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**PART –II: ENGLISH PAPER - III**

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**Part –II : English Paper - III**

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# BLOCK -1

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*A Hero- R. K. Narayan*

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## UNIT-I A HERO- R. K. NARAYAN

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### Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Elaboration of Points
- 1.4 Check your Progress
- 1.5 Answer to check your progress questions
- 1.6 Summary
- 1.7 Key Words
- 1.8 Self-Assessment Questions and exercises
- 1.9 Further Reading

NOTES

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### 1.1 INTRODUCTION

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#### About the Author

R. K. Narayan (10 October 1906 – 13 May 2001), full name Rasipuram KrishnaswamiIyerNarayanaswami, was an Indian writer, novelist and short story writer, best known for his works set in the fictional South Indian town of Malgudi. He is one of three leading figures of early Indian literature in English (alongside Mulk Raj Anand and Raja Rao).The setting for most of Narayan's stories is the fictional town of Malgudi, first introduced in *Swami and Friends*. His narratives highlight social context and provide a feel for his characters through everyday life. , brought out the humour and energy of ordinary life, and displayed compassionate humanism in his writing. Narayan's short story writing style has been compared to that of Guy de Maupassant, as they both have an ability to compress the narrative without losing out on elements of the story. Narayan's simple, direct and restrained prose style belies his cognitive profundity, his humour and his emotional depth. Narayan's wide ranging and prolific accomplishment has made a complete estimation of his achievement challenging, and he is widely admired as being amongst the most eminent Indian English language novelists and short story writers.

In a writing career that spanned over sixty years, Narayan received many awards and honours. These include the AC Benson Medal from the Royal Society of Literature and the Padma Vibhushan, India's second-highest civilian award. He was also nominated to the Rajya Sabha, the upper house of India's parliament.He looked at human relationships & ironies of daily life in



India He often concerned himself with the tensions between traditions and modernity A Hero comes from a collection of short stories called *Malgudi Days*. This is a story about a boy who is afraid to sleep alone but is forced to do so by his father. But at the end of the day he emerges as a hero. Apart from sleeping alone he also catches a thief.

## NOTES

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### 1.2 OBJECTIVES

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- Identifying one's courageousness at the time of need.
- Know about typical Indian family.
- How an act of courageousness elevates to the level of hero.
- Language skills can be developed.
- Experience the humorous tone running throughout the story.
- The soft skill getting rid of fear can be learnt.
- Learn the simple and elegant literary and language devices such as humour and irony.

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### 1.3 Elaboration of points

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The story of 'A Hero' is very interesting and entertaining. It deals with the character of Swami, a boy who studies in the second standard. He is the portrayal of the growing up pangs of a boy who despises school, as he makes excuses and roams around Malgudi (fictional place) with his friends. Being a small boy Swami is timid and afraid of dreams and ghosts. To save himself from fear he used to sleep with his grandmother during night. In his opinion only aged and strong persons can do wonderful things. His father wants him to grow up and face life's challenges leaving his cosy zone under the umbrella of parents. Swami, to account for his bravery, sleeps all alone in his father's office, and wakes up by catching a thief all by his leg. This is an act of bravery makes him the courageous hero.

R. K. Narayan has beautifully portrayed the child and his psychology. This story opens with a lively dialogue between the son and the father. The conversation between the father and the son has been presented in a delightful manner. His father reads an article about the bravery shown by an 8-year old boy who came face to face with a tiger and his flight up a tree where he stayed for half a day on the tree and people came that way killed the tiger and rescued the boy. Swami questions his father, "How could a boy fight a tiger?" Father answers that human can do anything with courage. "Courage is everything, strength and age are not important". Swami's father feels that Swami should do something similar. His father then challenges, or rather forces, him to sleep in his office. Though Swami has agreed to sleep in his father's office it is clear that he is afraid. Swami's father thinks that Swami needs to grow up and sleep alone without the comfort of sleeping by his grandmother's side. Swami's father is not only hoping that he is able to teach Swami a lesson about growing up but he may also be hoping that Swami will develop the independence that he thinks Swami should have.

Swami has two close friends, Mani and Rajam. When Swami tells his friends of the ordeal, his friends warn him about a ghost living near the office. Swami asks his friends for advice on how to escape from his father's challenge. They tell him to go to bed before his father comes home from work. Swami acts as he has been advised by his friends. He goes to bed and covers himself with a blanket. He starts snoring under the blanket till he finds his blanket being pulled away by the father. Swami stirs and groans as if he is in sleep. Father rolls up his bed and takes Swami to the office to sleep there alone.

## NOTES

Swami's heart beats faster. He remembers all the stories of devils and ghosts he has heard in his life. Recalls the devil in the banyan tree at his street end; Munisami's father who spat out blood when ghost slapped his cheek; ticking of the clock, rustle of trees, snoring sounds, and some vague night insects humming frightens Swami. He hurriedly gets up and spreads his bed under the bench and crouches there. Dreamt of a tiger chasing him desperately trying to escape but his feet would not move Swami groans in despair. He opens his eyes but himself lonely, he sweats with fright. He feels something is moving towards bench. In horror thought that his end has approached, Swami jumps at it hugs it with all his might. He starts biting the person. "Aiyo!Something has bitten me," comes a loud cry followed by a heavy tumbling and falling amidst furniture. People in the house rush to the office room. And all three of them fell on the burglar who lay amidst the furniture with a bleeding ankle. They catch him and hand him over to the police.

Swami's actions elevate him to the status of hero. His classmates look at him with respect and his teacher pats his back. He is happy enough to take the adulation he receives from others. The police are grateful to him for helping them to catch the most notorious housebreakers of the district. The police want him to join the police force but Swami wants to work as an engine driver or a bus conductor. Though Swami shows his bravery and gets rid of fear he prefers to sleep by his grandmother. The day when Swami's father returns home at night ironically comments, "No wonder he wants to be asleep before I should return home-clever boy!" Mother having lost her temper replies, "You let him sleep where he likes. You needn't risk his life again". Swami following the conversation from under the blanket, feels tremendously relieved to hear that his father is giving him up.

Swami's family is an excellent representation of a typical Indian family packed with humour. The reader is entertained highly by the utilisation of reader reflection by the characters Swami, his father, mother and grandmother depicted by R.K Narayan. He entertains the readers by the use of characterised family, childish humour and elements of literary and language devices with the twist of irony. R.K Narayan puts a moral through the story that courage is everything, strength and age is not important and that with courage one can do anything.

### **Check your Progress-1**

Note: Write your answer in the space given below

- i. Write about Malgudi.
2. What is the conversation about when the story opens?

### **NOTES**

#### **1.4 Answer to Check Your Progress Questions**

i. Malgudi is a fictional place created by R. K. Narayan. This town is the setting for most of Narayan's stories. He first introduced it in *Swami and Friends*.

ii. When the story opens there is a conversation between the son and the father. His father reads an article about the bravery shown by an 8-year old boy who came face to face with a tiger courageously. Swami questions his father How a boy can fight a tiger. Father answers that human can do anything with courage. He further says that courage is everything, strength and age are not important.

#### **1.5 Summary**

R. K. Narayan is an Indian writer, novelist and short story writer. Malgudi is a fictional place created by R. K. Narayan. He has beautifully portrayed the child and his psychology. Swami is a timid boy afraid of dreams and ghosts. To save himself from fear he used to sleep with his grandmother during night. His father wants him to grow up and face life's challenges courageously. Swami's father forces him to sleep in his office alone. When Swami sleeps in his father's office he has nightmares about the ghost and wakes up with a start. At the same time, Swami spots an intruder breaking into the office. Mistaking him for the ghost, Swami grabs the intruder's leg, bites his ankle and yells for help. The family members catch the thief and hand him over to the police. The police appreciate him and want him to join the police force but Swami wants to work as an Engine driver or Bus conductor. Appreciations shower on him. Swami shows his bravery and gets rid of fear. Humour and irony run throughout the story.

#### **1.6 Key Words**

Malgudi, fictional, portray, humour, irony, courage, fear

#### **1.7 Self-Assessment Questions and Exercises**

##### **Give short answers for the questions**

- i. Who draws Swami's attention to the news in the newspaper?
- ii. What matter does the news in the newspaper convey?
- iii. Why does Swami's father compel Swami to sleep in his office alone?
- iv. How does Swami try to escape from sleeping alone in the office?

- v. Which place in the office does Swami feel safe?
- vi. Who cries “Aiyo! Something has bitten me? Why?
- vii. Who congratulates Swami? Why?
- viii. How has Swami become a hero?

*A Hero- R. K. Narayan*

### **Essay Questions**

**NOTES**

- i. How does Swami get rid of his fear?
- ii. Bring out the humour in the story.

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### **1.8 Further Readings**

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R. K. Narayan’s *The English Teacher*.

R. K. Narayan’s *Malgudi Days*

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## **UNIT-II THE DIAMOND NECKLACE-** **GUY DE MAUPASSANT**

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### **Structure**

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Elaboration of Points
- 2.4 Check your Progress
- 2.5 Answer to check your progress questions
- 2.6 Summary
- 2.7 Key Words
- 2.8 Self-Assessment Questions and exercises
- 2.9 Further Reading

### **NOTES**

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### **2.1 INTRODUCTION**

---

**Guy de Maupassant (1850-1893)**, French author of the naturalistic school, is generally considered the greatest French short story writer. Maupassant was the eldest of the two children of Gustave and Laure de Maupassant. In 1869 Maupassant started to study law in Paris, Soon after graduation, Maupassant served as a volunteer in the Franco-Prussian War, after which he pursued a career as a civil servant working in the Navy Department and the Ministry of Public Instruction. His stories strikingly captured various aspects of day-to-day life in France during that time. Many of his stories were based on the Franco-Prussian War and the lives of innocent people who were caught in it. His writing belonged to the genre of naturalism. He has written more than 300 short stories, six novels, travel books and also a book of poetry. Some of his well-known works include, 'Boule de Suif', 'Pierre et Jean', 'Bel Ami', 'La Parure' , 'Deux Amis', 'Mother Savage', and 'Mademoiselle Fifi'. He also wrote under various pen names - Guy de Valmont and Joseph Prunier. Unfortunately, in his 20s he began to suffer from syphilis, which caused him much mental agony and trouble for the rest of his living years. In 1892, Maupassant tried to commit suicide. He died on July 6, 1893.

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### **2.2 Objectives**

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- Understand the moral, deceptiveness in appearance
- Get acquainted with the manners and social conditions depicted in French works

- Enhance their vocabulary learning
- Improve their language skill
- Develop their literary sensibility
- Enhance their competence in English through grammar and usage

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### **2.3 Elaboration of points**

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Mathilde Loisel is a pretty and charming girl, belongs to a middle class family, having high spirit of imagination. Dreaming to be wedded by a man of wealth and distinction; she at last lets her be married off to a little clerk in the Ministry of Education. She is not happy with the marriage because she feels that she has married beneath her dreamt status. Though Mr. Loisel provides her a comfortable and moderate lifestyle, Mathilde is not contented with it. She gives more importance for possessing fancy jewels and clothing. She has one wealthy friend, Madame Forestier, but refuses to visit her because of the heartbreak it brings her.

One night Mathilde's husband returns home in a jubilant mood. The reason is the invitation card he bears. The card is from Ministry of Education inviting the couple to attend the formal party they are hosting. The invitation card reads, "*The Minister of Education and Madame Ramponneau request the pleasure of the company of Monsieur and Madame Loisel at the Ministry on the evening of Monday, January the 18th.*"

Mathilde, instead of being thrilled at the chance she has got, starts crying. She tells him that she has nothing to wear and he ought to give the invitation to one of his friends whose wife can afford better clothing. Her husband is upset by her reaction and asks how much a suitable dress would cost. She thinks about it carefully and tells him that 400 francs would be enough. Loisel's face grows pale for a second because this is the amount he has got in his savings. He makes up his mind and asks to get a nice dress for the party.

As the day of the party gets closer, Mathilde's spirit decreases day by day. When her husband asks reason for her odd behaviour, she replies that she has no jewel to wear for the party. Loisel suggests that she can wear flowers, but she refuses. He implores her to visit Madame Forestier and borrow something from her. Madame Forestier agrees to lend Mathilde her jewels, and Mathilde selects a diamond necklace. She is overcome with gratitude at Madame Forestier's generosity.

The party is a great success for Mathilde. She is the prettiest woman present there attracting the attention of all men. Even the Minister notices her. At 4 a.m., she finally looks for Monsieur Loisel, who has been dozing for hours in a deserted room. He cloaks her bare shoulders in a wrap. They walk for a while to hire a cab. When they finally return home, Mathilde is saddened that the night has ended. As she removes her wrap, she discovers

**NOTES**

that her necklace is no longer around her neck. In a panic, Monsieur Loisel goes outside and retraces their steps. Terrified, she sits and waits for him. He returns home much later in an even greater panic—he has not found the necklace.

Loisel instructs her to write to Madame Forestier informing that she has broken the clasp of the necklace and is getting it mended. They continue to look for the necklace. After a week, Loisel says they have to see about replacing it. They visit many jewelers, searching for a similar necklace, and finally find one. It costs 40,000 francs, although the jeweler says he will give it to them for 36,000. The Loisels spend a week scraping up money from all kinds of sources, mortgaging the rest of their existence. After three days, Loisel purchases the necklace and returns it to Madame Forestier. She, without opening the case takes it from her.

The Loisels began to live a life of crippling poverty. They dismiss their servant and move into an even smaller apartment. Loisel works three jobs, and Mathilde spends all her time doing the heavy housework. This misery lasts ten years, but at the end they have repaid their financial debts. Mathilde's extraordinary beauty is now gone: she looks just like the other women of poor households. They are both tired and irrevocably damaged from these years of hardship.

One Sunday, while she is out for a walk, Mathilde spots Madame Forestier. Feeling emotional, she approaches her and offers greetings. Madame Forestier does not recognize her, and when Mathilde identifies herself, Madame Forestier exclaims that she looks different. Mathilde says that the change was on her account and explains to her the long saga of losing the necklace, replacing it, and working for ten years to repay the debts. At the end of her story, Madame Forestier clasps her hands and tells Mathilde that the original necklace was just 500 francs worth costume jewelry.

**Check your Progress-1**

Note: Write your answer in the space given below

- i. State the reason for Loisel's jubilant mood.
2. What misfortune awaits the Loisels after the party?

---

**2.4 Answer to Check Your Progress Questions**

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- i. Mr. Loisel manages to get an invitation card from the Ministry of Education inviting the couple to attend the formal party they are hosting. So he is in jubilant mood.

ii. The Loisels, especially MathildeLoisel enjoys the party well. It is a great success for Mathilde. But when they reach their home, they are dismayed to notice that Loisel's necklace is missing.

*The Diamond Necklace-  
Guy De Maupassant*

---

## 2.5 Summary

---

**Guy de Maupassant (1850-1893)**, French author of the naturalistic school, is generally considered the greatest French short story writer. MathildeLoisel is a pretty and charming girl belongs to a middle class family giving importance for social pride. Mathilde is not contented with her marriage as her husband is a clerk in the Ministry of Education. One Mr.LoiselLoisel manages to get an invitation card from the Ministry of Education inviting the couple to attend the formal party they are hosting. To attend the party he spends his savings amount 400 Francs on her clothing. Mathilde borrows a diamond necklace from her friend Madame Forestier for the party. Unfortunately she loses the necklace. In order to replace the necklace the Loisels borrow money beyond their capacity and returns it to Madame Forestier. They adopt a poor lifestyle to repay the debts. Ten years skip off. Mathilde loses all her beauty. One fine day she happens to meet Madame Forestier by chance. From her she comes to know that the necklace she has borrowed from her is an imitation.

NOTES

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## 2.6 Key Words

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Monsieur, jubilant, francs, moderate

---

## 2.7 Self-Assessment Questions and Exercises

---

### Give short answers for the questions

- i. What type of life does Mathilde dream off?
- ii. What is the reaction of Mathilde when she receives the invitation?
- iii. Why does Mathilde ask Loisel to give the invitation to somebody else?
- iv. What are Mathilde's expectations to attend the party?
- v. Who is Madame Forestier?
- vi. Why does meeting Madame Forestier bring Mathilde heartbreak?
- vii. From whom does Mathilde borrow the jewel? Why?
- viii. Describe the Loisels' enjoyment in the party.
- ix. How do the Loisels manage to replace the necklace?
- x. What does the writer want to convey through the story "The Diamond Necklace"?



## Essay Questions

- i. Bring out the aspects of social realism in “The Diamond Necklace”.
- ii. Sketch the character of Mathilde.

## NOTES

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### 2.8 Further Readings

---

Guy de Maupassant's story "The Jewels".

Artinian, Artine. "Introduction" in *The Complete Short Stories of Guy de Maupassant*, Hanover House, 1955, pp. ix-xvii.

James, Henry. "Guy de Maupassant," in Maupassant's *The Odd Number*, Harper & Brothers, 1889, pp. vii- xvii.

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# UNIT-III THE VERGER-SOMERSET MAUGHAM

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*The Verger-Somerset  
Maugham*

## Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Elaboration of Points
- 3.4 Check your Progress
- 3.5 Answer to check your progress questions
- 3.6 Summary
- 3.7 Key Words
- 3.8 Self-Assessment Questions and exercises
- 3.9 Further Reading

NOTES

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## 3.1 INTRODUCTION

---

William Somerset Maugham was born on January 25, 1874, in the British Embassy in Paris, France. His mother was the socialite Edith Mary Snell, and his father was Robert Orman Maugham, a lawyer. He was orphaned at the age of ten and was raised by his childless aunt and uncle. Maugham studied medicine at St. Thomas' Hospital, and apprenticed as a midwife in London's Lambeth slum area, which may have given him inspiration for the vivid characters in his novels and stories. He published his first novel, *Liza of Lambeth*, in 1897; the book depicted the life and death of Liza Kent, a working-class woman. Maugham wrote a variety of materials (fiction, memoir, travelogue, plays) but is best known for his novels and short stories. His best-known works are *Of Human Bondage* (1915) and *Moon and Sixpence* (1919).

Maugham died on December 16, 1965 in Nice, France. His English is clear and lucid and this makes his books easy to come to terms with. His works are often full of the human vices but can still evoke the day to day feelings and emotions that allow us to understand and identify with his characters.

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## 3.2 Objectives

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On completion of this story, the students will be able to

- Understand the value of dedication
- Remain humble in all situations

**NOTES**

- Realise the importance of worldly wisdom and intelligent observation of the real world
- Decipher the language used in the church
- Improve their vocabulary
- Understand the contextual meaning

---

### **3.3 Elaboration of points**

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Maugham's short story "The Verger" is a tale about a simple man Albert Edward Foreman. He has been a verger in St. Peter's Neville Square Church, doing his duties with great enjoyment and dedication. His routine work is disturbed with the arrival of new vicar in the church. He wants everything to be perfect and when he comes to know that Foreman is an illiterate he immediately takes action. The vicar feels that things like ability to read and write reflect the good character of St. Peter's. Foreman's impeccable record doesn't help him to retain his job. The vicar is ready to offer Foreman three month grace period to become a literate. But he refuses the proposal saying that he cannot learn to read and write at this age.

The vicar announces that the parish has decided to quit him from the service because Foreman is not literate. For Foreman, this decision of the priest is a great blow he has never anticipated. After his appointment sixteen years ago as a verger he had thought that the appointment was for life. But suddenly he becomes unemployed after a long service of sixteen years. He doesn't want to demean himself by accepting any domestic services other than the divine church service.

When Foreman leaves the church he is very much upset and deeply distressed. He, instead of heading towards his home, takes a wrong turning. He walks along the long road deeply thinking about his next move. He has got a meagre amount of money but not enough to meet all his family requirements without doing anything. He is a non-smoker but when he feels distressed and tired, he enjoys a cigarette. He feels like having a cigarette which would comfort him. He cannot find a cigarette shop in the long street. It sounds strange to him. He thinks that a tobacco shop in such a place would be profitable. His plan comes to execution the very next day. He rents a suitable shop and starts his tobacco business. It goes well. He makes profit and within ten years he opens ten branches throughout London. He becomes a great businessman and bank balance rises up to thirty thousand pounds.

One-day the manager of the bank advises him to invest his amount in some safe securities. Albert says that he does not want to take risk and want his money safe in the bank. Moreover he does not know how and in which securities he can invest. The manager replies that he is there to look after his

investment and the only thing he has to do is put his signature. After setting up the business, Albert has learnt to sign. He asks the manager how he could know where he is investing. The manager says that he can read the document and then put his signature on that. Albert confesses that he is an illiterate. The manager is astonished at his confession. Without knowing how to read or write Albert has amassed a huge sum. What he could have done if he were a literate and educated. But Albert humbly answers him that if he knows to read and write he would be a verger at St. Peter's Neville Square and nothing more.

### **Check your Progress-1**

Note: Write your answer in the space given below

- i. What type of person is the new vicar?
- ii. What is the manager's advice to Foreman?

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### **3.4 Answer to Check Your Progress Question**

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- i. The new Vicar of the church was so energetic and wanted everything to be proper and correct. The vicar believes that the ability to read and write helps to build up good character.
- ii. The manager advises Foreman to invest his amount in some safe securities.

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### **3.5 Summary**

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Maugham's short story "The Verger" is a tale about a simple man Albert Edward Foreman. He has been a verger in St. Peter's Neville Square Church, doing his duties with great enjoyment and dedication. The new vicar dismisses the verger for being illiterate. While he is roaming around the London street in a distressed mood he tries to buy a cigarette. As there is no tobacco shop nearby, an idea strikes him. He sets up a tobacco shop with the meagre amount he has got in his savings. He develops his business with full dedication which leads to success. Within ten years he opens ten new tobacco shops in London city. He saves 30000 pounds in bank savings account. When the manager advises Foreman to invest the amount in safe securities he reveals that he does not know how to read and write. When the manager asks in surprise if he were a literate what would be his position. He humbly answers that he would be a verger in St. Peter's Neville Square church.

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### **3.6 Key Words**

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Verger, vicar, parish, illiterate, literacy, dedication

**NOTES**

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### **3.7 Self-Assessment Questions and Exercises**

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#### **Give short answers for the questions**

- i. Which skills are not developed with formal education?
- ii. Who is a verger?
- iii. How does the verger lose his job?
- iv. When the vicar offers a grace period of three months to attain literacy, Foreman refuses. Why?
- v. The verger does not want to do any domestic services after he has been fired out. Why?
- vi. How does the verger be suitable for the saying 'Failure is the stepping stone for success'?

#### **Essay Questions**

- i. Write an essay on the role of fate in the verger's life?
- ii. Sketch the character of the verger.
- iii. The verger is a great opportunist-Discuss.

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### **3.8 Further Readings**

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Somerset Maugham's short stories:

A friend in Need

Mabel

The Ant and the Grasshopper

Cakes and Ale

The Merry-go-round

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# UNIT - IV THE POST MASTER- RABINDRANATH TAGORE

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*The Post Master-  
Rabindranath Tagore*

NOTES

## Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Elaboration of Points
- 4.4 Check your Progress
- 4.5 Answer to check your progress questions
- 4.6 Summary
- 4.7 Key Words
- 4.8 Self-Assessment Questions and exercises
- 4.9 Further Reading

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## 4.1 INTRODUCTION

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Rabindranath Tagore (1861-1941), a Bengali, was born in Calcutta(now Kolkatta). He was a poet, short-story writer, song composer, playwright, essayist, and painter. He introduced new prose and verse forms and the use of colloquial language into Bengali Literature. He was highly influential in introducing Indian culture to the West and vice versa. In 1913 he became the first non-European to receive the Nobel Prize for Literature.

Although Tagore wrote successfully in all literary genres, he was first of all a poet. Among his volumes of poetry are *Manasi* (1890), *Sonar Tari* (1894), *Gitanjali*(1910), *Gitimalya* (1914), and *Balaka*(1916). Tagore's major plays are, *Raja*(1910), *Dakghar*(1912), *Achalayatan*(1912), *Muktadara*(1922), and *Raktakaravi*(1926).He is the author of number of short stories and novels. Besides these he wrote musical dramas, dance dramas, essays of all types, travel diaries, and two autobiographies. He also left numerous drawings and paintings, and songs for which he compose the music himself.Rabindranath Tagore died on August 7, 1944.

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## 4.2 Objectives

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On completion of reading the story the students will be able to,

- Feel the misery of loneliness
- Understand the universality of human nature
- Develop their literary sensibility
- Enhance their language skill

**NOTES**

- Improve their competence in English through grammar and usage

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### **4.3 Elaboration of Points**

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The short story “The Post Master” is set in Ulapur, a remote village in Bengal. The English owner of an indigo dye company makes arrangement to open a new post office in that village. A well-educated man from Calcutta is assigned to work in the village of Ulapur. He works in a hut next to a pond that is covered with weeds and surrounded by jungle. The postmaster feels out of place in the village, amongst uneducated villagers, and needlessly arrogant to the very people with whom he might have developed friendship.

The postmaster is not used to rural life in Ulapur, which sharply contrasts his upbringing in urban Calcutta. The post master has little work to do in Ulapur, and he sometimes spends his free time writing poems, which express the joy to be found in observing nature. However, he is half-dead in Ulapur, despite its natural beauty, and he believes he could come alive again if a genie out of an Arab legend would cut down all of the trees in Ulapur, construct a street, and erect tall buildings. As he doesn't make much money, the postmaster cooks for himself and hires a young orphan girl named Ratan to help him with housework in exchange for some food.

One night the postmaster asks Ratan to describe her family. She describes what she remembers about her mother and her little brother, fishing with him at the edge of the pond. The postmaster on his part talks about his mother and sister and how misses them being trapped in the jungle like village. These types of exchanges build a rapport between them, especially Ratan. She paints a picture in her little heart believing that she is well acquainted with the postmaster's family members and she is one among them. The postmaster becomes emotionally intimate with her, doesn't allow any distinction between them. He even teaches her to read and write during his leisure time.

The heavy rain makes the village impassable and brings a drastic change in the weather. The postmaster cannot withstand the change of weather and falls sick. Ratan finding him sick, calls the village doctor, gives the pills given by the doctor in regular intervals and prepares him gruel to satiate his appetite. Ratan acts as a mother to the postmaster and nurses him till he recovers from his illness.

The postmaster decides to leave the place after his illness. He writes to the head office for his transfer to Calcutta. Ratan, without knowing that the post master is waiting for the response letter, is as usual waiting outside for his call. As his mind is preoccupied, he totally ignores Ratan. She repeatedly goes through the lessons she has been taught so that she might not forget what she has learnt. The postmaster, unnerved by his illness, decides to leave Ulapur, foregoing his commitment to Ratan and the lessons he has been teaching her. He can no longer bear rural Ulapur and wishes to return to Calcutta. He does not give importance to his relationship with Ratan as she does.

**NOTES**

One day the postmaster informs Ratan that he is leaving Ulapur quitting his job as his transfer order has been rejected. Ratan realizes that without the postmaster as a source of education and support, she will be alone and destitute in Ulapur. Ratan bravely asks the postmaster if will take her home with him. The postmaster laughs and replies, "What an idea!" That night, Ratan cannot forget the postmaster's laugh, which haunts her.

The next day the postmaster finishes his bath with the water kept ready in a bucket by Ratan. She continues to be helpful and obliging to the postmaster, yet her services are no longer of any value to him. He shows his concern for Ratan by informing the postmaster who is going to replace his position to look after her. But Ratan rejects this offer. Bursting into tears, She runs away refusing the money offered by the postmaster. The postmaster cannot comprehend Ratan's sorrow, impervious to the fact that he has retracted the lifeline he has once offered her. It is not money she desires but human connection and education, both of which he has denied her by leaving Ulapur.

The postmaster with heavy heart leaves Ulapur consoling himself with the philosophy that no one belongs to anyone in this world. There are so many separations in the world which are inevitable. But Ratan has hope in her. One day the postmaster might return to Ulapur and taker her with him. Human hearts have universality and the universality is that it is powerlessly fond of hope even when it is a false one. Human nature is uncomprehending of this andso goes on clinging to false hopes,refusing to believe the weightiest proof against it, embracing it with all our strength.Finally a time comes when false hopes escape, leaving us almost half- dead by draining our heart's blood. Time passes. Our wounds heal. But again we rush to fall into snares of delusion all over again.

### **Check your Progress-1**

Note: Write your answer in the space given below

- i. Why does the postmaster feel out of place in Ulapur?
- ii. Why does Ratan reject the postmaster's offer when he departs Ulapur?

### **4.4 Answer to Check Your Progress Questions**

i. The postmaster is from Calcutta. He is not used to rural life in Ulapur He is a well-educated man than the villagers. Moreover he must work in a rustic weed-covered hut for which he is totally new. The postmaster's class status and urban background complicate his settlement in Ulapur, suggesting a deep division between urban and rural life, as well as between lower and upper-class individuals.

ii. The post master offers to talk about her to the new postmaster who takes his position. But she asks him not to talk about her to the new postmaster.



**NOTES**

Moreover she rejects the money he has offered her. It is not money she desires, she needs a human relationship and education.

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### **4.5 Summary**

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The short story “The Postmaster” is set in a remote village Ulapur. The postmaster’s first appointment is here where he totally finds himself misplaced. As he is from urban city Calcutta, he is not able to withstand the atmosphere and the village people. The postmaster hires a young orphan girl named Ratan to help him with housework in exchange for some food. Their relationship becomes thicker as days go by and they even exchange their family matters. The postmaster teaches her to read and write. Ratan feels that she is one among his family. Ratan acts as a mother to the postmaster and nurses him when he falls sick. After his illness the postmaster decides to leave Ulapur. His request for transfer has been rejected. So he quits the job. He does not think about Ratan. When Ratan asks him to take her with him he rejects the idea. When the postmaster is ready to talk about her to the new postmaster she does not allow him. She even rejects the money offered by him. It is not money she desires; she needs a human relationship and education.

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### **4.6 Key Words**

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Urban, philosophy, human nature, hope

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### **4.7 Self-Assessment Questions and Exercises**

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#### **Give short answers for the questions**

- i. Who is Ratan?
- ii. Describe the post office in Ulapur?
- iii. How does Ratan help the postmaster during his illness?
- iv. What image does Ratan have in her mind about the postmaster?
- v. Why does the postmaster reject the idea of Ratan when she asks him to take her with him?
- vi. How does the postmaster console himself while departing from Ulapur?
- viii. What does the author talk about ‘false hopes’?

#### **Essay Questions**

- i. Examine the relationship between the postmaster and Ratan.
- ii. Write an essay on the theme of loneliness.
- iii. Comment on the end of the story “The Postmaster”.
- iv. Sketch the character of Ratan.
- v. Attempt a character sketch on the postmaster.

vi. Analyse the theme of reality in life.

*The Post Master-  
Rabindranath Tagore*

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### **4.8 Further Readings**

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NOTES

1. The Hungry Stones and Other Stories/translated from the original Bengali by various writers.-London: Macmillan, 1916.
2. Mashi and other Stories/translated from the original Bengali by various writers.-London: Macmillan, 1918.

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## **BLOCK II: ONE ACT PLAYS\_I**

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### **UNIT-V THE PROPOSAL- ANTON CHEKHOV**

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#### **Structure**

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Elaboration of Points
- 5.4 Check your Progress
- 5.5 Answer to check your progress questions
- 5.6 Summary
- 5.7 Key Words
- 5.8 Self-Assessment Questions and exercises
- 5.9 Further Reading

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#### **5.1 INTRODUCTION**

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Russian writer Anton Chekhov is recognized as a master of the modern short story and a leading playwright of the late 19th and early 20th centuries. Anton Chekhov was born on January 29, 1860, in Taganrog, Russia. His father, Pavel, was a grocer and his mother was Yevgeniya, who shared her love of storytelling with Chekhov and his five siblings. In 1879 Chekhov was enrolled at medical school in Moscow. Chekhov supported the family with his freelance writing, producing hundreds of short comic pieces under a pen name for local magazines. During the mid-1880s, Chekhov practiced as a physician and began to publish serious works of fiction under his own name. His pieces appeared in the newspaper New Times. In 1888 he was awarded Pushkin Prize for his work "The Steppe". Chekhov also wrote works for the theater during this period. His short stories of that period, including "Ward No. 6" and "The Lady with the Dog," revealed a profound understanding of human nature. Plays such as *Ivanov* (1887) and *The Wood Demon* (1889) told stories about educated men of the upper classes. From the late 1890s onward, Chekhov collaborated with Constantin Stanislavski and the Moscow Art Theater on productions of his plays, including his masterpieces *The Seagull* (1895), *Uncle Vanya* (1897), *The Three Sisters* (1901) and *The Cherry Orchard* (1904).

Chekhov is considered as one of the major literary figures of his time. He died on July 15, 1904, at the age of 44.

*The Proposal- Anton Chekhov*

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## 5.2 Objectives

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On completion of reading the play the students will be able to,

- Learn meaningful and effective dialogues.
- Enjoy the comedy.
- Develop their dialogue delivery during conversation.
- Enhance their language skill.
- Improve their competence in English through grammar and usage

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## 5.3 Elaboration of Points

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### Characters

**STEPAN STEPANOVITCH CHUBUKOV**- a landowner

**NATALYA STEPANOVNA**- his daughter, twenty-five years old

**IVAN VASSILEVITCH LOMOV**- a neighbour of **Chubukov**

### Setting

A drawing-room in **CHUBUKOV'S** house.

The play takes place in Russia during the 1880s. All the action happens in the drawing room in the house of StepanStepanovitchChubukov. Lomov enters, wearing a dress-jacket and white gloves and greets his friend Chubukov. Lomov seems nervous about something and Chubukov is puzzled by his friend's anxiety and formal attire and asks him the occasion. Lomov reveals that he has come to make a request. Chubukov anticipates that he must have come to ask for money which he doesn't intend on giving. . Eventually, Lomov says he wants to ask Chubukov's daughter, Natalya's hand in marriage. Chubukov is overjoyed, assures Lomov that Natalya will accept, and leaves to get her.

Lomov is a 35 year- old gentleman who suffers from palpitations, gets upset very easily and doesn't sleep well. He thinks it is the best age for him to get married and he is happy that he has his mind made-up about Natalya. According to him, Natalya is an average-looking woman and a good housekeeper. Soon Natalya enters and greets Lomov. Lomov has difficulty in revealing the purpose of his visit. Lomov begins the conversation about how grateful and glad he is that both their families are on good terms since the very beginning. While continuing to talk about his land, he somehow mentions about Oxen Meadows which earlier was a disputed property but is

**NOTES**

now his. He mentions that his OxenMeadow has touched the birch woods of Chubukov. Natalia is surprised to hear that the meadow belongs to Lomov. She claims that the plot of land belongs to them, the Chubukovs. A bitter quarrel ensues. Lomov claims that the meadow belongs to him and Natalia too claims it to be theirs. Lomov forgets the original purpose of his visit. They call each other by names, even though a little while ago they were full of good neighbourly feelings. Chubukov comes in and listens to their quarrel. He too claims that the meadow belongs to him. The quarrel worsens. They call each other by names and began to expose the scandals of each other's families. Lomov has a weak heart. He used to have palpitation in the heart. He becomes nervous and leaves Chubukov's house.

Chubukov then tells his daughter that Lomov was there to propose her. Natalia repents and asks her father to call him back. Natalia is polite now. She even conceded that the meadow belonged to Lomov. After all, if they were married, the meadow would come to be hers only. Lomov informed that he would go hunting after the harvest. He feels sorry that his dog Guesser limps and he starts to praise his dog. He thinks that a hundred and twenty five roubles that he has paid for it is very cheap for such a good dog. Natalia, however, thinks that it is a very high price because her father has paid only eighty-five roubles for their dog Messer which is a better dog than Guesser. Lomov disagrees and asserts that Messer has a lower jaw and Guesser is a far better dog than Messer. Once again their pride in their dogs leads to another quarrel. Chubukov too joins the quarrel make the situation worse. Lomov once again gets excited and he faints.

Natalya and Chubukov try to get water down his throat but end up getting unsuccessful and declare him dead. It is only when Lomov moves a little bit, they feed him some water and Chubukov forcefully hands over Natalya's hands to him, gives his blessings and asks them to kiss. Lomov, still not fully conscious doesn't understand what is going on. When he finally comes to his senses, he expresses his excitement and kisses Natalya's hands. Natalya, being childish as she is, manipulates him into accepting that Messer is better than Guesser but Lomov, being adamant as he is, refuses to accept it. Thus, once again, the quarrel continues.

**Check your Progress-1**

Note: Write your answer in the space given below

- i. How does Chubukov react when Lomov tells that he has come to meet him to propose her daughter?
- ii. Why does Lomov want to get married?

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**5.4 Answer to Check Your Progress Questions**

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i. Chubukov is so glad to know about his purpose. He embraces Lomov and kisses him. He starts blabbering. He then moves in to call Natalya.

ii. Lomov is a 35 year- old gentleman who suffers from palpitations, gets upset very easily and doesn't sleep well. So he thinks that it is the best age for him to get married.

*The Proposal- Anton  
Chekhov*

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## **5.5 Summary**

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Stepan Stepanovitch Chubukov and Ivan Vassilevitch Lomov are neighbours. One day Lomov visits Chubukov's house to propose the hands of Natalya Stepanovna. Chubukov is elated goes inside to call Natalya. In the meantime Natalya meets Lomov. Lomov has difficulty in coming to the point. While talking about their family and the land they own, a dispute arises between them. Chubukov too joins in the argument. Lomov gets nervous and leaves the house. When Natalya comes to know that Lomov has come to propose her, she resents. On Natalya's wish, her father requests Lomov to visit their house again. This time Natalya is polite. But unfortunately they start arguing about their dogs. They entirely forget about their intention for the revisiting. Chubukov contributes to worsen the situation. Lomov faints. When he recovers, Chubukov hands Natalya to Lomov and feels relaxed.

**NOTES**

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## **5.6 Key Words**

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Palpitation, excitement, argue, faint, worse.

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## **5.7 Self-Assessment Questions and Exercises**

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### **Give short answers for the questions**

- i. What does Chubukov at first suspect that Lomov has come for?
- ii. How does Lomov go to Chubukov's home?
- iii. What is the purpose of Lomov's visit to Chubukov's home?
- iv. According to Lomov, what kind of woman is Natalya?
- v. What happens to Lomov when he is in an excited state?
- vi. State the reason for Natalya's first fight with Lomov.
- viii. How does Natalya react, when she learns that Lomov has come to her home to propose her?
- viii. What is Lomov's idea about marriage?
- xi. What brings changes in Natalya's attitude towards Lomov?

### **Essay Questions**

- i. Sketch the character of Lomov.
- ii. Narrate the arguments between the families.
- iii. Consider "The Proposal" as a comedy.

iv. Sketch the character of Natalya.

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### **5.8 Further Readings**

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1. Chekov, Anton. *The Chekhov Omnibus: Selected Stories*, trans. Constance Garnett, ed. Donald Rayfield, Paperback, Charles E. TuttleCo. 1994.

2. Chekov, Anton. *Stories*, trans. Richard Pevear, trans. Larissa Volokhonsky, Bantam Books, 2000.

**NOTES**

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# UNIT-VI THE BOY COMES HOME- A. A. MILNE

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## Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Elaboration of Points
- 6.4 Check your Progress
- 6.5 Answer to check your progress questions
- 6.6 Summary
- 6.7 Key Words
- 6.8 Self-Assessment Questions and exercises
- 6.9 Further Reading

## NOTES

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### 6.1 INTRODUCTION

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Alan Alexander Milne was born on 18<sup>th</sup> January 1882 at Kilburn in London. He is a well-known English playwright, novelist and essayist. He started as a journalist and gained popularity as a great writer. He served in both World Wars. In 1916, he was injured and returned to England. After the war he wrote a denunciation of war titled *Peace with Honour* in 1934. Winnie-the-Pooh was the first collection of stories about the character, a bear. *Mr. Pim Passes By* (1919) and *The Dover Road* (1921) are the most important plays of his works. The book Winnie-the-Pooh was published in 1926. Pooh bear is a fictional character created by Milne. The Pooh stories have been translated into many languages. He has produced a collection of children's poems, *When We Were Young and Now We Are Six*. He also wrote a detective novel titled *The Red House Mystery* in 1922. Milne died on January 31, 1956.

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### 6.2 Objectives

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On completion of reading the play the students will be able to,

- Learn effective and meaningful dialogue making.
- Know a new genre, one act play in English literature.
- Develop their dialogue delivery during conversation.
- Enhance their language skill.



**NOTES**

- Improve their competence in English through grammar and usage.

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### **6.3 Elaboration of Points**

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#### **Characters**

Uncle James - Philip's Uncle  
Aunt Emily - Wife of James  
Philip - The boy who has returned from war  
Mary - Parlour Maid  
Mrs. Higgins - Cook

Scene - A room in Uncle James' house in the Cromwell Road.  
Time - The day after the war.

Milne's "The Boy Comes Home" is a comedy. The play analyses the problems of generation gap. The old generation thinks that the young generation is immature and it does not know its responsibility to its family and society. In fact the young generation is mature and more responsible. It also gives respect to old generation.

Philip is a twenty three year old young man who returns from the war after four years. He is under the care of his uncle James. He is fond his aunt Emily. Uncle James is a strict disciplined man. He wants perfectness in everything.

Philip goes into the dining room at 10 O' clock to have breakfast. As per Uncle James' rule, breakfast should not be served after 8 O' clock. So Philip finds nothing on the table. When he asks Mary, the parlour maid, to bring some boiled eggs and a cup of tea, she answers that Mrs. Higgins, the cook, may not accept this. In the meantime his aunt Emily comes in. she is a lovable woman. Philip is so fond of her. He expresses his fondness for her and also shows his contempt for Uncle James' authoritative behaviour.

Mary returns from the kitchen and informs Aunt Emily that Mrs. Higgins wants to meet her. When she is about to leave, Philip stops her and asks Mary to bring Mrs. Higgins. This action shows his maturity in handling the servants. Mrs. Higgins argues that breakfast has been served at eight o' clock in the morning since her arrival to the house and she cannot change it until she gets order from the master. The argument reaches to the level of Mrs. Higgins issuing one month notice. Philips immediately reacts by a giving a cheque for one month salary in advance and asks the cook to quit her job and leave the house immediately. Mrs.Higgins is taken aback at his actions. She immediately changes her attitude and serves the breakfast to Philip.Aunt Emily notices the change Philip has attained after the war.. Philip handles this situation with diplomacy and authority proving he is no longer the boy that left home four years ago.

Philip goes to the dining room to have his breakfast. Uncle James enters and informs Aunt Emily that he has been waiting for Philip for a long

time to talk to him about the business. He expresses his wish that it is right time for Philip to join the business. When Aunt Emily suggests that he should ask Philip's willingness about it, he rejects the idea, telling that four years of his service in army would not bring any change in his maturity level. Uncle James firmly believes that army does not teach him decision making, that is, Philip cannot decide his career for his future.

*The Boy Comes Home- A. A.  
Milne*

Aunt Emily asks Uncle James to wait for Philip till he finishes his breakfast. Uncle James falls asleep and in his dream he visualizes Philip as a rude young man, smoking pipe in front of his uncle. He demands his money which was left for Philip by his father. Though Uncle James has already promised Philip that he would settle the money as soon as he turns twenty five, he asks for it. To prove that he has attained maturity to handle the money left by his father, he narrates an incident in Somme.

#### NOTES

Somme was the battle front where Philip's company had launched an attack the next day. They were in a trench. The German army attacked them and the commander wanted to move. But he did not get permission from the C.O. The next day the commander was killed. Philip became the new commander. He lost half of the company. He had three options. First, they might stay there and wait for further orders. Second, they might move to another trench against the C.O.'s order. Third, he himself might meet the C.O. and explain the situation. He was in a critical position. Lives of many soldiers depended on him. He moved the company to another trench and went back to the C.O. and explained the situation and then moved back to the company.

The army has taught him a lot. Before going to the war, he was an inexperienced boy. He simply obeyed the orders. After four years of experience, he is matured enough to make his own decision. When Uncle James asks him to join in jam business, he refuses. He says that he wants to study architecture. He even threatens Uncle James with a revolver and when Uncle James argues, he takes a bomb in his hand. Uncle James readily agrees to do what he wants. Uncle James wakes up and finds that it is a dream.

Uncle James wakes up from his sleep and finds Philip entering into the room in real. The dream frightens Uncle James. Philip asks sorry for being late. He lights his pipe with his permission. Uncle James discusses his future plan. Philip is very clear that he will not wear the uniform once again. Uncle James asks him whether he is interested in studying architecture. Philip gets confused at this suggestion. He rejects by saying that he crossed that age. When Uncle James asks Philip whether he is willing to join the jam business, he agrees without hesitation. He informs Uncle James that he wants to sell the revolver as there is no use for it in London. Uncle James is relieved because Philip does not behave as he behaves in the dream. The dream changes Uncle James' attitude towards Philip and young generation.

NOTES

### Check your Progress-1

Note: Write your answer in the space given below

- i. How does Mrs. Higgins argue when he is asked to serve breakfast at 10 o' clock?
- ii. Why does Philip want to sell his revolver?

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### 6.4 Answer to Check Your Progress Questions

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- i. When Mrs. Higgins is asked to serve breakfast at 10 o' clock, Mrs. Higgins argues that breakfast has been served at eight o' clock in the morning since her arrival to the house and she cannot change it until she gets order from the master.
- ii. Philip feels that there is no use in keeping the revolver in London as it is a peaceful city.

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### 6.5 Summary

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“The Boy Comes Home” is a comic one act play written by A. A. Milne. Philip is a young man of twenty three. He returns to London after four years of his service in the war front. He lives with his Uncle James and Aunt Emily. Philip is fond of his Aunt Emily. He likes his uncle but hates his strict authoritative behaviour. When the play opens Philip enters the dining room at 10 o' clock for breakfast. As per Uncle James' rules, breakfast should be served at 8 o' clock. Mrs. Higgins refuses to serve breakfast to Philip until he gets proper order from her master. She even goes to the extent of giving one month notice. Philip handles the situation smartly that he makes the cook serve him breakfast. Aunt Emily feels tremendous difference in Philip's character. Uncle James waits for the arrival of Philip. He falls asleep and in his dream he visualizes Philip as a rude young man asking for the money left by his father. He threatens his uncle with a revolver to do as he desires. He even smokes pipe in front of him. Uncle James is afraid of Philip now. In reality Philip behaves in a different way. Uncle James attitude towards Philip is also changed. When Uncle James asks him whether he is willing to join his jam business he readily agrees.

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### 6.6 Key Words

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Revolver, dream, trench.

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### 6.7 Self-Assessment Questions and Exercises

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#### Give short answers for the questions

- i. How does Philip deal Mrs.Higgins' problem?
- ii. How does Philip prove that he has attained maturity?
- iii. What happens when Philip goes to the dining table at 10 O' clock?

- iv. How does Philip threaten Uncle James in dream?
- v. Why does Philip refuse to join in the jam business in Uncle James' dream?
- vi. In reality what does Philip want to do with the revolver?
- viii. Bring out the changes that Uncle James has attained after his dream.
- viii. Give details about Philip's money which is at present with Uncle James.

*The Boy Comes Home- A. A.  
Milne*

## NOTES

### Essay Questions

- i. Sketch the character of Uncle James.
- ii. Narrate the dream sequence.
- iii. What changes does the war bring to Philip's personality?
- iv. Sketch the character of Philip.
- vi. Bring out the humorous elements in "The Boy Comes Home".

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### 6.8 Further Readings

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*A.A. Milne: A Critical Biography* by Tori Haring-Smith

Ann Thwaite: *The Brilliant Career of Winnie-the Pooh*

Christopher Milne: *The Enchanted Places*

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# UNIT-VII THE SILVER IDOL- JAMES R. WAUGH

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## Structure

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Elaboration of Points
- 7.4 Check your Progress
- 7.5 Answer to check your progress questions
- 7.6 Summary
- 7.7 Key Words
- 7.8 Self-Assessment Questions and exercises
- 7.9 Further Reading

## NOTES

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### 7.1 INTRODUCTION

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James R Waugh was born in Belvidere, Boone, Illinois, United States on 15 July 1858 to Robert V Waugh and Catherine Cassidy. He married Katherine E Murray and had five children. He passed away on 24 August 1930.

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### 7.2 Objectives

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On completion of reading the play the students will be able to,

- Learn effective and meaningful dialogue making.
- Know a new genre, one act play in English literature.
- Develop their dialogue delivery during conversation.
- Enhance their language skill.
- Improve their competence in English through grammar and usage.

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### 7.3 Elaboration of Points

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**Setting** - The drawing hall of Mrs. & Mr. Pryde  
**Characters**

Mr. Pryde

Mrs. Pryde

Jack - Mr. Pryde's son

Betty – Jack's fiancée

Harol – Pryde's younger son

*The Silver Idol- James R.  
Waugh*

## NOTES

James R. Waugh's "The Silver Idol" is a play that depicts Westerner's view about the Eastern countries. The setting of the play is Mrs. and Mr. Pryde's drawing room. They are getting ready to receive their son Jack, who returns from India. Betty, Jack's fiancée, is also there, preparing herself to meet Jack. Harold, the younger son of Mrs. and Mr. Pryde is so happy that he is unable to believe Jack's arrival. The reason behind this excitement is India. India is one of the eastern countries. The family comes across many strange stories about India. They are eagerly awaiting Jack's arrival to listen to Jack's adventurous journey in India. Harold is the most excited person in the family.

Jack has arrived. Everybody is pestering him to narrate strange adventurous incidents happened in India. Though Jack is not very much interested in narrating such stories, he reluctantly agrees. Jack met an old man in India. He had been kidnapped by three robbers. Jack saved the old man and his valuables from the robbers. The old man presented him a silver idol, which was of Tibetan origin. He told him that it had magical power. The idol would grant him wishes. But he should be very careful while asking for his wishes. He narrated two incidents happened to those who had possessed the idol previously.

The first owner was a rich man. He had enough money. So he wished for peace in his life. The next day he was found dead without any worries. The second story was very strange. This time the owner was a man who had lost his wife at his young age. He loved his wife very much and was still worrying about her. When he possessed the idol he wished that his wife would come alive. Days passed but nothing happened. Once he went to his native town. As a kind of remembrance, he went to the street where he once had a shop. He was taken aback when he saw a shop which was exactly like his when he was with his wife. The shop had same articles that he had sold and the owner of the shop was none but his wife. He was so happy to meet his wife after many long years. But the pathetic situation was his wife was so young and was of same age when she had died. She did not accept him as her husband because he was old. The man complained this to the town people but no one heeded their ears to him. He was considered as a lunatic and at last he was imprisoned.

The family is very much impressed on listening to such unbelievable stories. Jack absent-mindedly leaves the silver idol on the table and goes to the theatre with Betty. As soon as Jack leaves the house Harold and Mrs. Pryde out of curiosity decides to try the silver idol. In spite of Mr. Pryde's warning, they ask for the first wish. They both wish for a TV set. Immediately they hear a knock at the door. There is a visitor at the door with

**NOTES**

a TV set. He informs them that they have won a TV set in a competition, for which Mrs. Pryde has sent a coupon one month ago.

Mrs. & Mr. Pryde are amazed at the sudden arrival of the TV set but not Harold. He feels that it happened in a natural way but not because of the power of the silver idol. He persuades his mother to ask for the second wish. It is to foretell the result of a football match and that would be a draw in the forthcoming football cup. Before the wish comes true, Jack and Betty return from the theatre and come to know what is happening at home. Meanwhile the second wish also comes true. Harold feels that it occurs naturally.

The whole family starts discussing the matter. Betty asks Jack to switch on the radio to listen to some programme. Suddenly Mrs. Pryde decides that asking for more wealth is her third wish. Having the silver idol in her hands, she asks for the third wish. The answer for the wish comes through the radio programme. The programme is summarized in such a way that all human beings should be content with what they have. They should not look at the neighbours and friends and wish for more wealth.

The family members are relieved to find that they are safe. But Mrs. Pryde and Harold are not contented with the events that happen after the arrival of the silver idol. In order to pacify them, Jack asks them to turn the idol upside down and read what is written on it. It reads "Made in Birmingham". Everyone is surprised. Jack explains that as Harold pesters him to tell adventurous stories; he plays a trick with that silver idol. The play ends with a moral note that we should not be jealous of others and we should be content with what we have.

### **7.4 Check your Progress-1**

Note: Write your answer in the space given below

- i. Whom did Jack meet in India? What unique gift did he give Jack?
- ii. How is their third wish answered?

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### **7.5 Answer to check your progress**

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- i. Jack met an old man in India. He gave him a silver idol with magical power.
- ii. Their third wish is answered through radio. They are asked to be content with what they have.

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### **7.6 Summary**

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Mrs. and Mr. Pryde, Harold, their younger son and Betty, Jack's fiancée are waiting for the arrival of Jack. He is returning from India. They are eagerly waiting to listen to adventurous stories from Jack. Jack reluctantly narrates an incident that happened in India. He saved an old man

who had been kidnapped by robbers. As a token of honour, he presented a silver idol with magical power. The old man asked him to be more cautious while asking for his wish by quoting two incidents. Once, a rich man asked the idol for peace. The next day the man died leaving all his wealth. In another incident, a widower, who had been thinking about his wife for years, asked the idol to bring back his wife. He waited for one month but nothing happened. After one month he met his wife in his native town in a shop, selling articles, as he had done when he was with his wife. His wife was as young as she was at the time of death. She did not accept him as he was old and at last he was put in a jail.

Leaving the idol on the table Jack and Betty go to the theatre. Mrs. Pryde and Harold ask for two wishes. Both are fulfilled. But Harold was dissatisfied. When they ask for a third wish they are answered through the radio asking them to be content with what they have. At last Jack reveals the secret that the story he has told is not a real one and the silver idol was bought in Birmingham.

## NOTES

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### 7.7 Key Words

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Silver idol, India, Birmingham, wish,

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### 7.8 Self Assessment Questions and Exercises

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#### Give short answers for the questions

- i. Where has Jack been? Why are his family members eagerly waiting for him?
- ii. Who gave the silver idol to Jack? Why?
- iii. Narrate the incidents told by the old man in India.
- iv. What is the first wish asked by Mrs. Pryde and Harold?
- v. What type of person is Harold?
- vi. When the wishes get fulfilled, what does Harold say?
- vii. What is their third wish? How do they get it fulfilled?
- viii. What do you learn from this play?

#### Essay Questions

- i. Consider “The Silver Idol” as a one act play.
- ii. Sketch the character of Harold.
- iii. Write a note on the silver idol.



*The Silver Idol- James R.  
Waugh*

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## **7.9 Further Reading**

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Belinda: *An April Folly in Three Acts*, 1918

Mr.Pim Passes By: *A Comedy in Three Acts*, 1919

**NOTES**

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# UNIT-VIII    PROGRESS    ST.    JOHN ERVINE

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## NOTES

**Structure**

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Elaboration of Points
- 8.4 Check your Progress
- 8.5 Answer to check your progress questions
- 8.6 Summary
- 8.7 Key Words
- 8.8 Self-Assessment Questions and exercises
- 8.9 Further Reading

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## 8.1 INTRODUCTION

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**Saint John Greer Ervine**, was born on Dec. 28, 1883, Belfast, Ireland and died on Jan. 24, 1971, London, England. He is a British playwright, novelist, and critic. Ervine's best-known plays are *Mixed Marriage* (1911), *Jane Clegg* (1913), and *John Ferguson* (1915). After World War I, Ervine settled in London and became a drama critic for *The Observer*. He wrote books on drama as *The Organized Theatre* (1924) and *The Theatre in My Time* (1933). His later plays comedies such as *The First Mrs. Fraser* (1928), a rousing London success; *Robert's Wife* (1937), and *Private Enterprise* (1947). Ervine also wrote biographies of William Booth, Oscar Wilde, and George Bernard Shaw. His novels include *Francis Place*, *The Tailor of Charing Cross* (1912) and *Alice and a Family* (1915).

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## 8.2 Objectives

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On completion of reading the play the students will be able to,

- Learn effective and meaningful dialogue making.
- Know a new genre, one act play in English literature.
- Develop their dialogue delivery during conversation.
- Enhance their language skill.
- Improve their competence in English through grammar and usage.

- Have a new perspective on war and science.

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### 8.3 Elaboration of Points

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#### NOTES

**Setting** -Professor Henry Corrie's study room in the North of England on a spring day in 1919.

#### **Characters**

Professor Henry Corrie – a scientist

Mrs. Meldon - Corrie's sister

Hannah - a maid

The one act play "Progress" is written by St. John G. Ervine. The play is set in 1919, the year immediately following the First World War, which was fought between 1914-1918. The war was fought between German army and the armies of Britain and France. The loss on both sides was immense. Ervine in his play predicts the future. He envisions that the next World War would strike from the air at the highly populated cities by dropping devastating bombs. His prediction about future was fulfilled when America dropped horrible bombs over thickly populated cities of Japan and killed millions of people.

Prof. Henry Corrie is a great scientist. He is aged between fifty and sixty. As he dedicates his life to science, he still remains a bachelor. He is very cold and sincere. He has no interest in any other thing except science. He does not develop relationship with any one. He always spends his time alone, thinking about his research work on deadly bomb. He is successful in generating a formula for a destructive bomb.

Mrs. Meldon is Prof. Henry's only sister. She is a widow aged about forty three. She has been mourning over the death of her husband and her only son. Her son was killed in the First World War and her husband died because of heart failure. She is suffering from the loss of her beloved ones. Mrs. Meldon is introduced in the second scene. She returns from a long journey but her brother Prof. Henry does not go to the station to receive her. It is the year of anniversary for her only son Eddie.

Mrs. Meldon brought up Eddie with great love and care. Eddie enlisted himself in war. He visited her two times after joining the war. He did not visit her for the third time. Eddie was sitting in a trench with other warriors. A shell came right into the trench and tore the bodies of the soldiers into countless pieces. Eddie's father Mr. Tom Meldon was unable to come out of the shock. His heart failed him and he died.

Mrs. Meldon remains all alone in this miserable world. As war is the reason for two horrible deaths in his family, she is against war. She feels that war is an organized butchery of young boys. It destroys peace in the world.

She wants the scientists not to invent new destructive weapons. She asks her brother Prof. Henry to destroy his new invention.

Prof. Henry Corrie is a cruel man. He always thinks about money and fame. To attain these two he may go to any extent. He never worries about the life of human beings for the success of his experiment. He does not show concern for the death of his sister's son Eddie. He has no feeling or sympathy for her sister, who has lost both her son and husband. He calls her sentimental. He has not discussed the invention with her sister.

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Prof. Henry rejoices over his invention. The destructive bomb he has invented can destroy the whole city within few seconds. He also says that in future a war will be over within few hours. He also informs that the success of war depends on who strike first and what kind of advanced weapon he uses.

Mrs. Meldon is unable to tolerate the destructive nature of the new invention. She reminds him that his invention will lead to the death of hundreds of young men like her son Eddie. Her words do not cause any effect in his mind. He is so cruel and heartless that he neglects her feelings. He says that he will sell his invention to the country which offers him the highest amount of money.

Mrs. Meldon understands that her brother will not be convinced at any cost. So she destroys the papers that contain the formulae. But her brother is not upset. He says that all the formulae are registered in his brain and he can reproduce them. Mrs. Meldon becomes impatient; she cannot tolerate his inhumanity anymore. She smashes the apparatus and vessels to destroy the inventions of Prof. Corrie in his laboratory and then stabs him on his back and thus keeps full stop for the destructive invention from reaching the hands of inhuman persons. She thus pays a tribute to the death of her son Eddie.

**8.4 Check your Progress-1**

Note: Write your answer in the space given below

- i. Who is Eddie? How was he killed?
- ii. Describe the destructive bomb invented by Prof. Corrie.

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**8.5 Answer to check your progress**

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- i. Eddie is Mrs. Meldon's and Mr. Tom Meldon's son. He was killed in a war. While Eddie was sitting in a trench with other warriors a shell came right into the trench and tore the bodies of the soldiers into countless pieces.
- ii. The destructive bomb he has invented can destroy the whole city within few seconds.

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**8.6 Summary**

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"Progress" is a one act play written by St. John G. Ervine. The play is set in 1919, the year immediately following the First World War, which was

**NOTES**

fought between 1914 - 1918. Prof. Henry Corrie is a great scientist. He is aged between fifty and sixty. As he dedicates his life to science, he still remains a bachelor. He is successful in generating a formula for a destructive bomb. Mrs. Meldon is Prof. Henry's only sister. She is a widow aged about forty three. She has been mourning over the death of her husband and her only son. Her son was killed in the First World War. Eddie's father Mr. Tom Meldon was unable to come out of the shock. His heart failed him and he died. Prof. Henry rejoices over his invention. The destructive bomb he has invented can destroy the whole city within few seconds. Mrs. Meldon is unable to tolerate the destructive nature of the new invention. She reminds him that his invention will lead to the death of hundreds of young men like her son Eddie. Her words do not cause any effect in his mind. Mrs. Meldon understands that her brother will not be convinced at any cost. So she destroys the papers that contain the formulae. She smashes the apparatus and vessels to destroy the inventions of Prof. Corrie in his laboratory and then stabs him on his back and thus keeps full stop for the destructive invention from reaching the hands of inhuman persons. She thus pays a tribute to the death of her son Eddie.

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### **8.7 Key Words**

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Destructive, devastating bombs, First World War, invention

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### **8.8 Self-Assessment Questions and Exercises**

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#### **Give short answers for the questions**

- i. How long does war last in future according to Prof. Corrie?
- ii. Why does Prof. Corrie remain a bachelor?
- iii. Describe Mrs. Meldon's present condition.
- iv. Why does Mrs. Meldon hate war?
- v. What is Mrs. Meldon's opinion about war?
- vi. Why does Mrs. Meldon stab Prof. Corrie?
- vii. What does Mrs. Meldon do before stabbing Prof. Corrie? Why?

#### **Essay Questions**

- i. Sketch the character of Professor Henry Corrie.
- ii. Consider "Progress" as an anti-war play.
- iii. Bring out the ideological conflict between the characters in the play "Progress".

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## 8.9 Further Reading

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- *Four Irish Plays* (Dublin & London: Maunsel; NY: Macmillan 1914) [*Mixed Marriage; The Magnanimous Lover; The Critics; The Orangeman*].
- *Four One-Act Plays* [*The Magnanimous Lover, Progress, Ole George Comes to Tea, She Was No Lady*] (London: Allen &Unwin; NY: Macmillan 1928).
- *Friends and Relations, a Comedy in Three Acts* (London: Allen &Unwin 1947).

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## **BLOCK III: ONE ACT PLAYS-II**

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### **UNIT-IX THE PIE AND THE TART- HUGHCHESTERMAN**

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#### **Structure**

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Elaboration of Points
- 9.4 Check your Progress
- 9.5 Answer to check your progress questions
- 9.6 Summary
- 9.7 Key Words
- 9.8 Self-Assessment Questions and exercises
- 9.9 Further Reading

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#### **9.1 INTRODUCTION**

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Hugh Chesterman was born around 1884 and he died on November 3, 1941. Hugh Chesterman is a published author. He wrote many children's books in the 1920s and 30s, and edited a children's magazine called *The Merry Go Round*. He married Sylvia, and had two daughters, Jenifer and Elizabeth. Chesterman was killed during the Second World War.

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#### **9.2 Objectives**

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On completion of reading the play the students will be able to,

- Learn effective and meaningful dialogue making.
- Know a new genre, one act play in English literature.
- Develop their dialogue delivery during conversation.
- Enhance their language skill.
- Improve their competence in English through grammar and usage.

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#### **9.3 Elaboration of Points**

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**Setting** -Fifteenth Century France

## Characters

Gaultier - Cake shop owner

Marion - Gaultier's wife

Jean - Vagabond

Pierre - Vagabond (beggar)

## NOTES

Hugh Chesterman's play "The Pie and the Tart" is set in the fifteenth century France. It portrays the then French life in a humorous way. Pierre and Jean are beggars. They are roaming the freezing streets of fifteenth century France. Though Pierre is poverty-stricken, he is witty and happy. He is logical, tactful and good with words. He is talkative. Jean is the companion of Pierre and is in the same condition. He is extremely poor and miserable. He is shrewd and lazy. He talks less. He is not as tactful or jolly as Pierre.

Pierre and Jean are in pathetic condition. They are shivering because of the severe chillness and also feel very hungry. No one is there to provide them food and shelter. They pity themselves for not having taken food for the past few days. They both talk about their troubles. Pierre complains that he has been arrested for begging and the judge has not considered him as a human being. They both decide to beg in different streets to get food.

Gaultier is a pastry cook and a simple man who is always angry. He is also proud, quick-tempered, snobbish and suspicious. He is about fifty years old and lives there with his wife Marion. He owns a cake shop in the main shop. As they have decided, Pierre knocks the front door of the cake shop. He is attended by Gaultier. Gaultier scolds him and shuts the door. On the other street, Jean knocks the back door of the bakery and Marion, Gaultier's wife scolds him and slams the door.

Gaultier comes out of the shop and informs Marion that he is going to dine with the mayor. He decides to gift the mayor an eel pie. As he feels embarrassed to take the pie through the street, he informs his wife that he will send a messenger to fetch the pie and Marion should hand over the pie if he kisses her in her hand. Marion agrees.

Jean overhears the plan. They decide to steal eel pie from a cake shop. They plan a trick upon the cake shop owner Gaultier, creating a situation to offer the pie to the beggars by the owner. Jean asks Pierre to approach Marion and get the eel pie by kissing her hand. Pierre goes to the bakery and says that Gaultier has sent him and he tries to kiss her hand. Marion believes him and gives him the pie. Both Jean and Pierre enjoy eating the pie. They both like the pie very much. Pierre says that he has seen a cranberry tart in their house and asks Jean to get the tart as he got the pie.



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In the meantime, Gaultier returns home angrily, without meeting the Mayor. Marion tells him that she had given the eel pie to the messenger sent by him. He scolds her for her foolish action and goes inside. Marion understands that she has been tricked. Jean knocks the door and states that her husband is asking for the cranberry tart. Marion understands the trick being played on her. She too plays along with him. She goes inside the bakery and informs Gaultier about Jean. He hits Jean and asks him about Pierre. Jean promises to fetch his friend and escapes from Gaultier.

Jean, without informing the real condition of the situation, tells Pierre that Marion would give the tart only to the person who had delivered the eel pie. Pierre realises the situation when he reaches the bakery. He shrewdly tackles the situation saying that he has delivered the eel pie to the mayor and he is expecting Gaultier for dining with him. Gaultier forgets everything and prepares to leave the house to meet him. Pierre offers to help him carry the tart to the Mayor. Gaultier is duped by Pierre. The baker gives him the tart and asks him to inform the Mayor that he would meet him within five minutes. The play ends on a delightful note with Pierre offering the tart to Jean.

#### 9.4 Check your Progress-1

Note: Write your answer in the space given below

- i. Who gets the eel pie from Marion? How?
- ii. Why does Gaultier decide to send a messenger to fetch the eel pie?

---

#### 9.5 Answer to check your progress

---

- i. Pierre gets the eel pie from Marion. He says that Gaultier has sent him and tries to kiss her hand. Marion believes him and gives him the pie.
- ii. Gaultier feels embarrassed to take the eel pie through the street. So he decides to send a messenger to fetch it.

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#### 9.6 Summary

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Hugh Chesterman's play "The Pie and the Tart" is set in the fifteenth century France. It portrays the then French life in a humorous way. Pierre and Jean are beggars. They are roaming in the street. They do not have proper shelter and clothing. They are starving without food. They decide to beg for alms in different streets. Gaultier owns a bakery. Pierre knocks the front door of the cake shop. He is attended by Gaultier. Gaultier scolds him and shuts the door. On the other street, Jean knocks the back door of the bakery and Marion, Gaultier's wife scolds him and slams the door. Gaultier informs his wife Marion that he is going to the Mayor's house to dine with him. He asks her to send the eel pie with the messenger who kisses her hand. Jean overhears it and asks Pierre to get the eel pie pretending as the messenger. Pierre acts as per he is directed and get the eel

pie. Both Pierre and Jean enjoy the treat. While getting the eel pie Pierre notices a cranberry tart. Now he asks Jean to get the tart. Unfortunately Jean was caught by Gaultier. Jean escapes Gaultier saying that he would bring Pierre who cheats the eel pie form him. Pierre meets Gaultier and informs him that he has delivered the eel pie to the mayor and he is waiting for him to dine with him. Gaultier forgets everything and prepares to leave the house. Jean offers to carry the cranberry tart for him. The baker gives him the tart and asks him to inform the Mayor that he would meet him within five minutes. The play ends on a delightful note with Pierre offering the tart to Jean.

**NOTES**

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### **9.7 Key Words**

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Eel pie, cranberry tart, bakery, mayor

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### **9.8 Self-Assessment Questions and Exercises**

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#### **Give short answers for the questions**

- i. Who overhears Gaultier’s plan? What is his plan?
- ii. How does Pierre manage to get the eel pie from Marion?
- iii. Describe the pathetic condition of Pierre and Jean.
- iv. What kind of person is Pierre?
- v. Who has been arrested? Why?
- vi. How does Pierre manage to get the cranberry tart?
- vii. Can Jean get the cranberry tart from Marion? What happens to him?
- viii. How has Gaultier been outwitted by Pierre?

#### **Essay Questions**

- i. Consider Hugh Chetman’s “The Pie and the Tart” as a humorous play.
- ii. Compare and contrast the characters of Jean and Pierre.

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### **9.9 Further Reading**

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Hugh Chesterman’s The Merry Go Round.

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# UNIT-X REUNION W. ST. JOHN TAYLEUR

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## Structure

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Elaboration of Points
- 10.4 Check your Progress
- 10.5 Answer to check your progress questions
- 10.6 Summary
- 10.7 Key Words
- 10.8 Self-Assessment Questions and exercises
- 10.9 Further Reading

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## 10.1 INTRODUCTION

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W. St. John Tayleur's one act play 'Reunion' brings out successfully how a man changes himself according to the circumstances and become selfish. In the hour crisis the well trained soldiers decided and promised among them that they should sacrifice their lives for the nation in the process of its rebuilding. Soon after the war, all their promises and moral values were kept aside for their personal growth and development.

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## 10.2 Objectives

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On completion of reading the play the students will be able to,

- Learn effective and meaningful dialogue making.
- Know a new genre, one act play in English literature.
- Develop their dialogue delivery during conversation.
- Enhance their language skill.
- Improve their competence in English through grammar and

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## 10.3 Elaboration of Points

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**Setting** -West End Hotel

### Characters

George Carter

Reverend Philip Rowlands

Mark Tallis

*Reunion W. St. John Tayleur*

Peter Ransome

Colin Grayson

## NOTES

W. St. John Tayleur's "Reunion" is a one act play that brings out successfully how man changes his colour according to the situation. The play uses the Second World War as its Backdrop. During the Second World War, in an hour of crisis, a group of soldiers promised that if they escaped from the crisis, they would perform their duties for the welfare of the country. But soon after the war, they kept their moral values and their promises aside and started working for their personal progress selfishly.

George Carter, Reverend Philip Rowlands, Mark Tallis, Peter Ransome are friends. They meet in the West End Hotel after ten years to celebrate their reunion. Ten years before, they were soldiers fighting in the Second World War. They were seven then caught in a critical situation. The enemies surrounded them and they were sure that death was imminent. They did not find any means of escape. In the hour of crisis, they made a promise. If they managed to escape the imminent death, they would meet after ten years to share their experiences in their life and also about their contributions to the society as a true citizen.

The four friends share their experiences in their life. George Carter is now an important public figure, Mark Tallis has become London's most successful writer and Reverend Rowlands has risen in the church as a clergyman. These three persons are well settled except Ransome. Ransome, the youngest among four, is embittered and disheartened with his life, informs them that he is about emigrate to the United States in search of an opportunity. In the course of their conversation they wonder whether their other comrades Sergeant Smith and Colin Grayson have been able to pull through.

They recall the incident that happened before ten years during the war. At the time of crisis, Colin Grayson, after cutting the lowest value of cards according to their agreement, came forward to meet the enemies for the sake of his friends' safety. In that attempt he was fatally injured and was arrested by the enemies. The atmosphere has become very grim and serious while they recall the incident. At this juncture, Colin Grayson makes his entry. He looks different. Everyone is startled at his appearance. They believe that he won't be alive after his imprisonment by the enemies. They feel that the person might be Grayson's apparition. After a while, they feel happy that he is alive and his presence in their reunion.

Grayson enquires everyone about their life after the war. He asks them their present position in the society and how they attain it. He inquires whether they live up to their ideals and as per their promise they had made

before ten years. Their answers lay bare that they throw the ideals and moralities in the air to attain a respectable position in the society.

**NOTES**

George Carter believes that money is life. He can buy anything in the world and he does all illegal activities with the help of money. He keeps morality aside for his progress. Carter is indirectly responsible for Sergeant Smith’s suicide. Mark Tallis, the writer totally deviates from his high ideals. It is a writer’s responsibility to make people aware of their duty to the country. But in order to attain fame and earn money he commercialised his writings. Reverend Rowland has abandoned his East Mission and misused his post for his personal growth. Peter Ransome is a failed gentleman. Forgetting what he has given to the country, he expects the country to provide all the riches. As his expectations are not fulfilled he decides to leave his motherland.

All the four are startled to know that they have failed to keep up their promises. At this juncture, Grayson unravels his identity. He tells them that he not his friend Colin Grayson bur John Grayson, Colin’s brother. Colin Grayson at his death bed wrote a letter to John Grayson about his friends, their promises their plan to meet after ten years. He also insists John Grayson to attend the reunion without fail. John Grayson finds fault with the friends that they have dishonoured his brother’s sacrifice. His sacrifice becomes futile as they all strive hard for their personal and not for the country. John Grayson leaves the place telling, “But there is still time” with hope that at least in future they would be true to their promises.

**10.4 Check your Progress-1**  
Note: Write your answer in the space given below  
i. Who is John Grayson?  
ii. Why do the friends meet in West End hotel?  
.....

---

**10.5 Answer to check your progress**

---

- i. John Grayson is Colin Grayson’s brother.
- ii. The friends meet in the West End hotel to celebrate their reunion.

---

**10.6 Summary**

---

George Carter, Reverend Philip Rowlands, Mark Tallis, Peter Ransome are friends. They meet in the West End Hotel after ten years to celebrate their reunion. Ten years before, they were soldiers fighting in the Second World War. In an hour of crisis, Colin Grayson, one of their friends, sacrificed his life, for the survival of his friends. His friends promised that they would work for the welfare of the country and would meet after ten years to know about their achievements.

George Carter is now an important public figure. Mark Tallis is a famous writer, Philip Rowlands is a clergy man in the church and Ransome is the only person who has not achieved anything and decides to leave the motherland. No one has kept their promises. They do not follow any morality in their life. They throw away their ideals for their ambition. Colin Grayson brings out truth and he reveals that he is not their friend Colin Grayson but their friend's brother John Grayson. His brother in his death bed wrote a letter to his brother about his friends, their promises their plan to meet after ten years. He also insists John Grayson to attend the reunion without fail. John Grayson finds fault with the friends that they have dishonoured his brother's sacrifice. His sacrifice becomes futile as they all strive hard for their personal and not for the country. John Grayson leaves the place telling, "But there is still time" with hope that at least in future they would be true to their promise.

## NOTES

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### 10.7 Key Words

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Second World War, promise, crisis, morality, clergy man

---

### 10.8 Self-Assessment Questions and Exercises

---

#### Give short answers for the questions

- i. Why does John Grayson come to West End Hotel?
- ii. Who is the reason for Sergeant Smith's death?
- iii. What is the present position of the friends?
- iv. Why do the friends deviate from the promise?

#### Essay Questions

- i. Discuss the theme of the play "Reunion".
- ii. How do you prove that personal ambition leads to selfishness?

---

# UNIT-XI A KIND OF JUSTICE- MARGARET WOOD

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NOTES

## Structure

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Elaboration of Points
- 11.4 Check your Progress
- 11.5 Answer to check your progress questions
- 11.6 Summary
- 11.7 Key Words
- 11.8 Self-Assessment Questions and exercises
- 11.9 Further Reading

---

## 11.1 INTRODUCTION

---

**Margaret Lucy Elizabeth Bellamy Wood** (1911-2002) was an English playwright, known for her plays of historical importance. She was unknown as a writer during her life time. Some of her major works include *The King and the Quaker*, *A Person of No Consequence*, *Justice*, *Parochial Problems*, *Day of Atonement* etc. *Day of Atonement* was published in 1962 and it won the British Drama League One-Act play Award and the Geoffrey Whitworth Award.

---

## 11.2 Objectives

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On completion of reading the play the students will be able to,

- Learn effective and meaningful dialogue making.
- Know a new genre, one act play in English literature.
- Develop their dialogue delivery during conversation.
- Enhance their language skill.
- Improve their competence in English through grammar and usage.

---

## 11.3 Elaboration of Points

---

**Setting** -War background, unknown place

**Characters**

Unnamed

A girl with her child, and her grandmother

Captain

Sergeant

Lieutenant

Soldiers

*A Kind Of Justice-Margaret  
Wood*

**NOTES**

Margaret Wood's "A Kind of Justice" is set against a background of war. The writer has not mentioned about the place or name of the characters as it has universal appeal. The story is about a girl, who takes revenge for her husband's death. A captain with his army(a lieutenant, a sergeant, and twenty seven soldiers) approaches a village. The whole village is empty except a girl, her child, and her grandmother. When her grandmother asks her to find a hiding place, the girl informs that it is of no use. The girl knows that the captain has killed her husband and now she feels that it is right chance for her to take revenge on her husband's death. The captain tells her that he killed her husband as he considered him a spy.

The captain is very arrogant. He has no mercy. He orders his troop to ransack the whole village and bring food livestock. The entire group goes in search of food. They return empty handed and informs the captain that there is no food or livestock in the village. Moreover the peasants have disappeared leaving the village deserted. The sergeant says that everything in the village is burnt or taken away by the villagers. It as if everything is done on purpose. The captain is surprised at the disappearance of the villagers. He gets the information from the grandmother that they have gone over the mountain into the next valley.

The captain orders the sergeant to search for food inside the hut. He finds a pot containing bones and wine hidden in a bed straw. The thirsty captain asks the sergeant to distribute the wine among the soldiers. The sick lieutenant refuses to drink the wine. The captain is now suspicious about the wine. So he asks the girl and the grandmother to drink the wine first. They do so and the girl even leaves few drops in the child's lips. Having satisfied, the captain enjoys the wine with his troop. The captain enquires the girl how the villagers come to know about their advance. The girl replies that her husband and his brothers were very good spies and they watched the movement of the army from the mountains. She adds that their men were responsible for the destruction of two convoys two months before. The gets irritated at this reply. He leaves the family under the care of the lieutenant and leaves the place.



**NOTES**

The lieutenant is against senseless killing. He calls the killing as ‘slaughter of innocents’. He asks the girl to escape from them by putting his own life in danger. The girl tells him that she is going to take revenge to her husband’s death. The lieutenant is surprised and asks the girl how she would kill thirty members. The girl reveals her plan and her revenge act. She asks the lieutenant to tell her story of revenge after her death. Without knowing that the wine has been poisoned by the girl the entire troop drinks it except the lieutenant. Every one dies except the lieutenant. He is spared in order to reveal the truth of the tragic incident.

---

### **11.4 Check your Progress-1**

Note: Write your answer in the space given below

- i. How many members are there in the deserted village?
- ii. How do the villagers know about the army’s advance?

---

### **11.5 Answer to check your progress**

- i. There are only three members.
- ii. The girl’s husband and his brothers are good at spying. They inform the villagers about the army’s advance.

---

### **11.6 Summary**

Margaret Wood’s “A Kind of Justice” is set against a background of war. It has a universal significance. An army with a captain, a lieutenant, a sergeant and twenty seven soldiers approach a village. A peasant girl lives with her child and her grandmother. The army enters her hut. Knowing that the captain has killed her husband she decides to take revenge. The captain orders to ransack the village and get food and livestock. Nothing is left in the village. The whole village is deserted. When they search inside the hut they find a pot of bones and wine. The lieutenant refuses to drink. So the captain doubts that the wine might be poisoned. He asks the girl and the grandmother to drink the wine. They do so. The girl leaves few drops in the child’s lips also. Everyone dies except the lieutenant to tell the story of the girl’s revenge.

---

### **11.7 Key Words**

Army, lieutenant, sergeant, captain, spy

---

### **11.8 Self-Assessment Questions and Exercises**

#### **Give short answers for the questions**

- i. Why does the lieutenant refuse to drink wine?

- ii. The girl leaves few drops of wine in the child's lips also. Why?
- iii. Who informs the villagers about the army's advance?
- iv. In what way does the lieutenant try to help the girl?
- v. Why did the captain kill the girl's husband?
- vi. Who is the only character left alive in the play? Why?

*A Kind Of Justice-Margaret  
Wood*

**NOTES**

### **Essay Questions**

How does the play "A Kind of Justice" gain a universal appeal?

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### **11.9 Further Reading**

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Margaret Wood's *The King and the Quaker*, *A Person of No Consequence*, *Justice*, *Parochial Problems*, *Day of Atonement*

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## UNIT-XII THE REFUGEE- ASIFCURRIMBHOY

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NOTES

### Structure

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Elaboration of Points
- 12.4 Check your Progress
- 12.5 Answer to check your progress questions
- 12.6 Summary
- 12.7 Key Words
- 12.8 Self-Assessment Questions and exercises
- 12.9 Further Reading

---

### 12.1 INTRODUCTION

---

AsifCurrimbhoy (1928 - 1994) is an Indian playwright who wrote in English. He was born as a Khoja Muslim in Mumbai. His father was an industrialist and his mother was a social worker. He became acquainted with English at a young age, while studying at St. Xavier's School. This enabled him to attain mastery over the language. He pursued his higher education in the United States at the University of Wisconsin. His first play Goa (1964) deals with racial discrimination. Other major plays include *The Doldrummers* (1960), *The Dumb Dancer* (1961), *The Hungry Ones* (1965) *The Refugee* (1971) *Sonar Bangla* (1972) and *The Dissident M.L.A* (1974) . His plays also enjoyed success in the United States.

---

### 12.2 Objectives

---

On completion of reading the play the students will be able to,

- Learn effective and meaningful dialogue making.
- Know a new genre, one act play in English literature.
- Develop their dialogue delivery during conversation.
- Enhance their language skill.
- Improve their competence in English through grammar and usage.

---

### 12.3 Elaboration of Points

---

**Setting** - West End Hotel

## Characters

Yassin- refugee

Ramul – refugee

PrakashSenGupta

Ashok -Sen Gupta's son

Mita -Sengupta's Daughter

Professor Mosin

*The Refugee-Asifcurrimbhoy*

## NOTES

AsifCurrimbhoy's *The Refugee* talks about the issues of refugee influx and also about the political upheaving in East Pakistan in 1971. His play reflects the miserable condition of the refugees from East Bengal and also focuses on the effects of the refugee problem in the social life in India. The play begins with Yassin's flight to India due to the massacre of intellectuals at universities in East Bengal. Yassin is one among the refugees, who leaves East Bengal which was in the clutches of Pakistan. Sen Gupta is middle aged man about fifty. He welcomes Yassin. He is sympathetic towards him. He finds Yassin as a reminiscent of his past memories because he was also a refugee twenty four years back. Sen Gupta says that he is ready to receive refugees as long as there is food to share and space to live. He encourages Yassin to forget his bitter experiences. Sen Gupta's family is affectionate towards Yassin because Sen Gupta and Yassin's mother Rukaiyagrew up together and had their education in same educational institution.

The scenario changes when the number of refugees increases. They occupy the open fields, unused sewerage pipes and they even thought of occupying Sen Gupta's garage. Now Sen Gupta considers the refugees as threat to his community and household. Sen Gupta's idealism shatters into pieces. Yassin is well-settled in Gupta's house. He does not acknowledge himself as a refugee. Ironically Sen Gupta's son wants to join MuktiFaujmovement. Ramul, the leader of the refugees, fight for the rights of their life. He expects sympathy from the Indians like Sen Gupta. He repeatedly says that the places, being encroached by the refugees are their own.

Mita, Sen Gupta's daughter is an activist of the refugee rehabilitation programme. As a social worker she works for the welfare of the refugees. She helps Yassin to realize his duty to his country. She condemns Yassin's negligence towards the refugees. Sen Gupta feels that the exodus of refugees is an undeclared war. Sen Gupta's words tensed Yassin. He bursts out against the talk of war. He explodes as a Pakistani, when he is asked about his identity. His alienated mind longs for his own identity. He says, "If I am my body, I have to be Pakistani".

NOTES

In the meantime Mita declares that cholera has broken out in the refugee camp. Persuaded by Mita, Yassin visits the refugee camp with Prof. Mosin. There he meets Ramul, who is playing a mock trial mimicking the butchery of the innocents in East Pakistan. Ramul's game and his conversation with Ramul throws Yassin into an incomprehensible world between real and unreal. At night Yassin visits the refugee camp alone and helps a young woman to bury her mother. He asks her to pray for his salvation. He comes back to his room and packs his belongings to leave. He thanks Mita for pointing out his non-committal mentality and claims her to his ideal. He leaves the house taking Ashok's Mukthi Fauj uniform being unsure whether he is doing right thing or not.

Currimbhoy presents the picture of mental trauma which refugees undergo. *The Refugee* dealt the sufferings of refugees both physically and mentally. The refugees became the creatures of the circumstances. They groan at their sufferings. They suffer from contagious and infectious diseases like cholera and die like flies. Agonies and mysteries of the refugees are depicted very realistically in this play.

### 12.4 Check your Progress-1

Note: Write your answer in the space given below

- i. Why does Yassin come to India??
- ii. Why does Sen Gupta and his family supports Yassin?

---

### 12.5 Answer to check your progress

---

- i. Yassin comes to India as a refugee from East Bengal. He escapes the massacre of intellectuals at the universities in East Bengal.
- ii. He finds Yassin as a reminiscent of his past memories because he was also a refugee twenty four years back. Sen Gupta's family is affectionate towards Yassin because Sen Gupta and Yassin's mother Rukaiya grew up together and had their education in same educational institution.

---

### 12.6 Summary

---

Asif Currimbhoy's *The Refugee* talks about the issues of refugee influx and also about the political upheaving in East Pakistan in 1971. The play begins with Yassin's flight to India due to the massacre of intellectuals at universities in East Bengal. He welcomes Yassin. He is sympathetic towards him. He finds Yassin as a reminiscent of his past memories because he was also a refugee twenty four years back. He is ready to receive as many as

refugees he can. But his mentality changes when the number of refugees increases. Yassin is well-settled in Gupta's house. He does not acknowledge himself as a refugee. Sen Gupta's son wants to join MuktiFauj movement. Ramul, the leader of the refugees, fight for the rights of their life. Mita, Sen Gupta's daughter is an activist of the refugee rehabilitation programme. She helps Yassin to realize his duty to his country. Persuaded by Mita, Yassin visits the refugee camp. Ramul's game and their conversation brings a tremendous understanding within him. At night Yassin visits the refugee camp alone and helps a young woman to bury her mother. He thanks Mita for pointing out his non-committal mentality and leaves the house.

## NOTES

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### 12.7 Key Words

---

Refugee, influx, exodus, Pakistan, East Bengal

---

### 12.8 Self-Assessment Questions and Exercises

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#### Give short answers for the questions

- i. What is the play *The Refugee* about?
- ii. What is Sen Gupta's attitude towards refugees in the beginning?
- iii. Who is Ramul?
- iv. How does Mita bring change in Yassin?
- v. Whom does Yassin meet in the refugee camp?
- vi. What makes Yassin realise his identity?
- vii. How does Yassin react for Sen Gupta's accusation on Pakistan?
- viii. Describe the incident that leads to Yassin's transformation.

#### Essay Questions

- i. Sketch the character of Yassin.
- ii. How does AsifCurrimbhoy picturise the pathetic condition of the refugees?

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### 12.9 Further Reading

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Reddy, P. Bayapa. *The Plays of AsifCurrimbhoy: A study*. Calcutta. A Writers Workshop Publication, 1995.

Currimbhoy, Asif. *Inquilab*. Calcutta, Writers Workshop. 1971

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## **BLOCK IV: GRAMMAR AND COMPOSITION**

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### **UNIT-XIII PARTS OF SPEECH**

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#### **NOTES**

#### **Structure**

- 13.1 Introduction
- 13.2 Objectives
- 13.3 Elaboration of Points
- 13.4 Check your Progress-1
- 13.5 Answer to check your progress questions
- 13.6 Check your Progress-2
- 13.7 Answer to check your process
- 13.8 Self-Assessment Questions and exercises

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#### **13.1 INTRODUCTION**

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In English language, words, according to their use, are divided into different kinds or classes called Parts of Speech. It is quite important to recognize parts of speech. This helps you to analyze sentences and understand them. It also helps you to construct good sentences.

---

#### **13.2 Objectives**

---

On completion of reading the play the students will be able to,

- Know the importance of Parts of Speech.
- Construct good sentences.
- Enhance their grammar skill.
- Improve their competence in English through its usage.

---

#### **13.3 Elaboration of Points**

---

Parts of speech are eight in number:

Noun

Adjective

Pronoun

Verb

Adverb

Preposition

Conjunction

Interjection

## **Noun**

A Noun is a word used as the name of a person, place, or thing.

Saran, Korea, pen, New Year, dog, cat, elephant, garden, school, work, music, town, Mumbai, teacher, farmer, Bob, Veena, Madhavan, police officer, France, coffee, football, danger, happiness, honesty etc.,

### **Example:**

*Mahatma Gandhi* is the father of our *nation*.

*Delhi* is the capital of *India*.

We like *coffee*.

*Rose* is my favourite *flower*.

I read *newspaper* daily.

*Failure* is the stepping stone of *success*.

### **Adjective:**

An adjective is a word used to add something to the meaning of a noun.

Beautiful, seven, cute, second, tall, blue, angry, brave, careful, healthy, little, old, generous, red, smart, two, small, tall, some, good, big, useful, interesting etc.,

### **Example:**

He is a *courageous* man.

I don't like *that* boy.

The doll is *beautiful*.

He gave me *five* mangoes.

### **Pronoun:**

A Pronoun is word used instead of a noun.

I, me, we, you, he, she, it, they, yours, himself, its, my, that, this, those, us, who, whom, what, which, herself, myself, mine, his etc.

### **Example:**

NOTES



## NOTES

Prem is my classmate. *He* is a football player.

The jury gave *its* verdict.

I bought a pen yesterday. *It* is in my bag.

*You* are my friend.

### **Verb:**

A verb is a word used to express an action or state.

Walk, is, seem, realize, run, see, swim, stand, go, have, get, promise, invite, listen, sing, sit, laughed, wake, look, teach, buy, create etc.,

### **Example:**

It *is* a beautiful flower.

He *reached* the station earlier.

The manger *arranged* a meeting last week.

They *are* my relatives.

### **Adverb:**

An Adverb is a word used to add something to the meaning of a verb, an adjective, or another adverb.

Neatly, in the market, every day, tomorrow, very, badly, fully, carefully, hardly, nearly, hungrily, never, quickly, silently, well, really, almost.,

### **Example:**

He walks *fast*.

The building is *very* strong.

This costume is *quite* perfect.

He behaves *very* cleverly.

### **Preposition:**

A Preposition is a word used with a noun or a pronoun to show how a person or thing denoted by the noun or pronoun stands in relation to something else.

In, on, at, about, across, according to, after, along, above, except, from, near, of, before, since, between, upon, with, to, after, toward etc.,

### **Example:**

The baby cried *for* a long time.

The apples are *in* the basket.

Manoj is proud *of* his new bike.

There is a bridge *across* the river.

### Conjunction:

A Conjunction is a word used to join words or sentences.

And, however, still, but, or, so, after, since, before, either, neither, because, unless, if etc.,

### Example:

Ram *and* Ragu are friends.

I ran fast *but* I could not catch the bus.

Get ready quickly *or* we shall be late.

I shall wait *until* he comes.

### Interjection:

An Interjection is a word which expresses some sudden emotional feelings. It is always followed by an exclamation mark.

Ah!, gosh!, wow!, great!, hey!, hi!, hurrah!, oh!, yeah!, oops!, phew!, eh!, oh!, ouch!, hi!, well!, alas!, etc.,

### Example:

*Hurrah!* I have won the match.

*Alas!* I missed my lunch box.

*Wow!* It's a wonderful opportunity.

*Oops!* I am Sorry. That was my mistake.

## 13.4 Check your Progress-1

Note: Write your answer in the space given below

### Identify the parts of speech.

i. Hari    ii. Lazy    iii. My    iv. Bravo!    v. yet

---

## 13.5 Answer to Check Your Progress Questions

---

i. noun    ii. Adjective    iii. Pronoun    iv. Interjection    v. conjunction

### Degrees of Comparison

NOTES

NOTES

## Adjectives

An adjective is word used with a noun to qualify the meaning of the noun. Adjectives can be used attributively and predicatively.

### Example

- i. The *clever* boy was honoured. (attributive)
- ii. The boy is *clever*. (predicative)

## Comparison of Adjectives

The positive degree of an adjective is the adjective in its simple form. It is used to denote the mere existence of some quality of what we speak about.

It is used when no comparison is made.

### Example

Ajith is a *tall* boy.

It is a *long* poem.

The comparative degree of an adjective denotes a higher degree of the quality, than the positive and is used when two things(or sets of things) are compared.

### Example

Rama is *cleverer* than Bhema.

Asia is *larger* than Europe.

The superlative degree of an adjective denotes the highest degree of the quality and is used when more than two things or sets of things are compared.

### Example

Sita is the *smartest* girl in the class.

Rahim is one of the *tallest* boys in the class.

Adjective of quality forms its degrees in the following manner.

By adding *-er* and *-est* at the final position of the monosyllabic (words having one vowel sound) positive degree.

**NOTES**

Positive Degree	Comparative Degree	Superlative Degree
Long	Longer	Longest
Tall	Taller	Tallest
Strong	Stronger	Strongest
Great	Greater	Greatest

By replacing final-y of the positive degree with *-ier* and *-iest*.

Positive Degree	Comparative Degree	Superlative Degree
Busy	Busier	Busiest
Heavy	Heavier	Heaviest
Lazy	Lazier	Laziest
cozy	cozier	coziest

By doubling the last consonant of the monosyllabic (words having one vowel sound) positive degree that has a letter with short vowel before it, then add *-er* and *-est*

Positive Degree	Comparative Degree	Superlative Degree
Thin	Thinner	Thinnest
Big	Bigger	Biggest

Fat	Fatter	Fattest
Red	Redder	Reddest

**NOTES**

By adding *more* and *most* before the polysyllabic (words with more than two vowel sounds) positive degree.

Positive Degree	Comparative Degree	Superlative Degree
Beautiful	More beautiful	Most beautiful
Dangerous	More dangerous	Most dangerous
Difficult	More difficult	Most difficult
Handsome	More handsome	Most handsome

Some adjectives have their comparative and superlative degrees completely different from their positive degree.

Positive Degree	Comparative Degree	Superlative Degree
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Much	More	Most

**Positive Degree** is used to compare two things or persons having the same quality equal or not equal.

Example

Mani is *as rich as* Karan.

Nehru is *as great as* Nethaji.

Seema is *not so clever* as Sangeetha.

Note: The use of 'as...as' and 'so...as' in the positive.

**Comparative Degree** is used to compare things or persons having the same quality, but not equal.

Example

Seenu is *taller than* Somu.

Mary is *more beautiful* than Kiruba.

Note: 'than' is used after the comparative adjective.

**Superlative degree** is used to compare a thing or a person with its whole group. It is also used when more than two things or persons are compared.

Example

Kapil is *the best* player in the team.

Ram is *one of the fattest* boys in the class.

**Interchange of Degrees of Comparison:**

**Type I**

i. Surya is *taller than* Kumar. (comparative)

ii. Kumar is *not so tall as* Surya. (positive)

**Type II**

Saranya is *the tallest* girl in the class. (superlative)

Saranya is *taller than any other* girl in the class. (comparative)

*No other* girl in the class is *so tall as* Saranya. (positive)

**Type III**

Manoj is *one of the bravest* boys in the class. (superlative)

NOTES

Manoj is *braver than many/most* other boys in the class. (comparative)

*Very few* boys in the class are *as brave as* Manoj. (positive)

## NOTES

### 13.6 Check your Progress-2

Fill in the blanks with suitable degree of adjective.

- i. The edge of the blade is .....than that of a knife. (sharp)
- ii. Mr. Suresh is the ..... person in the office. (busy)
- iii. The pond is not as.....as it appears. (shallow)

---

### 13.7 Answer to Check Your Progress Questions

---

- i. sharper
- ii. busiest
- iii. shallow

---

### 13.8 Self-Assessment Questions and Exercises

---

Name the parts of speech of each italicized word in the following sentences.

- i. *He* is the *culprit*.
- ii. *Truth* saves him.
- iii. The dog *barks* at the *stranger*.
- iv. *She* is my sister. *She* is an *excellent* dancer.
- v. She *wrapped* all the glassware *carefully*.
- vi. I want to get home *before* it rains.
- vii. Distribute the sweets *among* the *children*.
- viii. *Bravo!* You are right.

xi. The *brown* dog is mine.

x. She tried it *herself*.

**Change the degrees of comparison for the following sentences.**

i. Russian is more difficult than Spanish.

ii. No other building in India is as beautiful as Taj.

iii. Australia is the smallest continent.

iv. Cobra is more poisonous than any other snake.

v. Very few students are as studious as Sankar.

vi. The Cauvery is the longest river in Tamilnadu.

vii. Glass is not as hard as diamond.

viii. Bangalore is one of the coolest cities in South India.

xi. Sarada runs faster than Kavitha.

x. Sheela is more talented than any other girl in the class.

**NOTES**



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## **UNIT-XIV** **AGENDA-MINUTES- NOTICES-DESCRIPTIVE WRITING**

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**NOTES**

### **Structure**

- 13.1 Introduction
  - 14.2 Objectives
  - 14.3 Agenda-Elaboration of Points
  - 14.4 Minutes-Elaboration of Points
  - 14.5 Notices-Elaboration of Points
  - 14.6 Self-assessment questions and answers
  - 14.7 Descriptive Writing
  - 14.8 Self-Assessment Questions and exercises
- 

### **14.1 INTRODUCTION**

---

Effective writing is an essential skill for any profession. The purpose of writing is to communicate specific ideas. Writing is a skill that can be learnt or practiced. Choosing the right words and phrases, constructing grammatically and logically correct sentences and well-developed and coherent paragraphs would pave way for enhancing one's writing skill.

---

### **14.2 Objectives**

---

- Know the strategy of writing.
  - Construct grammatically and logically correct sentences.
  - Use the right words at right context.
  - Improve their competence in writing skill.
- 

### **14.3 Agenda-Elaboration of Points**

---

An agenda is simply a written plan of topics, objectives, and time frames that are needed to be discussed during a meeting. The main purpose of an agenda is to give the participants a clear understanding of the meeting or subject at hand and logically guide the participants with the whole process. It also makes the participant be familiarized with the topics to be discussed.

Preparing for a meeting starts with a proper agenda. Meeting objective is very important. If there is no clear objective, there is no

point in conducting a meeting. This agenda should outline exactly why the meeting is arranged and what is the expected outcome. Meeting agenda should be created three days in advance. This enables the participants to go through it thoroughly and be prepared for the meeting. The participants can raise flag if the objective doesnot match their expectations. The agenda should start with simple details like the time and venue of the meeting. Then meeting objective details should take place which answers the purpose of the meeting. List of topics to be discussed should be mentioned clearly. It is very important to include time for break.

## NOTES

### Example

#### NSK Matriculation School

#### Chennai

#### Annual Parents Teachers Association Meeting

Date: 11.11.2019

Time: 10.00am

Day : Monday

Venue: KGS Hall

### AGENDA

10.00am	Prayer
10.05am	Welcome Address
10.10am	Purpose of Meeting
10.30am	Annual Report
11.00am	Election of the Management Committee
11.15am	Tea Break
11.30am	Suggested dates for the year
11.40am	Questions and Answers
11.55am	Adjournment
12.00 noon	Date of the next meeting

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### 14.4 Minutes-Elaboration of Points

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The official record of the item wise proceedings of a meeting is called minutes. It is a concise and accurate account of the main points discussed, conclusions arrived at, decisions taken, and assignment of tasks to individual members or sub committees, etc., recorded in an objective and matter of fact manner. The minute should contain the name of the meeting, day, date, time, and venue, number of the meeting if it is one of the series, name of the chairman, and the secretary, the members present, and the members absent,item wise transaction as given

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in the agenda and signature of the chairman and sometimes of the members present also.

## Example

### Minutes

#### NSK Matriculation School

#### Chennai

Minutes of the Annual Parents Teachers Association Meeting held at KGS Hall, NSK Matriculation School, Chennai at 10.00am on 11 November, 2019.

Members present: Mr. S. Rathinavel (Chairman)

Mr. P. Gunasekaran (Treasurer)

Ms. S. Prema (Principal)

Ms. B. Karthika (Secretary-PTA)

Members absent: Mr. M. Manoj Kalyan

Ms. N. Vanmathi

i. Welcome address was given by Ms. B. Karthika.

ii. Annual report was read by Ms. S. Prema.

iii. It is decided that election should be conducted on 22 November 2019.

vi. It is decided that a gardener and a night watchman should be appointed under PTA.

v. It is decided that the next Annual Parents Teachers Association Meeting is likely to be conducted on 8 November 2020.

The meeting came to a close at 12.00 noon.

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## 14.5 Notices-Elaboration of Points

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A notice is a written communication, presenting news about a future, present or past event and is meant for a particular set of people. It can be in the printed, written, or typed form. It has diverse roles to play.

It may be a birth, death or marriage notice appearing in newspapers.

It may be a company notice passing on a message to its share-holders through a newspaper.

It may be a notice put on the display board of a school, a shop, a club or a company.

In newspapers we find various notices such as company notices to its shareholders, legal notices to the people concerned, tender notices

inviting tenders for different works etc., In schools and colleges notices are put up on the notices and sometimes they are read in the classrooms.

**The general rules to adhere to:**

- i. The message should be clear, brief, and precise.
- ii. The entire message may or may not be in complete sentence.
- iii. The entire message can be boxed.
- iv. The caption should be in bold capital letters and must be centred.
- v. The source or authority issuing the notice should appear either at the beginning or at the end of the message.
- vi. Use proper punctuation marks. Numbers and abbreviations can be used.
- vii. In most of the cases salutations or proper complimentary close is not needed.
- viii. The date should be written either below the caption to the right or below the message to the left or right.

**NOTES**

**Example**

On the Staff Notice Board in a school.

**STAFF MEETING**

3.11.2019

All the members of the staff are requested to attend the staff meeting to be held on 5.11.2019 at the GJ Hall at 3.00pm. The agenda includes annual school day and sports day.

Principal

**COLLECTION OF TEXT BOOKS**

11.10.2019

Class Twelve students are asked to collect their text books tomorrow (12.10.2019), at the store, between 12.30pm and 1.30pm. Kindly bring the receipt for the payment of the text books.

Store Incharge

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## 14.6 Self-Assessment Questions and Exercises

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### Exercise

1. As a secretary of the National Service Scheme of your college draft a notice to the students informing about one week camp in a village.
2. As the coordinator of the English Literary Association club draft a notice informing the students about the competitions going to be conducted.
3. A garment show room is organising a stock clearance sale. Draft an attractive notice which would lure customers to flock to the showroom.
4. As the in charge of the cultural events draft an agenda for the meeting and also write minutes for the meeting.
5. You are the coordinator of Personality Development Cell in your college. Draft an agenda for a one day work shop programme.
6. As a secretary of your college union, draft a notice, agenda, and minutes of a special meeting of the college union to discuss the forthcoming inter collegiate meet.

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## 14.7 Descriptive Writing

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The primary purpose of descriptive writing is to describe a person, place, or thing to others in such a way that they must be able to picturize it in their mind. To write a good description you should know why it is written and to whom it is written for. You should perceive accurately what you are going to describe. You should receive impressions through all the five senses- sight, taste, smell, touch and sound. All these five senses should be sharpened to receive impressions from outside and the impressions should be conveyed in your writing. These type of descriptions are concrete and precise.

Having these instructions in mind, you start describing a mango. Begin the description with its size, shape, and colour. Describe its prominent features in the beginning and then move to the less prominent features. Instead of writing “the mango is attractive” write what features of the mango make it more attractive: “the bright yellow colour with green patches...”

Characteristics of good descriptive writing:

- i. A good descriptive writing paints a picture in the mind and appeals to all the five senses of a reader.

- ii. A good descriptive writing should aim at creating a single impression.
- iii. A good descriptive writing makes use of figurative languages such as similes, analogies, and metaphors.
- vi. Use exact, concrete words to convey the ideas.
- v. It should be organised. While describing a person, begin with physical description, followed by how that person feels, thinks, and acts.

## NOTES

### **Description of an Elephant**

The elephant is a big animal. It has four pillar-like legs. It has a trunk hangs in front. It is elephant's nose. On the sides of the trunk, two of its teeth come out. They are the elephant's tusks. The tusks are very precious. The elephant's trunk and tusks are so unique. The elephant with the help of these two can lift heavy objects easily. They look very majestic with these tusks. It has two big ears by the sides of its head. It sweeps its ears like a fan to keep insects away from it. The elephant's eyes are so small but they are sharp and it can notice even small things with these eyes. The skin of the elephant is very thick and rough. It has a tail behind ending with bushy rough hair.

### **Describing a Person**

Describing a person is not as easy as describing an elephant. While describing a person, we have to describe his personality also. The appearance of a person usually gives us an impression of his personality. Such a description needs a close observation on his physical features. You have to concentrate on his costume, his position in the society, his habits, and his profession.

### **Vocabulary for hair, face, complexion, and appearance**

Straight-hair, wavy hair, curly hair, bald, receding hair, beard and moustache, thin-faced, round-faces, chubby face, fair skin, dark skin, whitish skin, plump man, slim woman, obese man, smart, elegant, well-dressed, good-looking, beautiful, handsome, scruffy, untidy, unattractive etc.,

You can describe a person by answering the following questions.

- Is the person man or woman?
- Tall or short?
- Young, middle-aged, or old?
- Fat or lean?
- What is the shape of his face?
- What is the most prominent feature of his face?
- Are his eyes bright or dull?

## NOTES

- Do they look intelligent?
- How is the person's hair?
- Is the person's forehead broad or narrow?
- Are the person's cheeks chubby or hallow?
- How is the person's chin?
- How is the person's voice?
- Is it confident or timid?
- How is the person dressed?

Answering these questions will end in an interesting description of a person.

### **Factual Description**

The factual description of a process involves the narration of a series of tasks performed in the course of an activity. The order of a process is important.

**Read the following process that describes the preparation of a pot for a plant.**

#### **Example:**

Take an eight-inch bottomed clay pot. One fourth of the pot should be laid with pebbles at the bottom. Cover this layer with a piece of sackcloth or coconut fibres so that the soil is not washed down. Now potting soil is added. After a thin layer of soil, place the plant in position, spreading its roots in the soil. Then, more soil is pressed around the plant. Now water the plant. If all the water is absorbed, more soil should be pressed in.

#### **Points to Remember**

When a process is described, analyse the procedure followed and split it up into small, convenient tasks. Enumerate them and express it in simple sentences.

While describing a process linkers (firstly, next, after) are unavoidable. To avoid monotony, a variety of words and phrases which act as linkers should be used.

First, second, firstly, eventually, occasionally, next, after, afterwards, thereafter, this, these, in spite of, in accordance with, in order to, so that, because, however, as if, as well as etc.

Each point must be explained clearly. The description process must be instructive and comprehensible.

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## 14.8 Self-Assessment Questions and Exercises

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1. Write descriptions of the following:

A ceiling fan

A library

A television set

A play ground

A pressure cooker

A supermarket

A mobile phone

A supermarket

A computer

A railway station

2. Describe your best friend.

3. Prepare a poster by giving description of a missing person.

4. Prepare a poster by giving description of a wanted person in a murder case.

5. Write a short paragraph describing each process given below.

i. How to make a cup of tea.

ii. Give a recipe for an omelette.

iii. How will you send a letter through registered post?

vi. How did you prepare yourself for your college tour last year?

v. State your first experience of cooking something.

**NOTES**



Course: UG

Time:3hrs

Subject: Part II English Paper-III

Max. Marks: 75

**Part-A(10x2=20marks)**

**NOTES**

**Answer all questions**

1. Why does Swami's father compel Swami to sleep in his office alone?
2. What type of life does Mathilde dream off?
3. How does the verger lose his job?
4. According to Lomov, what kind of woman is Natalya?
5. What type of person is Harold?
6. Describe Mrs. Meldon's present condition.
7. Why does John Grayson come to West End Hotel?
8. How does Mita bring change in Yassin?
9. i. Ooty is cooler than Bangalore. (change into Positive degree)  
ii. Mala is one of the best singers in the field. (Change into comparative degree)
10. Identify the parts of speech
  - i. I *often* see him.
  - ii. *Until* you told me, I had heard nothing of it.

**Part -B (5x5=25)**

Answer all questions choosing either (a) or (b)

11. a. How has Swami become a hero?  
Or  
b. Describe the Loiseles' enjoyment in the party.
12. a. Sketch the character of the verger.  
Or  
b. Comment on the end of the story "The Postmaster".
13. a. What changes does the war bring to Philip's personality?

Or

b. Write a note on the silver idol.

14. a. Why does Mrs. Meldon stab Prof. Corrie?

Or

b. How does Pierre manage to get the cranberry tart?

15. a. As a secretary of the National Service Scheme of your college draft a notice to the students informing about one week camp in a village.

Or

b. Describe a table fan.

**Part-C(3x10=30)**

Answer any THREE out of five questions.

16. The verger is a great opportunist-Discuss.

17. Narrate the arguments between the families.

18. How does the play “A Kind of Justice” gain a universal appeal?

19. Answer the following questions.

i. Delhi is one of the biggest cities of India. (into comparative)

ii. No other exercise is so good as swimming. (into superlative)

iii. Very few girls are as beautiful as Nisha. (into comparative)

iv. Shakespeare was the greatest dramatist in England. (into positive)

v. The Himalayas are the highest mountain in the world.

20. As a secretary of your college union, draft a notice, agenda, and minutes of a special meeting of the college union to discuss the forthcoming inter collegiate meet.

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**NOTES**