERIALS

Refer to the Prescribed Grammar Books.

5.15.9 ASSIGNMENTS

1. Try forming sentences of your own using the direct and the indirect voice you have learnt just now.

5.15.10 SUGGESTED READING / REFERENCE BOOKS

1. Modern English Grammar – Randolph Quirk and Sydney Greenbaum
2. Living English Structures – William Stanard Allen.

5.15.11 LEARNING ACTIVITIES

- Refer the above-mentioned grammar books and work out the exercises provided in them relating to direct and indirect voice.

5.15.12 KEYWORDS

- Preference – a great liking for one alternative over the other or others.
- Command – give an authoritative or peremptory order.
- Exclaim – cry out suddenly in surprise, anger, or pain.
- Approve – officially accept as satisfactory.
- Piteous – deserving or arousing pity.



5.16 PRECIS WRITING

- 5.16.1 Introduction
- 5.16.2 Objectives
- 5.16.3 Content: Précis Writing
 - 5.16.3.1 Definition
 - 5.16.3.2 Précis versus Summary
 - 5.16.3.3 Essential Elements in a Précis
 - 5.16.3.4 Uses of Précis Writing
 - 5.16.3.5 Practical Hints for Writing Précis
 - 5.16.3.6 Solved Example in Précis Writing
- 5.16.4 Revision Points
- 5.16.5 Questions
- 5.16.6 Summary
- 5.16.7 Terminal Exercises
- 5.16.8 Supplementary Materials
- 5.16.9 Assignments
- 5.16.10 Reference Books
- 5.16.11 Learning Activities
- 5.16.12 Key Words

5.16.1 INTRODUCTION

This unit introduces you to the concept of précis writing and the method of writing a précis. You may perhaps be familiar with what a précis is. Précis is a French word meaning a summary of a passage, written in an intelligible form. It should express the idea of the passage as concisely as possible without losing its meaning. In this unit, you will get an idea about what précis writing is. You will also get a detailed explanation of the procedure involved in writing a précis. There will also be examples worked out for your benefit.

5.16.2 OBJECTIVES

After going through this unit you will be able to get an idea about what a précis is and write a précis on your own.

5.16.3 CONTENTS: PRECIS WRITING

The word précis is derived from French that means ‘summary’ and précis writing means the art of summarizing. Précis writing is one of the most useful skills that one has to acquire for one’s work both as a student and as a professional. Précis writing involves summarizing a document to extract the maximum amount of information, then conveying this information to a reader in minimum words.

5.16.3.1 Definition

A précis is a clear, compact logical summary of a passage. It preserves only the essential or important ideas of the original. According to Oxford Dictionary, “It is a

short version of a speech or a piece of writing that gives the main points of ideas.” According to Cambridge Dictionary, “Précis is a short form of the text which briefly gives only the important parts.” In other words, précis means a restatement of the salient features or bare essentials of written or spoken matter expressed in a clear, exact and concise way.

5.16.3.2 Précis versus Summary

A précis differs from a summary both in its technical content and general approach. A summary is a brief moulding of a piece of prose or verse. It contains a brief account of the thoughts preserved, important or unimportant. A précis, however, is a lucid and terse abstract of a longer passage or document. It observes the rules of unity and coherence and possesses an original style. A précis adheres more closely to the original than a summary and has some feelings for style. However, for practical purposes, the student is well advised not to bother his head about tracing nice distinctions between a précis and a summary, a gist and a substance. In all these cases he has simply to give the main drift of ideas contained in the passage in his own words.

5.16.3.3 Essential Elements in a Précis

A good précis shows the writing skills of a person. It must have the following elements qualities.

(a) Clarity

Clarity means getting your message across so that the receiver can understand what the writer is trying to convey. It is the basic and essential need of a précis. The ideas should be clear and understandable. There should not be any ambiguity in your writing. The writer can achieve clarity by using simple language and simple structure. If your précis is not understandable to the reader it will lose its importance and meanings for the reader. Failure to be clear is a candid confession of failure to understand the original.

(b) Coherence

Coherence means the logical and clear interconnection of ideas in a written piece of work. A good précis should be coherent. The ideas which are presented in a précis must have a logical connection and they all should be interrelated.

(c) Sequence

A précis must possess order. It must present a clear and unbroken sequence of events.

(d) Completeness

Another striking feature of a good précis is completeness. A précis should be complete in all respects. Completeness means that the writer should include all the important facts in a précis. To make it short he should not omit the important ideas. This mistake on the part of the writer will spoil the importance and meaning of the précis.

(e) Perspective

The main ideas must be arranged in their proper perspective. The central idea should remain prominent.

(f) Correctness

Mistakes in your writings always irritate the reader. At the time of writing or composing a précis, you must ensure that the facts and figures are correct. Structure of sentences and spellings of words must be correct because a single mistake in structure and spelling may spoil the message. The mistakes may be considered under the following headings: (i) misspelled words, (ii) mistakes in figures and dates, (iii) mistakes in punctuation, and (iv) mistakes of grammar and structure.

(g) Objectivity

Objectivity means the ability to present or view facts uncoloured by feelings, opinions and personal bias. While making a précis, the writer should adopt an objective approach. He should not give and add his personal opinion and ideas in a précis. A précis should be purely a summary of the original text without any addition.

(h) Conciseness

Conciseness is a desirable quality of a good précis. Conciseness means to say all that needs to be said and no more. The writer should write what is necessary and avoid writing unnecessary details. A concise piece of work conveys the message in the fewest possible words. But one point must be kept in mind that you should not omit some basic and essential facts to achieve conciseness. To achieve conciseness, you should omit unnecessary details, eliminate wordy expressions, include only relevant material, and avoid unnecessary repetition.

(i) Unity

The précis must be an organic whole, not a mere conglomeration of odd pieces. Words must be clear and precise and with the thread of unity running through them.

So you should not cut out the phrases from the original and fasten them together with connective words. Again proper connective words should be used in order to fasten phrases lifted from the original passage, if it is essential.

5.16.3.4 Uses of Précis Writing

1. Most people read carelessly and fail to fully comprehend the meaning of the passage. Précis writing forces them to pay attention to what they read because no one can write a summary of a passage unless they read it carefully. So summarizing teaches one to read with concentration.
2. Precise writing is a very fine exercise in reading. It forces you to pay attention to what you are reading, and you cannot pay attention or retain what you read until you grasp the full meaning of what you have read. It helps us to read with the mind as well as the eye on the page.

3. Précis writing also improves your overall writing skills. It teaches you how to express your thoughts clearly, concisely and effectively. You learn to choose your words carefully and construct your sentences in a logical and concise manner.
4. Precise writing is of great value in practical life. The ability to grasp quickly, accurately, what is read, heard and to reproduce it clearly, concisely with complete fullness and brevity in any position in life is of paramount value.
5. Ability to summarize comes to the help of the students frequently. In Government offices long documents are being constantly summarized for the perusal of the higher authorities. Literary men, biographers and historians have recourse to it often, otherwise they would have to spend years and years shifting and examining their material.
6. Again in the newspaper world, précis writing is in daily use. All journalists are excellent writers of précis. They have to report long speeches, debates, events etc. within a brief compass.
7. It should also be borne in mind that précis writing is excellent education training. Ability to write a good précis means the ability to pick out the essentials of a passage, and the ability to reject what is not important. Then, there must be the knack of arranging these essential ideas and presenting them in a minimum number of words.

5.16.3.5 Practical Hints for Writing Précis

The following practical hints will facilitate a sound approach to précis writing.

8. Read the passage carefully and underline important points which are closely connected with the main idea or theme.
9. Note making is an essential task for writing précis. You should try to arrange the points in most logical order, and ensure the order of thought is the same as the original.
10. Try to grasp the general subject matter and try to gather an over-all impression of the entire narrative. Does the writer support or oppose or expand or analyse or expound or illustrate or criticize or appreciate the main idea?
11. Précis should be roughly one third of the original passage. Always prepare a *rough draft* and write the number of words used in the précis. Mark in the margin the portions of the passage which contain significant ideas.
12. Cut off the portions which are absolutely unessential from the point of view of the main idea. The following types of passages in the narrative may be easily cut off e.g. (i) ideas which have been repeated in different words at different places in the narrative, (ii) personal reflections or statements made in parenthesis or stated appositionally, and (iii) metaphors and other figures of speech, comparisons, contrasts, analogies, etc.
13. Your own comments on the ideas of the précis are strictly forbidden.
14. Do not use any interrogative sentences in your précis.
15. Give a short suggestive title. You can take a phrase from the précis and use it as a title of the précis or suitable proverbs as the title of the précis. You are allowed to choose your own title provided it should suit the context.

- Write down in the first view topic sentences the general theme of the passage.
- It is not necessary to follow the order of ideas or their exposition as in the original passage.
- Do not add your remarks and criticism.
- The précis should be written in the indirect form of speech, third person, past tense, except when original passage is descriptive of eternal truths or of contemporary conditions and problems.
- A précis should be a connected whole. As such it should not be divided into paragraphs.
- Count the number of words in the rough draft.
- Revise the *rough draft* and prepare the *fair draft*. It must be quickly done. Words must be cut out or filled in to make the fair draft of the correct length.
- If your rough draft is too long, try to bring it within the length prescribed. This can be done in two ways: (i) Try to find suitable words or clauses or long phrases, (ii) Long sentences can be reduced or made into shorter ones by changing the construction.
- Total number of words in fair draft should be written.
- The précis should be in one's own words as far as possible.

3.6 Solved Examples in Précis Writing

(1) Make a précis of the following passage in about one third of its length and give a suitable heading:

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will

strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property. (330 Words)' (A) Based on the above paragraph, we arrive at the following **theme sentences** or **the main points**:

- ➡ Earthquake - the deadly enemy of mankind.
- ➡ Damage caused by an earthquake in general.
- ➡ Damage caused by an earthquake-in particular,
- ➡ What can the scientists do?

The above four theme sentences can be developed into the following outline:

- Earthquake - the deadly enemy of mankind.
- Earthquake strikes all without a distinction of national boundary or political affiliation.
- The power of a quake is greater than that of a man-made weapon of destruction.
- Scientists are trying to find out means to combat earthquakes; they will find some way to protect themselves from earthquakes.
- ➡ Damage caused by an earthquake in general:
 - Strikes without warning.
 - Modern city when struck reduced to a primitive village.
- ➡ Damage caused by an earthquake in particular.
 - Quake strikes plains, seas and mountains causing all round destruction.
 - In 1755, Lisbon destroyed, 450 killed.
 - In 1970, Peru struck, 50,000 killed.
- ➡ What can the scientists do?
 - In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.
 - Scientists cannot resist the powerful earthquake.
 - They can predict the place of origin of the quake so that precaution can be taken to save man & property.

(B) Based on the above outline, we can make the following *rough draft* and give suitable *title*.

Earthquake- The Great Destroyer

Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from destruction. (121 words)

(C) As the number of words in the rough draft is more than required we shall have to reduce it further without reducing the ideas. The ***fair draft*** would look as follows:

Earthquake - The Great Destroyer

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction. (115 words)

(2) Condense the following passage to roughly a third of the original length.

One of our most difficult problems is what we call discipline and it is really very complex. You see, society feels that it must control or discipline the citizen, shape his mind according to certain religious, social, moral and economic patterns.

Now, is discipline necessary at all? Please listen carefully. Don't immediately say YES or NO. Most of us feel, especially while we are young, that there should be no discipline, that we should be allowed to do whatever we like and we think that is freedom. But merely to say that we should be free and so on has very little meaning without understanding the whole problem of discipline.

The keen athlete is disciplining himself the whole time, isn't he? His joy in playing games and the very necessity to keep fit makes him go to bed early, refrain from smoking, eat the right food and generally observe the rules of good health. His discipline and punctuality is not an imposition but a natural outcome of his enjoyment of athletics.

Important Points:

- Discipline seems to be a problem.
- Society wants to control or discipline the citizen to shape his mind.
- Some may think that discipline is not necessary because they want to be free to think and do whatever they like.
- An athlete is disciplining himself. His discipline and punctuality make him enjoy playing games.

Rough Draft:

Discipline is one of the biggest problems in the world. Society feels that discipline should be controlled to shape the mind of the citizen. Some want to be free to think and do whatever they like. Even the keen athlete is disciplining himself the whole time. He observes the rules of good health. (53 words)

Fair Draft:**Importance of Discipline**

Though discipline seems to be a problem, it is necessary for all. Discipline shapes our mind and regulates our habits. Some want to be free and think that it is not necessary. Discipline and punctuality give enjoyment to athletes. (39 words)

5.16.4 REVISION POINTS

1. A good Précis is marked by clarity, brevity and precision.
2. It should be written in your own words.
3. It must have a logical order and be well-knit and well connected.
4. Précis must have coherence and so you must use proper linking devices.
5. Start your précis by highlighting the main idea of the passage.
6. Do not include any details not found in the original.
7. Remove what is superfluous and retain the core essence of the work
8. Do not express your own opinion, wish, remark or criticism.
9. Do not insert any question in your précis. Its significance, if essential, may be expressed by a statement.
10. Do not use abbreviations or contractions.
11. Précis should be roughly one third of the original passage.
12. Prepare a *rough draft* using the main points of the passage and write the number of words used.
13. Give a short suitable title.
14. Précis should be written in reported speech.
15. Revise the *rough draft* to prepare the *fair draft* and write the number of words used in the précis.

5.16.5 INTEXT QUESTIONS

Make a précis of the following passages in about one-third of its original length and suggest suitable titles for your précis:

1. Prevention is better than cure. It is recognised that the only way to get rid of malaria completely is to get rid of the mosquitoes which cause it. Malaria is always associated with damp and marshy land. This is not because the land is damp, but because the static water is the breeding place of the mosquitoes which begin their life as a larva in the water. Malaria does not frequently occur in dry desert countries because mosquitoes cannot breed there. The only way to destroy mosquitoes is to prevent their breeding in static water. This can be done by draining all ponds and pools. And by keeping them covered in the breeding season with a film of kerosene oil which by depriving the larva of air, kills them.
2. A poor woman once came to Buddha to ask him whether he could give her any medicine to restore her dead child to life. The holy man told her that there was only one medicine to bring her son back to life. He bade her bring him a handful of mustard seeds from a house where death had never entered. The sorrowing mother went from door to door seeking the mustard seeds, but at every door he met with sad replies. One said, "I have lost my husband." Another said, "Our child died last year." She returned to the teacher and told him the result of her quest.

Then Buddha told her tenderly not to think much of her own grief, since sorrow and death are common to all.

3. One of our most difficult problems is what we call discipline and it is really very complex. You see, society feels that it must control or discipline the citizen, shape his mind according to certain religious, social, moral and economic patterns.

Now, is discipline necessary at all? Please listen carefully. Don't immediately say YES or NO. Most of us feel, especially while we are young, that there should be no discipline, that we should be allowed to do whatever we like and we think that is freedom. But merely to say that we should be free and so on has very little meaning without understanding the whole problem of discipline.

The keen athlete is disciplining himself the whole time, isn't he? His joy in playing games and the very necessity to keep fit makes him go to bed early, refrain from smoking, eat the right food and generally observe the rules of good health. His discipline and punctuality is not an imposition but a natural outcome of his enjoyment of athletics.

4. There are different types of forests in India. So, the products received from these forests are also several. The following are some of the forest products which are important in the growth and development of industries.

Forest products and the industries based on them:

1. Timber: Timber from the forest are utilised in building activities, industries and in carpentry workshops. In Andaman Islands, Asia's largest saw mill has been in operation.

Rubber: Rubber trees are grown in large numbers on the Western Ghats. As a consequence, there are a large number of industries dependent on rubber in the Peninsular India.

Wood Pulp: Wood pulp is made from the wood of the forests and paper is manufactured from the pulp. Paper mills are large in number in the States of Tamil Nadu, Maharashtra, West Bengal and Madhya Pradesh. In the city of Nepa in Madhya Pradesh, there is a newsprint industry.

Lac and Wax: Lac and Wax are forest products and they are used in manufacturing paints. Thus a number of industries make use of forest products.

And for the growth of the cottage industries the forests have been responsible in many an instance.

5.16.6 SUMMARY

A précis is like a miniature portrait of the passage. It retains the absolute essential points accompanied with the mood and tone of the author of the passage. The important aspect is that one should not add one's subjective interpretation or comments to the précis. It should be in logical order and coherent. What is superfluous has to be removed and the details related to the main idea of the passage should be retained. Précis should be written in reported speech. Précis should be roughly one third of the original length of the passage. Before writing the fair draft, rough draft should be prepared using the main points. A good précis must have a title.

5.16.7 TERMINAL EXERCISES

Read the following sentences and note how they are summarized and reduced into short ones:

1. (a) His courage in battle might without exaggeration be called lion-like.
(b) He was very brave in battle.
2. (a) They acted in a manner that rendered them liable for prosecution.
(b) They acted illegally.
3. (a) John fell in the river and before help could reach him, he sank.
(b) John drowned in the river
4. (a) My friends Arun, Gopal, Balu, Raju and I visited many places in Tamil Nadu and Kerala, like Madurai, Kanyakumari, Trivandrum, Cochin, and Calicut.
(b) With four friends I visited many towns in Tamil Nadu and Kerala.
5. (a) He delivered a speech without any kind of preparation.
(b) He spoke impromptu.

Read the following sentences and reduce them into short ones:

1. There were dogs, cats, hens, ducks, geese, and pigs barking, squalling, crowing, quacking, and growling all over the farm-yard.
2. The shirt is too tight that I can't wear it.
3. The man is given to the luxuries of the table.
4. Raju is liked by all.
5. Carpenters, blacksmiths, tailors, shoemakers, and those engaged in similar other traders had assembled there to voice grievances and to seek redress.
6. As the sprightly little dog did not care to obey its master by not going to him when ordered to do so, the cruel man went up to it, caught hold of the frightened little animal and began lashing at it with his cane till it howled in pain.
7. "I am taking up this job", said the new Manager, "with the earnest hope that everyone of you will support me to the utmost to increase production so that we shall be able to survive as a team but also to prove to the directors of this firm that your contention was fully justified.
8. The father advised his son not to invest his money on the risky venture, but the son, who had come to know from various reliable sources that the risk involved would be nothing when compared to the gain that was expected, started the business and in a couple of years became very rich.
9. The lecturer said "Man has no doubt landed on the moon and has walked on its surface and it may be that in years to come, he may walk on Mars too, but he will have to invent a vehicle that can travel faster than the speed of light, if he ever hopes to reach the nearest star outside the solar system".
10. When Hitler's armies were ravaging France, the United Kingdom was totally unprepared for war and the United States had made up its mind whether or not it should involve itself in a European conflict, but when Japan attacked the Pearl Harbour, it became a world war and the United States was left with no option but to enter the fray.

5.16.8 SUPPLEMENTARY MATERIALS

1. Aggarwala, N.K. Essentials of English Grammar and Composition. New Delhi: Goyal Brothers, 2001.
2. De Sarkar, P. K. Higher English Grammar and Composition. Kolkata: Book Syndicate Limited, 2007.
3. Sheppard, C.A. and Thomas, David Reid. Grammar and Composition. New Delhi: Orient Longman Ltd., 1997.

5.16.9 ASSIGNMENTS

1. Write an assignment on the usefulness of précis writing.
2. Differentiate précis from summary.
3. Write an essay on the essential elements in a précis.

5.16.10 SUGGESTED READING / REFERENCE BOOKS

1. Wren and Martin. High School English Grammar and Composition. New Delhi: S. Chand & Company, 1996.

5.16.11 LEARNING ACTIVITIES

- Read the passages given above or the newspaper articles of your own choice and decide which elements are the most important.
- Re-write the important information using your own words, in no more than one third of its original length.
- Think about other ways in which you could present this information.

5.16.12 KEYWORDS

- *Précis*: /¹preɪsi/ - a brief summary of the main points and ideas of a piece of writing or speech.
- *Coherence*: *Coherence* comes from a Latin word meaning “to stick together. When something has coherence, all of its parts fit together well. An argument with *coherence* is logical and complete — with plenty of supporting facts.
- *Objectivity*: judgment based on observable phenomena and uninfluenced by emotions or personal prejudices.
- *Sequence*: a set of related events, movements, or items that follow each other in a particular order.
- *Perspective*: a particular attitude towards or way of regarding something; a point of view.
- *Brevity*: concise and exact use of words in writing or speech. It is the quality of expressing much in few words; terseness.
- *Unity*: an undivided or unbroken completeness or totality with nothing wanting.
- *Rough Draft*: another name for rough copy. It is a preliminary version or the first version of a piece of writing. It assumes that you have adequate information and understanding, and have completed an exercise in prewriting.

α*α

Precis Writing & Lesson by
Dr. D. Shanmugam
 Associate Professor
 English Wing, D.D.E
 Annamalai University
 Annamalainagar

ASSIGNMENT – 1

Marks : 20

1. Write about the Feud between Mrs. Packdetide and Mrs. Bimberton.
2. Explain the importance of order and safety.
3. Why were the Daiches delayed at the port?
4. Annotate the Passage:

“which i really wanted to say was that my faith in American Civilization so beautifully restored by the hotel manager that evening in September had been shattered by the bank manager” (page 44, 1): 32-34)

ASSIGNMENT – 2

Marks : 20

1. How does history throw light on the present?
2. How does priestly describe the event of buying the crimson pyjamas?
3. What changes did the dress bring to him?
4. Describe the bravery of Haria ad Narwa.

MODEL QUESTION PAPER
PART II – ENGLISH
ENGLISH PROSE AND COMPOSITION

Time: 3 hours

Maximum : 100 marks

All Questions carry equal marks

I. Annotate four passage choosing Two from each group **(4 × 5 = 20)**

Group – A

1. No great Caliph, no Eastern king, not even Solomon in all his glory, could draw on such rich stores of varied produce as the housewife who does her shopping at the grocer's.
2. "The incidental expenses are so heavy," she confides to inquiring friends.
3. If diamonds were as plentiful as pebbles, we shouldn't stoop to pick them up.
4. But in India the salt tax weighs most heavily on the poorest workers, and Mr. Gandhi's campaign for its abolition was biochemically justified.

Group – B

5. I have done nothing, and wasted only your time, I cannot accept any payment from you.
6. 2 doz. Infant Jesus with rabbits.
7. Who has ever wanted to live in anybody else's Utopia?
8. "Never ask the Todds for anything; they've aye just put it in their mouths".

II. Answer any one of the following questions (Prose for the Young Reader) **(20)**

9. Narrate Dicken's adventurous journey to Niagara.
10. What are the merits and demerits of our civilization, according to C.E.M. Joad?
11. What does J.B.S. Haldane say about the deficiency diseases and their natural remedies?

III. Attempt an essay on one of the following (Prose in Practice)

12. What impressions of English people have you formed by your study of Tagore's "England"?
13. What did Orwell learn about the reading habits and taste of men and women?
14. Bring out the human nature in A.J. Cronin's essay "Resurrection".

IV. Answer one of the following questions (Prose for the Young Reader and Prose in Practice) **(20)**

15. How does Huxley show that the modern cult of beauty is not exclusively a function of wealth? (Prose in Practice)
16. How did Mr. Powke build up the B.B.G? (Prose in Practice)
17. Describe how Mrs. Packetide's big-game shooting ended? (Prose for the Young Reader)
18. Describe the bravery of Haria and Narwa (Prose for the Young Reader)

Group – A**V. Attempt any two of the following groups****(2 × 10 = 20)**

19. Fill the missing preposition and complete the passage.

It was Lousia Mebbin who drew attention _____ the fact that the goat was _____ death throes _____ a mortal bullet wound, while no trace _____ the rifle's deadly wound could be found _____ the tiger.

Group – B

20. Fill the blanks with the suitable articles.

In _____ first place, I was beginning to think _____ number thousand was _____ jinx and that may be God never intended that any one should ever score _____ thousand goals.

Group – C**Rewrite any five of the following as directed.**

21. Correct the sentence.
Will you carry the luggages for me?
22. Combine the following sentences into a complex sentence:
The rifle flashed out with a loud report.
The great tawny beast sprang to the side.
23. Change into the comparative degree:
Haria's rescue of Narwa is one of the bravest deeds that I have read.
24. Fill in the blanks with the correct tense of the verbs given in brackets:
A letter in this vein _____ (annihilate) distance; it _____ (continue) the personal gossip.
25. Change into an interrogative sentence:
Even cats and dogs have no natural antipathy.
26. Change the voice.
Her movements and motives were largely governed by dislike of Loona Bimberton.
27. Change into reported speech:
"I have seen a week-end cottage, near Dorking, that I should rather like to buy," said Miss Mebbin with seeming irrelevance.
28. Fill in the blank with a suitable relative pronoun.
The villagers _____ received thousand rupees, connived at the fiction that Mrs, Packletide shot the beast.
29. Use "neither _____ nor" in the following sentence.
It cannot be too simple, too common place.

α  α