

1st LANGUAGE
ENGLISH

SASTRI/B.A. Ist YEAR
Part - I - Paper - I

A COLLECTION OF SHORT STORIES
GRAMMER & WRITING SKILLS



Directorate of Distance Education

Rashtriya Sanskrit Vidyapeetha
Tirupati - 517 507 (A.P.)

Dear Student !

Traditionally education has been the privilege of elitist few. One of the most important objectives of Distance Education is to bring the so far elitist education especially Higher Education, close to all, who have been denied the benefit of it, either because they could not afford to go to college or did not have access to the necessary facilities for it and yet wish to seek higher knowledge in the areas of their choice.

Distance Education aims at not only providing knowledge but also aims at personal growth, life long continuing education and change in attitudes in addition to helping in getting better job opportunities.

Distance Education throws the doors of higher education open to all, men and women, young and old, irrespective of their class and creed and their previous educational qualification. In other words Distance Education aims at bringing Higher Education to one's door step. Thus it has made education accessible to the masses and democratized education.

Rashtriya Sanskrit Vidyapeetha, is a premier institution of Sanskrit studies, traditional sastras as well as modern pedagogy. The Vidyapeetha has been a center for protecting, preserving and propagating the traditional sastras. In its attempt at spreading the Sanskrit studies and giving it modern relevance, the Vidyapeetha has started the Directorate of Distance Education in 2003. Through the Directorate, the Vidyapeetha has been reaching scores of Sanskrit enthusiasts who for various reasons have not been able to study it in the formal way.

Kurma, the tortoise has been chosen as the emblem for the Directorate for tradition says it directs, guides and teaches its offsprings from a 'distance' through sight with out its immediate presence.

स्वापत्यानि यथा कूर्मः वीक्षणेनैव पोषयेत् ।
दृग्दीक्षाख्योपदेशस्तु तादृशः कथितः प्रिये । इति

The Teacher in Distance Education is like the tortoise who directs guides and teaches the students through self learning material. What the student requires is the will to learn and perseverance like that of Ekalavya who inspite of the absence of immediate presence of his guru Drona could master the skill of archery.

Satyakama Jabala whose story is narrated in Chandogya Upanishad, whose story has been depicted on the wrapper of the material is one such unique student and seeker of knowledge. Satyakama went to a famous guru Haridrumata seeking knowledge. Even though he did not fulfill the criteria necessary to be a disciple at the ashram, the Guru is drawn to him by his courageous admission about the truth of his parentage. The Guru, then, entrusted to him the responsibility of a herd of four hundred cattle and asked him to multiply it into a herd of thousand cattle and then come to him for learning.

Satyakama worked on his guru's command with single minded devotion. The guru pleased with Satyakama's hard work and perseverance, transmitted knowledge to him indirectly through non-human sources like the bull, the swan and the fire. Once the mission accomplished Satyakama returned to the guru and the guru pronounced him 'Satyakama' "the one who sought truth /knowledge and found it" . Be a Satyakama yourself in your will to study and in your perseverance and achieve knowledge.

Dear Student !

Welcome to the Self Learning Material of the course for Sastri programme is designed in such a way for easy understanding and in a grammatical manner.

As you read the unit, you will come across self-assessment questions in boxes, which will help you know how far you have grasped the given information. They also act as revision questions for you. At the end of each unit, you have essay type questions, which would help you in preparing for the exams.

All the best ! Start reading now.

श्रद्धावान् लभते ज्ञानम् तत्परः संयतेन्द्रियः ।
ज्ञानं लब्ध्वा परां शान्तिमचिरेणाधिगच्छति ॥


Director

Fantasy- a collection of Short Stories

(edited by V. Sasikumar, Orient Longman,2002)

Structure

Unit I – A Service of Love

Unit II – The Thief

Unit III – My Brother My Brother

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Unit XI – Articles

Unit XII – Prepositions

Unit XIII – Modals and Tenses

Unit XIV- Homonyms and Speaking Skills

Introduction to the Course: This Course is a course in General English. It has in it ten short stories written by very famous writers in English. This course also includes grammatical aspects like articles, prepositions, modals and tenses. The highlight of the course is the spoken component which will allow you to know how to speak English in common situations in day to day life. In short this course provides you the grammatical base, practical approach and short stories which provide with not only a variety of real life situations but also idiomatic use of English

Objectives of the Course: This Course will enable you to learn the basics of English language through reading of Short Stories, learning grammar and practicing English in the Spoken form. At the end of the Course, you should be able to

- Appreciate the various stories written by different authors and their styles
- Learn the use of various grammatical aspects like tenses, articles and prepositions
- Use English in various conversational situations

UNIT – 1 : A SERVICE OF LOVE

STRUCTURE

- 1.0 Objectives
- 1.1 1.2 Summary of the short story
- 1.3 Character – Sketch
 - 1.3.1 Joe Larrabee
 - 1.3.2 Delia Caruthers
- 1.4 Title Justification
- 1.5 Narration
- 1.6 Summing Up
- 1.7 Questions

1.0 OBJECTIVES

This unit will help you to understand the story of “A Service of Love”. At the end of the unit you will be able to

- Apprehend the ironical ending suggested by the author.
- Make a study of the characters.
- Realize how love sustains people through difficulties
- Learn how to change narration..

1.1 INTRODUCTION

O. Henry is the pen name of William Sidney Porter. He is a famous American short story writer. He has written about the lives of ordinary people in New York City. A twist of plot, which turns on an ironic or coincidental circumstance, is typical of O. Henry’s stories. He met with failure when he started “The Rolling Stone” a humorous weekly. Later he joined ‘Houston Post’ as a reporter. He was arrested for mismanaging the accounts. He was sentenced for five years. Porter assumed the name O. Henry after coming out of the prison. He has written many stories while he was in prison. ‘A Service of Love’ is a short story about a couple who get ready to give up much loved art for the love of one another.

1.2 SUMMARY OF THE SHORT STORY

You are going to see two characters in this short story, they are Joe and Delia. Joe Larrabee was a painter. He was from the Middle West. Since his childhood he was a painter. At a very young age he painted a town pump. When he was twenty years old he went to New York to learn painting and earn more. Delia Caruthers was from the south. She was a singer. She was sent to New York to learn music. Joe and Delia met in a studio where many students had come to discuss art. Soon they got married as love developed between them. They took a lonely flat and were happy. Joe was learning painting from Magister. Delia was learning music lessons from a famous musician, Rosenstock. They were busy with their arts and they hoped that one day they would become so famous that people throng to buy to Joe's paintings and music lovers would pay twice the usual rate to listen to her. They had a fine time together at their little flat after the day's work. They used to have pleasant dinners and fresh breakfasts. When they were at home they exchanged hopes and shared love with each other.

SAQ Can you guess why they were very happy? Was it because of money or art?

After some time they were left with no money. They did not have enough money to pay their fee to their masters. Delia thought of giving music lessons to earn their livelihood. After searching for three days she came home and told that she got work at General A.B. Pinkney's. She had to teach his daughter Clementina. She was in a happy mood as she got some work. She said that she loved the house and the pupil. The pupil was eighteen years old. She would get five dollars a lesson. She hoped to get more pupils soon.

SAQ What according to you made Delia to feel so happy?

Joe did not like the idea of Delia's working while he painted. He would like to help her by doing odd jobs like selling papers or breaking stones. Delia

did not accept his idea. She told him that she was not away from her lessons. What she would teach, she would learn at the same time. There was no need for him to leave Magister, his teacher. The money that Delia would get for a week would be enough for them. Joe did not like idea but agreed to it as Delia was bent upon it.

The words that “if one loves one’s art no service seems too hard” are repeated in the story. During the next week Joe took his breakfast early and left home early only to return after twelve hours of hectic work. After a week Delia brought fifteen dollars to home. She described at length her pupil and the father of her pupil and their lovely home. Clementina was always dressed in white only. Her father was a widower. Joe also brought thirty two dollars. He told Delia that sold his water colour painting of the tower to a man from Peoria. Joe described the man and how he selected his water colour paintings. They planned to have a rich dinner that night.

SAQ Can you guess why were they having rich dinner?

Next Saturday Joe came first. He washed his hands and put his income on the table. Delia came home later. Her hand was tied up with a bandage. She told Joe that while serving Welsh rabbit her pupil spilled the hot content on her hand and wrist. They brought some medicine and tied her hand with it. Suddenly Joe noticed some white threads in the bandage. Delia answered that it was an oil cloth.

SAQ Can you expect any change in the story, if so what will it be?

Joe quietly enquired what actually had happened and where she really was working. She tried to mumble some thing but she finally came out with an honest answer. She was working with the Twenty – fourth Street laundry. She had invented the characters of General Pinkney and Clementina just to make Joe comfortable about her work. A girl had accidentally put a hot iron on her hand that day. Joe then confessed to the fact that he too was working in the

same laundry. He was working in the engine room. That day he had sent a cloth with oil from the engine room, when he came to know that a girl had burnt her hand. Thus it was proved that the man from Peoria was also a creation made by Joe. Man from Peoria, and Clementina were the creations of the same art. Joe and Delia love each other and they live for each other. So, the hard work did not seem hard for them. It was not their love of art that sustained them but their love for each other.

1.3 CHARACTER – SKETCH:

You have learnt something about Joe Larrabee when you are studying the summary of the story. When you make a character sketch you have to speak about the different qualities that you find in the character. The description of the character will make you to understand more about the deeds of the character. The motives and the attitude of the character regarding different issues should be portrayed when you make a character sketch. In this story you have two characters to study about.

1.3.1. JOE LARRABEE:

Joe Larrabee was a painter. He had an inborn talent for painting. He painted a town pump with an important person passing by at the age of six. He was encouraged by the fact it was hung at a drugstore window. Later he came to New York to learn more. There, he fell in love with a girl, Delia who loved music and he got married. He was happy with her because he loved art and he loved her and for them, who loved art no service seemed too hard. He became a student to a famous painter Magister. He thought the best place in the world was his home. Joe was a hard working person. After some time he and Delia found that they were short of money. Delia decided to take students. When she told him that she got a student, he too wanted to engage himself in some work. He started to work at a laundry leaving his painting for a while. His love towards his wife was more than his love for his own art. He could not see her working alone. He told a lie to Delia that his water colour paintings were bought by a man from Peoria. He lied to Delia because he knew his wife would become sorry for making him to work in a laundry. Joe was a keen observer too. When he saw the white threads of oil cloth in the bandage of Delia's hand he recognized it to be the one which he sent for the injured girl in the laundry. He realized that Delia too was working in the laundry. He made

Delia to confess the reality to him. But he was not angry with her for he loved her truly.

1.3.2 DELIA CARUTHERS:

Delia was a singer. She was so good at singing that her relatives collected money and sent her to New York to learn music. She was learning lessons from a famous musician Rosenstock. She loved her art very much. She met Joe in New York and fell in love with him and married him. She was a good wife. She made her home as the best place for her husband. She did not blame him when they had nothing. She started to search for work. She thought of giving music lessons to pupils. When she did not get any she started to work in a laundry. For, she did not want her husband to stop going to painting classes. She believed in him and his art. When he got ready to go out at seven in the morning she served him breakfast and showed affection and care. When he returned after twelve hours, then also she welcomed him with great admiration. She got injured in the laundry accidentally. She could not lie any more when she was asked to tell the truth. She rehearsed the answer many a time but when it was time to give the answer, she could not hide the truth any more from her Joe. She accepted that General Pinkney and his daughter were creations of her imagination. She was a little sweet girl. Even in her pain she could laugh.

1.4 TITLE JUSTIFICATION

The short story begins with a precept that when one loves one's art no service seems too hard. The entire story seems to run on the same theme. The two characters loved their art very much. Both of them love and honour each other's art. Service for the purpose of art seems no a burden for them. But when it comes to making choices, they put love for each other before their own art. Delia works so that her Joe could paint. Joe works thinking that Delia is continuing her singing. So, ultimately the service turns out to be for love rather than art. Thus the title "A Service of Love" is suitable for the story; because the two characters did service out of love for each other.

1.5 NARRATION:

While doing narration you have to transform the first person pronoun in the third person. A model is done for you.

Delia tells about herself:

I come from the south of America. *I* love singing. So, *my* relatives gave *me* some money to learn music in New York. *I* wanted to become a great singer. In New York, *I* took music lessons from the famous musician Rosenstock. *I* met Joe Larrabee, a painter in a studio, in New York. *I* liked him very much. Soon *we* got married. *We* spent all the money *we* had to learn arts. *I* wanted to earn money by giving music lessons so that Jim could continue his lessons in painting. But *I* did not get any pupils. So, *I* began to work in a laundry. But *I* told Joe that *I* was teaching music to General Pinkney's daughter. One day, in the laundry, a girl accidentally put a hot iron on *my* hand. When *I* returned home with a bandaged hand, Jim got a doubt. Then *I* had to tell him the truth. In fact, Jim also did not sell any paintings. He too was working in the same laundry.

Now change the narration of the passage from **I person to III person** with out changing the tense or meaning of the lines. Remember! You have to make necessary changes in the verb forms according to the subject. For instance, "I come from the South" will become "She *comes* from the South".

She comes from the south of America. *She* loves singing. So, *her* relatives gave *her* some money to learn music in New York. *She* wanted to become a great singer. In New York, *she* took music lessons from the famous musician Rosenstock. *She* met Joe Larrabee, a painter in a studio, in New York. *She* liked him very much. Soon *they* got married. *They* spent all the money. *They* had to learn arts. *She* wanted to earn money by giving music lessons so that Jim could continue his lessons in painting. But *she* did not get any pupils. So, *she* began to work in a laundry. But *she* told Joe that *she* was teaching music to General Pinkney's daughter. One day, in the laundry, a girl accidentally put a hot iron on *her* hand. When *she* returned home with a bandaged hand, Jim got a doubt. Then *she* had to tell him the truth. In fact, Jim also did not sell any paintings. He too was working in the same laundry.

Like the above instance you have to exchange the first person with a third person. There is no need for you to change either the sentence pattern or the tense. Just replace the words with the third person pronoun.

1.6 SUMMING UP:

O. Henry had presented a memorable story for you. You will understand the love and affection of the young couple Joe and Delia. Though they work for each other the work did not seem hard for them. More than the art, that it is mutual love they had, made them happy.

1.7 QUESTIONS:

a. 15 Marks:

1. Is the title of the story “A Service of Love” suitable? In what way?
2. Why do Joe and Delia tell lies about their jobs to each other?
3. What is stronger in Joe and Delia – love for each other or love of art?
Substantiate your answer.

b. 10 Marks:

1. What do you understand about the characters of Joe and Delia in their decisions to take their jobs for each other’s sake?
2. How do Joe and Delia try to earn a little money so that the other’s love for art can be kept alive?

UNIT – II : THE THIEF

STRUCTURE

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Summary of the short story
- 2.3 Character - Sketch
 - 2.3.1 Deepak
 - 2.3.2 Arun
- 2.4 Title Justification
- 2.5 Narration
- 2.6 Summing Up
- 2.7 Questions

2.0 OBJECTIVES

This unit will help you to understand the story of The Thief. At the end of the unit, you should be able to

- Describe the development of the story.
- Explain characters of Deepak and Arun.
- Differentiate the emotions of the two characters.
- Change the narration.

2.1 INTRODUCTION

Ruskin Bond is a well-known Indian writer in English. He has won acclaim in India and abroad. He has written novels, short stories, essays and sketches. He has produced books for children. The Hidden Pool and Panther's Moon are his works for children. His stories are marked by simplicity and directness of style. Bond shows how the reformation of a habitual criminal is best effected through love and understanding rather than punishment.

2.2 SUMMARY OF THE SHORT STORY

You will come across two characters in the story. One is Arun and the other is the thief who calls himself Deepak. The thief narrates the story for you. He was a thief when he met Arun at a wrestling match. You will

understand that he was a thief previously and he is not a thief when he narrates the story for you. The thief confesses to the readers that he came to Arun to cheat him. He assumed a new name now and then time to keep himself away from the police. When he met Arun he took Deepak as his name.

SAQ Can you guess why did he join Arun?

Arun looked very innocent and the thief thought he would be very apt for his purpose. The thief gave him the most appealing smile and asked for work. As Arun could not pay him, he joined Arun on condition of cooking for him. But he was not a good cook. Arun gave the food prepared by Deepak to the neighbour's cat and asked him to leave.

SAQ How can you say that Deepak was not a good cook?

But, once again Deepak smiled appealingly and innocently at Arun. Arun could not stop laughing after seeing the innocent smile of the thief. He started to teach him cooking. He also promised that he would teach him to write full sentences and to add. Every day Deepak made a little profit, while buying day's supplies for Arun. He thought that he could cheat more people if he learnt writing. He was grateful towards Arun for doing this favour for him. Arun had an interesting way of earning money. He borrowed one week and lent the other. He would celebrate whenever he received a cheque. One evening he came home with a bundle of notes. He tucked them under the mattress. Deepak had every opportunity to rob Arun. Arun trusted him a lot and gave him a key to his room. Deepak thought it would be difficult to rob Arun because he had made a close study of people. According to him it was easy to rob a rich man and a greedy man; but it was difficult to rob a man who would not care for money. Only such a man would keep the money under the mattress.

Deepak thought for himself the reasons why he should steal the money. The main reason was living with Arun he was out of practice as a thief. If he did not take that money Arun would spend it on his friends.

Moreover, he did not receive his payment till then. He went on thinking about money. If he took then, he could catch 10.30 express to Amritsar. He took the money without making any sound. Arun sighed in his deep sleep. Deepak was frightened. He ran out of the room quietly. On his way to station he flicked through the notes. There were hundred rupees in five rupee notes. At the station The Amritsar express was just moving. He never had the habit of buying a ticket. He could get into the train. But he hesitated.

SAQ Do you expect that the reformation has already begun in the thief?

The train left the station. After the train's departure, he was all alone on the platform. He had no friends and relatives in the town. He thought that they were more trouble than help. He realized that he had robbed the only person he knew in the town. He could not go to a hotel because he did not want to raise people's curiosity by staying there. As a thief he had made a study of men's faces when they lost any thing. A greedy man showed panic, rich man anger and a poor man fear. Arun, Deepak thought, would feel sad not because he lost the money but for loss of trust in Deepak. As he has no other place to go, he went to maidan. Soon it started to rain. He became wet. He started to recollect how he might be if he had not stolen the money. He would have learnt to write sentences from Arun. To become a great man he was in need of writing. He thought of going back to Arun.

SAQ Why did he want to go back to Arun?

It was very easy to rob, but it was very difficult to return it undetected. He went back to Arun's place and quietly kept the money under the mattress. The next day he woke up at a late hour. Arun had already prepared tea. Arun gave him a five rupee note and told him that he would pay him regularly then on wards. Deepak felt happy that Arun did not know about the theft. But when he took the note they were still wet with the last night's rain. Then, Arun said that he would teach writing as if he had read the feelings of the boy. Deepak at once realized that Arun knew he was a thief. Yet Arun did not use harsh words nor he punished him. The trust that he showed reformed the thief into a

good man. Deepak smiled yet another time at Arun but the smile this time came out without any effort.

2.3 CHARACTER SKETCH

2.3.1. DEEPAK

When you study a character, you will understand the physical and emotional features of a character. There are some characters, who gradually change during the course of the story; one such character is Deepak. As he tells his story he confesses all his faults and weaknesses to you. He was a boy of fifteen years. He was thin and bony. His face was full of scars indicating to the harsh life that he had to lead before he met Arun. He knew how to pretend. He was good at appealing to the sympathy of the people. With that smile he won the heart of Arun. To begin with he had no qualms about cheating Arun. He made a profit of about twenty five paise a day in buying day's supplies for Arun. He knew the importance of education. He thought he would become a great man if he had education. So when Arun offered to teach him he was eager to learn. But his attitude behaviour underwent a change due to Arun. Arun made such an indelible impression on him that after stealing Arun's money he returned to him once again. The hesitation he showed to get into train would make you to understand that the reformation had begun in him even before he realized it. When he wandered the streets desperately which shows that he was reluctant to run away from Arun. He is very thankful to Arun for being kind and humane to him.

2.3.2 ARUN

The other character that attracts your attention is Arun. He was about twenty years old. He was a tall and lean fellow. He looked kind and simple. He was interested in wrestling. He met Deepak, the thief in a wrestling match. He was so immersed in the match that he did not realize that he was talking to a stranger. When Deepak asked him for a job he agreed to it very easily. He did not mind when Deepak proved a very bad cook. He gave him another chance and also assured him that he would teach him not only cooking but writing and doing simple arithmetic. When Deepak stole his money and returned it, Arun knew that the boy was a thief. But he did not show any anger. He neither punished nor questioned Deepak. He showed only concern for the boy and gave him a chance to reform himself. Arun can read the

emotions of the thief. When the thief talked about Arun as a man who never cared for money he was quite right. Whenever Arun got any money he spent it on his friends. He cared for human relationships rather than money.

SAQ How can you say that Arun never cared for money?

2.4 TITLE JUSTIFICATION:

‘The Thief’ is a suitable title for the story. It tells us directly that the story is about a thief who calls himself Deepak. The title makes us expect the exploits of a thief. But the story surprises us as the thief is reformed. The reformed thief tells us the story. The reformation comes about very gently and smoothly. The author uses simple words to note that he still was a thief when he met Arun. Deepak confesses to the reader what his real intention was. He joins Arun to rob him because he is simple and easy for his purpose. But he in turn gets influenced by Arun. The title is apt for the story as it about a thief who has reformed.

2.5 NARRATION:

1. When I was in the street, I began to run. I ran down the bazaar road to the station. The shops were all closed, but a few lights came from upper windows. I had notes at my waist there by the string of my pyjamas. I felt I had to stop and count the notes though I knew it might make me late for the train. It was already 10.20 by the clock tower. I slowed down to a walk, and my fingers flicked through the notes. There were about a hundred rupees in fives. A good haul. I could live like a prince for a month or two.

You have to change the first person pronoun into third person with out changing the meaning and tense. A model is done for you.

When he was in the street, he began to run. He ran down the bazar road to the station. The shops were all closed, but a few lights came from upper windows. He had notes at my waist there by the string of his pyjamas. he felt he had to stop and count the notes though he knew it might make him later for the train. It was already 10.20 by the clock tower. He slowed down to a walk, and his fingers flicked through the notes. There were about a hundred rupees in fives. A good haul. He could live like a prince for a month or two.

In the above example you have applied the word “**he**” where ever you find “**I**” and ‘**my**’ is replaced with ‘**his**’.

S.A.Q. In the same way change the I person in to III person from the following paragraph.

2. When I reached the station I did not stop at the ticket – office (I had never bought a ticket in my life) but dashed straight onto the platform. The Amritsar Express was just moving out. It was moving slowly enough for me jump on to it, but I hesitated for some urgent, unexplainable reason. I hesitated long enough for the train to leave without me. When it had gone, I found myself standing alone on the deserted platform. The knowledge that I had a hundred stolen rupees in my pyjamas only increased my feeling of isolation and loneliness. I had no idea where to spend the night; I had never kept any friends. I didn't want to make myself conspicuous by staying at a hotel. And the only person I knew really well in the town was the person I had robbed!

Now change the narration of the passage from I person to III person with out any change in tense and meaning.

Answer:

S.A.Q. . Here is Deepak talking about his work:

It was pleasant working with Arun. I made the tea in the morning and later went out shopping. I would take my time buying the day's supplies and made a profit of about twenty –five paise a day. I would tell Arun that rice was fifty six paise a pound, but I would get it at fifty paise a pound. I think he knew I made a little this way, but he didn't mind, he wasn't giving me a regular wage. I was really grateful to Arun for teaching me to write. I knew that once I could write like an educated man there would be no limit to what I could achieve.

Change the 'I' person narration in to III person narration without changing the tense and meaning of the lines.

Answer:

2.6 SUMMING UP:

The Thief is written by Ruskin Bond, an Indian short story writer. The story deals with the reformation of a young thief. The thief went to Arun to rob him. His transformation has happened because of the love and affection shown towards him by Arun. This story makes you to understand the nature of two different characters.

2.7 QUESTIONS:

a. 15 Marks:

1. Describe how 'Deepak' the thief changes into a good boy?
2. What makes Deepak come back to Arun once again?
3. How do Arun and Deepak meet? How does their friendship develop?
What does it lead to?

b. 10 Marks:

1. What picture of Arun do we get from the story "The Thief"?
2. Attempt a character sketch of Deepak in the story "The Thief"?

UNIT –III : MY BROTHER, MY BROTHER

STRUCTURE

3.0 Objectives

3.1 Introduction

3.2 Summary of the short story

3.3 Character – Sketch

3.3.1 Sher Singh

3.4 Title Justification

3.5 Narration

3.6 Summing Up

3.7 Questions

3.0 OBJECTIVES:

This unit will help you to chalk out the story of “My Brother, My Brother”. At the end of this unit you will.

- Describe the difficulties of the people who live in jungle.
- Apprehend the adventures of Sher Singh in the jungle
- Present the brave character of Sher Singh and the despair of his mother.
- Differentiate the style of Norah Burke from that of the writers mentioned earlier.

3.1 INTRODUCTION:

You have studied about an American short story writer O. Henry and an Indian writer Ruskin Bond; now you are going to read about a British writer. Norah Burke though belonged to Britain likes to talk about Indian jungles. She has a first hand experience of Indian jungles. She describes the problems of the people who lived in jungles. Her best known short stories are Jungle Child, King Todd, Eleven Leopards and The Midnight Forest. The story My Brother, My Brother was given the best short story in the New York Herald Tribune World Contest for short stories.

3.2 SUMMARY OF THE SHORT STORY:

As it is already introduced to you, Norah Burke's story locates in a forest. Sher Singh, a twelve year old boy, is the protagonist of the story. He belonged to the village of Laldwani. His father, Sher Singh Bahadur, was a famous shikari. Bahadur was a title given to him for his bravery as he fought with a tiger to save his comrade. At the time of the story he was accompanying the people who came for photographic expedition. Sher Singh was the eldest child of his parents. There were other children but all of them died either of cholera or influenza. Sher Singh had a younger brother, Kunwar. At the beginning of the story the younger boy, Kunwar was suffering from severe stomach ache. The mother tried every thing to reduce the pain but all her efforts were in vain. Sher Singh noticed death in his brother's eyes. It was inevitable that Kunwar should be taken to the hospital in Kalaghat, 50 miles away.

SAQ Why was Sher Singh's father called Sher Singh Bahadur?

Sher Singh got ready to take the boy to the hospital as all the men of the village had gone for the expedition. The mother had to look after the cattle and cultivation at home. So she could not accompany him. The mother made arrangements for Sher Singh to carry the boy. She twisted two saris and turned them round his head to make a sling. She placed Kunwar in it. Sher Singh wondered whether he could carry the boy at all for the boy was heavy. The mother too was in despair and had no hope that Sher Singh would reach the Hospital at Kalaghat at all. Sher Singh started to walk in the forest. It was evening. He had to walk fifty miles through forest to reach Kalaghat. He had to cross two rivers also. The forest was full of dangerous animals, which could kill men. Night fell. In the light of the moon he watched with fear the foot prints of a bear. He came to the cliff of a river bed. He was terribly tired. He set Kunwar down gently against a tree. He took rest for some time.

SAQ Can you hope that Sher Singh would cross the jungle safely? Can you imagine what animals would he encounter?

Then suddenly he heard the elephant's trumpet. He saw many elephants going in a group on the banks of the river. Suddenly a big male elephant stopped and turned towards them. Sher Singh was filled with fear. He could neither run nor climb the tree with Kunwar. He started to pray to God. It seemed that his prayers had reached God. The elephant left them without harming. He thanked God and got ready to move with Kunwar. He had to cross the river. He crossed the river though it was very cool. You have already known that he had seen the foot prints of the bear, this time he saw the foot prints of the tiger. Towards the midnight he came near the second river. He heard the roaring of flood water.

SAQ Can you guess why the river was on floods suddenly?

. When he came near the water he noticed that a big head of snow must have melted the previous day and so the river was in floods. While crossing the first river he had a hope that as the second river had a bridge it would be easy to cross it. But the bridge was carried away by the currents of the flood water. It was difficult for him to cross the river alone. With his ailing brother it might not be possible at all for him to cross the river.

He collected some grass and made it into a rope and tied his brother to him. Then he started to cross the river near the broken bridge. You can understand how difficult it would be to cross a river when it was on floods with a big load of ailing brother on his back. Sher Singh got bruised in the flood waters. Moreover he became blind, deaf and even nearly drowned. But he kept the boy's head above the water. He won over the river. He came out of the river. He did not know what was happening. Even then he kept on walking. When he could not walk, he started to crawl. At last he found people. They took Sher Singh and his brother in a bullock cart and later in a truck. The

people were astonished to know that he carried his brother all alone in the jungle when the river was in floods. Kunwar was taken to the hospital and was given treatment. The doctor praised Sher Singh and called him Sher Singh Bahadur for saving the life of Kunwar.

SAQ Why was Sher Singh called Sher Singh Bahadur? Can you guess why that title was given to the boy?

Sher Singh was a brave boy. To save his younger brother, he had overcome many troubles on his way to reach Kalaghat. Though young, he never thought of giving up the journey once. His adventures make a thrilling reading for you.

3.3. CHARACTER – SKETCH

3.3.1. SHER SINGH

You have learnt how to sketch a character from the previous lessons. Like Deepak, Sher Singh too was a boy. Between the two boys, one struggles in the life to acquire goodness and the other fights with the situations to save his younger brother. You can understand in both the stories the characters struggle in one or the other way.

Sher Singh is a twelve year old boy. Sher Singh is the central character of the story. To save his only brother he made an adventurous and dangerous journey through the jungle. Even men too fear to enter such a forest in the night, but Sher Singh's love towards his brother made him to enter it. He travelled from Laldwani to Kalaghat, which was fifty kilometers away. He had seen the foot prints of a bear and a tiger and he came face to face with a tusker. But he never gave up his journey. The most dangerous act done by him was to cross a river which was on floods. With a meager hope of survival he crossed the river. His love for his brother was such that even when he was nearly drowned in the waters of the river he kept the head of the boy above the water level. By this he made sure that his brother would not be harmed by the currents of the water. The reward he got was the life of his brother and a title 'Bahadur' from the doctor.

3.4 TITLE JUSTIFICATION:

My Brother, My Brother is an apt title for the story. Sher Singh had only one surviving brother. He lost all brothers. He had a great concern for his brother. He risked his life traveling through the forest to save his brother. Through many troubles he travelled and reached the hospital safely. At every trouble his first thought was to protect his brother from animals and from flood water. The moving force behind Sher Singh's adventure was his love and concern for his brother. Thus the title is a suitable one.

3.5 NARRATION:

S.A.Q. Here is a description of Sher Singh trying to cross the bridge.

1. Sher Singh gathered grass and plaited it into a rope. He tied the rope round his brother and himself so they would keep together. Then he entered the water just above the bridge. The river seized them and flattened them against the wreck. He could not move at first, and then he edged forward into the maelstrom, feeling for the split ends of bamboo.

Now transform the narration of the passage from “**III person to I person**” without changing the tense and meaning of the sentences.

S.A.Q. 2. Given below is a passage where Sher Singh's attempts to cross the river is described.

The deluge deafened him, timber banged and bruised him. It was so cold he could hardly keep his hold. He could not get his breath in the spray. He did not know if his brother lived or died. But he kept the child's head above water, and inch by inch moved along. He was deaf, blinded, frozen, and drowned. But he went on and on. Then the river seemed to lose power. They were through. After that, Sher Singh did not know what happened.

Now rewrite the passage using **I person** in the place of **III person** without changing the tense and meaning of the passage. In this model you have to use the Pronoun 'I' wherever you find Sher Singh.

3.6 SUMMING UP:

The story is about a courageous boy called Sher Singh. He makes a hazardous journey through jungle to get treatment for his ailing brother. The story also shows the love Sher Singh has for his brother. Through his story you would have understood the problems of the people who live in jungles.

QUESTIONS:

a. 15 Marks:

1. Describe the journey Sher Singh makes from his village to the hospital?
2. Describe Sher Singh's encounter with the herd of elephants.

b. 10 Marks:

1. Bring out the courage shown by Sher Singh?
2. What do you understand about Sher Singh?
3. What aspects of Sher Singh's personality get revealed in his journey from his village to hospital? Substantiate your answer.

UNIT – IV : THE OPEN WINDOW

STRUCTURE

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Summary of the short story
- 4.3 Character – Sketch
 - 4.3.1 Framton Nuttel
 - 4.3.2 Vera
 - 4.3.3 Mrs. Sappleton
- 4.4 Title Justification
- 4.5 Narration
- 4.6 Summing Up
- 4.7 Questions

4.0 OBJECTIVES:

This unit will help you to understand the story of “The Open Window”. At the end of the unit you will

- Describe the characters Vera and Framton Nuttel.
- Recognize the difference between the stories narrated by Vera.
- Locate the real story.
- Praise Vera for her capacity of narrating stories at a short notice.
- Apprehend the suspense maintained by the writer

4.1 INTRODUCTION:

Saki is the pen name of Hector Hugh Munro. He is a short story writer and novelist. Saki mixed comedy and savagery in his stories. He is witty and macabre. He satirized Edwardian society and culture in England. He is a master of the short story. He is often compared to O. Henry. His tales feature delicately drawn characters and finely judged narratives. ‘The Open Window’ is his most famous short story, with a closing line “Romance at short notice was her speciality”. The other works of Saki are Reginald, Reginald in Russia and other Sketches, The Chronicles of Clovis and Beasts and Super beasts.

4.2 SUMMARY OF THE SHORT STORY:

In the previous lesson you have come across a brave boy. He made a courageous journey through the jungle. He was never frightened even he came face to face with the wild elephant. In “The Open Window” you will see a frightened Framton Nuttel. Unlike Sher Singh, he had a great fear for everything. This made him to become a prey to the naughty girl Vera. Framton Nuttel was suffering from nerves disorder. On the advice of doctors, his sister encouraged him to visit the country side. She thought he would feel better.

SAQ Why did he visit the new places and meet the strangers?

She gave him some letters of introduction to those who she knew in one of the new places. She had lived some time ago in that village. Framton Nuttel went to visit Mrs. Sappleton in the country side with the letter of introduction. He was received by her niece Vera, as the aunt was getting ready. Vera was fifteen years old. She noticed the nervousness of the visitor. She thought of engaging him in a different way. At first she verified from him whether he was totally new to that place. She was good at narrating stories and liked to narrate a new story for every one. She asked him whether he knew about her aunt’s tragedy and then narrated the story of tragedy of her aunt to the stranger.

SAQ Can you guess why Vera is taking about her aunt’s tragedy?

Vera showed an open French window to Framton Nuttel. She told him that there was a relationship between the tragedy and the open French window. Mrs.Sappleton’s husband and her two brothers along with their dog had gone for hunting. While crossing a moor they were drowned. Their bodies were not found. But the aunt had been expecting them to return from the

hunting. So she kept the French window open until dusk. According to Vera the aunt had not come out of the shock. She thought that they were alive and would return soon. Vera described the dress wore by the dead men. She told him that her aunt's husband had his white rain coat on his arm when he went out.

SAQ Why is the French window kept open even in winter according to Vera?

Nuttel was relieved when the aunt came for he was terrified by the story of Vera. She was sorry for being late. But he again tensed up when she asked whether he would mind the open window and added that her husband and her brothers would be home from shooting. She went on talking about shooting the birds. Nuttel was totally disturbed by her talk. You have already known that the man had nerve disorder and this added to his discomfort. While talking she started to look at the open window. Mr. Nuttel started to talk about his illness to change the topic. Mrs.Sappleton was not interested in listening to him. But suddenly she became alert and announced that those who went for hunting were back. Mr.Nuttel looked at Vera; Vera too acted as if she was looking at the ghosts. He turned to see three men with guns and one of them was carrying a white overcoat on his shoulder. Frightened he took his stick and hat and dashed into the street without saying goodbye or even giving an apology.

SAQ Were they really ghosts, do you think so?

The men who through the open window were amazed to see Mr.Nuttel run like that. Even Mrs.Sappleton did not understand why he had run away with out a good bye or an apology. This gave the mischievous Vera another chance to spin another story. This time she told the story to her aunt and her uncles. She told them that Nuttel was once hunted into a grave yard by a pack of wild dogs near the Ganges. He had to spend a whole night in a grave. So he

had a great fear for dogs. The writer ended with a remark, “Romance at short notice was her speciality”.

4.3 CHARACTER – SKETCH

4.3.1. MR. FRAMTON NUTTEL:

As you have already noted down that Mr. Nuttel was a nervous man. He came to Mrs. Sappleton’s village on the advice of the doctors who have advised him to take physical and mental rest to cure his illness. He did not know any one in that place. His sister once lived there. She gave him some letters of introduction. He did not like visiting new places or new people. His sister told him to meet people in the village so that he did not get too lonely. So he was visiting new people and making their acquaintance. He felt very uneasy when he listened to the story about uncles dying caught in a moor narrated by Vera. To add to his nervousness, Mrs. Sappleton behaved as if the dead men were alive. He tried to change the topic. He thought that every one would be interested to know about his illness. He noticed that Mrs. Sappleton was not. She did not show any interest to listen to his problems.

SAQ Why Mrs. Sappleton was not interested in his illness? Guess.

He was frightened when he saw three men coming towards the French window. Moreover Vera was pretending fear. He was sure that the men who coming were ghosts. Though it was not a custom to leave without a good bye he took his stick and hat and ran away. This showed his excitable nature. You can examine Mr. Nuttel in three angles. According to his sister he could not mix with new people. He could not get out of his shell of shyness in the company of new people. To encourage him she gave letters of introduction to him. According to Mrs. Sappleton he was an extraordinary man. He would talk about his illness only. She was sorry because he did not say even a word of good-bye before going. So, she was not happy with his behavior. Where as Vera was a clever girl. She knew for what he was and why he ran away.

4.3.2 VERA:

Vera was a clever and intelligent girl. She was just fifteen years old. She could create and narrate stories at short notice. She noticed the visitor was not normal. She verified while conversing with him that he was a total stranger to the place. You can come across the sentences like “you know nothing about my aunt”? Mr. Nuttel’s nervousness was noticed by her. He thought of flattering her and the aunt, but words did not come out of him. After narrating the tragedy she added the words that she too believed that they would return on a winter evening. She added these words just to horrify Mr.Nuttel.

SAQ Would they really return? Was Vera really horrified to look at the men? What are your opinions on these two points?

She again pretended as if she was horrified to look at the men who were really returning from the hunt. She behaved as if the ghosts were coming through the French window. Mr.Nuttel was horrified not only by looking at the men but also by the feeling shown by Vera. The second story too was quiet interesting. You can understand that the second story was narrated as an excuse. If she did not narrate that story the aunt might have suspected her. The story was that Mr.Nuttel had a fear for dogs. Once he was hunted into grave yard by them and he had to spend a night in a grave while the dogs were there. According to her after looking at their dog he was horrified and ran away. His strange behavior made them to accept the story. While narrating the two stories you can notice the cleverness and aptness of Vera in weaving the situations into a story. Vera is an unforgettable character of the story.

4.3.3 MRS. SAPPLETON:

Though the story runs around the character Mrs. Sappleton, she speaks very less in the story. Mr.Nuttel was worried whether she would be nice or not. In the story you can see Mrs.Sappleton was married. She was not a widow as it was narrated by Vera. Her husband and her two brothers really had gone for hunting. It was also true that they would return through the open window. She was waiting for their return. She received Mr.Nuttel quiet politely. She apologized for being late and enquired whether the niece gave him a good company. She did not show any interest to know about his ill health. She did

not encourage him to talk more about his disease. She was preoccupied in her own thoughts. She disturbed Mr. Nuttel by talking about her husband and the scarcity of birds for hunting. This she did unknowingly. She was not aware that she had frightened Mr. Nuttel. She later felt sorry for his misbehavior but was convinced when Vera narrated another story for her.

4.4 TITLE JUSTIFICATION:

The story revolves round the Open French Window. You can notice that the French window plays a major role in the story. The French window is not actually a window but a door which opens into the garden and which can be used for going out and coming in. When Vera noticed the timid nature of Mr. Nuttel she starts to narrate a story. To give support to her imaginary story she makes use of the French window being opened in winter. Even Mr. Nuttel believes her because nobody would keep a French window open in the cool October evening. Mrs. Sappleton also looks at the French window continuously, which causes terror in the visitor. The men enter through the French window, when it is getting dark, and it appears strange for Mr. Nuttel. Thus the title is suitable for the story.

4.5 NARRATION:

SA.Q. Here is a passage which describes what happened to Framton Nuttel:

Framton Nuttel went to meet Mrs. Sappleton, an acquaintance of his sister. Mrs. Sappleton was not at home. Nuttel met her niece Vera. She told him that they had kept an open window even in winter because of a tragedy in Mrs. Sappleton's life. She told him that Mrs. Sappleton's husband and two brothers had gone to hunting and were drowned in a marsh. But Mrs. Sappleton believed that they were alive and would come home any time. So, she kept the French window open in winter. As Nuttel was talking to Vera, Mrs. Sappleton came home. She told him that she was waiting for her husband and brothers to come home. Nuttel felt very nervous. Soon, he saw three figures walking down the lawn with a dog. He became very frightened and ran out of the house never looked back.

Now, rewrite the narration using **I person** in the place of **III person** narration. Don't change either tense or meaning. In this example you have to use the pronoun 'I' where ever you find the name Framton Nuttel.

Answer:

4.6 SUMMING UP:

Saki is successful in creating suspense in the story. You feel horrified and you sympathize with Mr. Nuttel at the same time. You feel that the stories might be true, as it was narrated with a tight structure. Romance is not only the quality of Vera, but it was the quality of Saki. The story is more dramatic than a drama.

4.7 QUESTIONS:

a. 15 Marks:

1. Vera tells two stories. Describe them. Which one is true? What is the result of the two stories?
2. "Saki is known for his surprise endings". Discuss with reference to "The Open Window"?

10 Marks:

1. Sketch the character of Mr. Nuttel?
2. What is Vera's speciality? Explain your answer.
3. Describe briefly about Mrs. Sappleton.

UNIT – V : A DAY’S WAIT

STRUCTURE

- 5.0 objectives
- 5.1 Introduction
- 5.2 Summary of the short story
- 5.3 Character –Sketch
 - 5.3.1. Schatz
 - 5.3.2 The Father
- 5.4 Title Justification
- 5.5 Narration
- 5.6 Summing Up
- 5.7 Questions

5.0 OBJECTIVES:

At the end of the unit you will understand the story of ‘A Day’s Wait’. You will also

- Apprehend the superstitions of the young boy Schatz.
- Notice the understanding shown by the father.
- Recognize the human behavior through the little boy.
- Make the character sketches of the father and Schatz.

5.1 INTRODUCTION:

You have come across in the first unit an American writer O. Henry, Ernest Hemingway is another American novelist and short story writer. You will notice the difference between these two authors regarding their style of writing. Hemingway nicknamed himself “papa”. He was part of expatriate community and was known as the “Lost Generation”. He led an unhappy social life. He received the Pulitzer Prize in 1953 for The Old Man and the Sea. He received the Noble Prize in Literature in 1954. During his later life, Hemingway suffered from increasing physical and mental problems.

Hemingway's distinctive writing style is characterized by economy and understatement. It had a significant influence on the development of twentieth century fiction writing. His protagonists are typically stoic males who exhibit an ideal described as grace under pressure. His important novels are The Sun also Rises, A Farewell to Arms, For Whom the Bell Tolls and The Old Man and the Sea.

5.2 SUMMARY OF THE SHORT STORY:

This short story deals with the follies, weaknesses and strengths of human beings. Each story presents different characters with different situations. "A Day's Wait" is the story of a nine year old boy who was under a false notion that he will die if he gets one hundred and two degrees of fever. Schatz was a boy of nine years. He was a delicate and sensitive boy. One early morning he went to his father. The father noticed that he was dull, pale and was shivering. He walked slowly as if it was paining to walk. It seemed he was sick.

SAQ Can you guess what his sickness was?

He told his father he had headache. He did not want to go back to bed as it was suggested by his father. The father found that the boy got fever. But the boy insisted that he was alright. He did not want to give any trouble to his father. So he went on saying that he was alright. The doctor came and told the father that the boy got one hundred and two degrees of fever and it was an attack of influenza. It was no problem if it did not develop into pneumonia. The doctor gave three types of medicines to the boy.

The father sat with the boy and tried to read to him Pyle's "Book of Pirates" which he usually liked. The boy was pale and dull. He was detached and silent. But this time he was not interested to listen to the story read to him. The father was sitting at his foot and was waiting to give another medicine. The boy started to gaze and did not show any interest in any thing. The father gave him medicine and went out for a while. He thought that the boy might sleep in his absence.

SAQ. Why do you think the boy is dull? Did the words of the doctor trouble the boy?

The father hunted two small birds and missed five. The day was cold. The simple walk with his dog gave him a lot of relief. With a feeling of ease he returned home only to find the boy in the dark mood still . The boy was reluctant to meet any body at his room and had asked everyone not to come to his room. He was gazing indifferently at every thing. He was still pale with fever. The temperature was the same; it had neither increased nor decreased. The father told the boy that he had just hundred degrees only.

SAQ Why did the father tell a lie to the boy?

The father noticed that the boy was worried. He was not listening to the story. When enquired, the boy admitted that he was thinking seriously and he could not come out of it. The father advised him to take it easy. The boy was not interested to take any medicine. He liked to know whether it would do any good for him. Then he asked his father when he was going to die. The father did not lose patience. He understood the boy’s anxiety and asked him why he thought so. Some boys in school in France had told him that a person might not survive if he got forty four degrees of temperature. The boy therefore thought that he would die with one hundred and two temperature. The father explained to the boy the difference between two types of thermometers. He took the example of miles and kilometers which the boy understood. He told the boy that in one mode of thermometers thirty seven was normal, in another ninety eight was normal. Hearing that, the boy gradually became relaxed. The next day he returned to his normal behavior – crying for little things.

SAQ How do miles and kilometers help the boy to understand the difference between the thermometers?

5.3 CHARACTER –SKETCH

5.3.1 SCHATZ:

You have read about Sher Singh, the twelve year old boy who is very brave. Do you see any difference between the brave Sher Singh and Schatz? How does Schatz behave when the doctor told about his fever? Can you guess what sort of a boy is he?

Schatz was nine years old. He was a delicate and sensitive boy. He was pale and was shivering. It was painful for him even to walk. He was horrified to listen to the doctor that he got one hundred and two temperature. He tried to be smart through out the story. He told his father not to bother about his health and to attend his work while he suffered all the time all alone. He kept his worries to himself. Schatz was not interested in listening to stories. He was totally thinking about his forthcoming death. He did not ask his father to read the stories for him. He felt detached from his surroundings. You can notice the feeling of dejection and depression in the boy at this stage. Even after taking the medicine he did not go to sleep. He stared at the foot of the bed. He pretended before his father that he was taking it easy and he was quiet normal. He was not normal; he went on thinking of something. He was worried that others too may catch ‘death’ from him so did not allow any one near him. He asked his father about his death, when he could not bear the tension any longer. He was rational also. When his father told him the difference between miles and kilometers he understood the reasoning behind it very easily. He was a normal child. The next day he started to cry for simple things. The author succeeds well in portraying Schatz as a highly sensitive natured boy.

5.3.2 THE FATHER:

The other important character of the story is the father of Schatz. He is also the narrator of the story. He had a great love and care towards his child. He noticed the paleness in the face of the boy. He called the doctor immediately. He was not disturbed by the words of the doctor. He tried to amuse the boy with the stories. When he knew that the boy was not interested to listen, he engaged himself in reading the story. He was a lover of nature. While walking in the snow filled streets everything amused him. He was an easy going man. He was satisfied with the two birds that he had hunted and at the same time he was happy because there were so many left for the other day. He showed a keen observation of the boy's strange behavior. He advised the boy to take it easy. He was shocked to listen to the words of his son. He realized that the son was not taking any thing easy. He watched that the boy was trying to hide a secret from him. When he knew the reason he explained to the boy the difference between the thermometers with a simple and easily understandable example of miles and kilometers. Thus he brought his son back to normalcy.

5.4. TITLE JUSTIFICATION:

There is no other title which suits so well for the story. The boy wrongly assumed that the fever would lead him to his death and waited for a whole day for his death. The misunderstanding came to an end when the father understood the sensitive feeling of the boy and removed the fear of death.

5.5 NARRATION:

Given below is a passage about Raju.

Raju was sitting all alone in the ancient shrine. A villager came and stood looking at Raju respectfully. Raju felt a little awkward and told him to sit. Raju waited for the other man to say something. But he was too polite to open a conversation. So, Raju asked him where does he come from. The man replied that he came from Mangala, a neighbouring village. The conversation continued. Raju liked this rambling talk. He had been all alone for over a day and felt happy to hear a human voice.

Now, change the narration from **III person** to **I person** with out changing the meaning or tense of the sentence.

5.6 SUMMING UP:

‘A Day’s Wait’ is a story about a little boy whose wrong notion made him suffer for a whole day that he was going to die. This lesson shows how sensitive children will get affected by what they are told. The doctor mentioned many diseases which the boy could get if the condition worsened to the patient’s father in front of the boy. The boy got an idea that he certainly would die. The innocence of the boy and rational father are well portrayed in the story. The story certainly will entertain you.

5.7 QUESTIONS:

a. 15 Marks:

1. For who is it a day’s wait? What is he waiting for?
2. Describe how Schatz’s father looked after the sick boy and removed his fear of death?

b. 10 Marks:

1. How did Schatz feel when he got fever?
2. Attempt a sketch of Schatz?
3. What sort of a boy is Schatz? What do his fears tell you about him?

UNIT – VI : THE GOLD FRAME

STRUCTURE:

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Summary of the short story
- 6.3 Character – Sketch
 - 6.3.1 Datta
 - 6.3.2 The Customer
- 6.4 Title Justification
- 6.5 Narration
- 6.6 Summing Up
- 6.7 Questions

6.0 OBJECTIVES:

At the end of the unit you will appreciate the story. You will also

- Mark the character Datta.
- Understand the customer's reverence for the old man.
- Recognize the timely action taken by Datta.
- Apprehend the style Laxman adopts to narrate the story
- Notice the irony in the story

6.1 INTRODUCTION:

You might have come across the famous Indian short story writer in English, R.K. Narayan in your previous years of study. He is one among the pillars of Indian Writing in English. One among his brothers is R.K. Laxman, the writer of 'The Gold Frame'. He is a famous cartoonist. He is best known for his creation The Common Man. Indians waited eagerly on every morning to see his cartoon in the daily, The Times of India. He produced the political cartoons, which were mixture of satire and humour. Laxman is the writer of short stories, travelogues and a novel. He illustrated his elder brother R.K.

Narayan's stories in the news paper **The Hindu**. He is the creator of the popular mascot for the Asian Paints Group called Gattu. He is the recipient of the prestigious Megasaysay award.

6.2 SUMMARY OF THE SHORT STORY:

Laxman gives the story of a frame worker. Datta is the protagonist of the story, 'The Gold Frame'. Datta had a shop where he made frames. It was located in a gap between a drug store and a radio repair shop. You can find Datta fixed in his shop among the timber and other things. He loved his work. He did not allow any body to disturb him. If any of his friends tried to have gossip with him, he discouraged them. The shop was packed with many pictures of gods, goddesses and film stars.

SAQ How can you say that he is a work oriented man?

Datta knew very well business tricks. He showed indifference to the customer at first. He waited for the customer to say that he was not concerned about the cost. Then he would offer to do the job for him. One day a customer came with an old photograph. Datta showed the same indifference to get the expected answer. Later he enquired what kind of frame was being expected. The customer said that he would like to have the best one for he had a great reverence for the man in the photo. He went on narrating the great qualities of nobility, compassion and charity of the man in the photograph.

SAQ Do you think that the customer had respect for the man? Support your idea.

Datta gave the list of frames available with him. But the man did not understand what they meant and said he wanted the best frame among all the frames. He was shown a number of frames. The customer could not decide what to select. Datta helped him. At last he selected the oval shaped cut mount frame. It would cost seventeen rupees. The customer accepted after a little

bargain. Datta told him that he would hand it over in two weeks. Datta knew that his customers would never be punctual. They might come early or they might not come at all. Many of the photographs were left like that in the shop. He kept all those photographs in a trunk and kept in one corner. So, if the customers came two or three times then only he would start working on their photos. But, the customer who gave the photograph was eager about it so he came four days before the said time to Datta asking whether it was ready.

SAQ Can you guess why the customer was in a hurry to receive the photograph?
--

Datta came to understand that the man had an extraordinary reverence for the man in the photograph. He was sure that the customer would certainly come for the photograph exactly on Tuesday. He started the work next morning. He took the photograph carefully and placed it on a wooden plank on the floor. As usual he could not find his pencil. While he was searching for the pencil he became impatient and shook the folds of his dhoti violently. As a result a tin of enamel paint fell down and the enamel got spread on the photo. Datta was so shocked that he lost all his movement. In desperation he rubbed the picture so harshly with a cloth that the surface of the picture came off and it was left with black specks. He started to pray to God. He stared at the pictures on the walls of his shop. It was an ordinary picture of a middle aged man. He was in dark suit and wore a tie. The more he looked at the picture he remembered that there was another picture of the same variety with him. He got a plan to save himself.

SAQ Do you remember where did Datta keep those photographs which his customers did not take?
--

He started to search for the photograph in the wooden box. The cockroaches and spiders ran all over the shop when he opened the box. But Datta was not in a position to give any thought to them. He started to examine the photographs keenly. Many of the portraits are of similar variety. But some

of them were not useful for him as the persons had over dressed grand children on their laps or a flower vase by their side. One photograph looked very much like the damaged one. Datta was satisfied with the colour combination of the portrait and used that photograph instead of the damaged one and started to frame it with gold frame. After two hours of work Datta surveyed the gold frame and the photograph in it. He was pleased with what he had done and started to get ready with answers incase the customer questioned him about it. He was full of anxiety for the rest of the day.

SAQ What made Datta to be anxious? Substantiate your reason.

Two days later the man came for the portrait. Datta's heart began to beat fast. With a slow moment he gave the neatly wrapped package. The man became happy and thanked Datta for his promptness. With a dramatic gesture he received the package as if he would welcome a person. Datta took a lot of time to unwrap the package. The customer waited impatiently but went on praising the man in the photo. Datta showed him the frame. The customer was visibly struck by its grandeur. He became silent as if he was entering into the temple. Datta stopped to breathe in anxiety.

SAQ Why was Datta tensed?

The customer's face suddenly changed. He became grave. Datta was ready with answer which he had been practicing for the past two days. But the customer angrily asked him why he had used a square mount and not an oval mount as he had asked for. Datta at once was relieved from the tension. Thus R.K. Laxman very subtly comments on people who make a display of reverence and who are easily taken in by outward appearances. Like O.Henry and Saki, R.K. Laxman brings in a sudden twist at the end of the story resulting in a lot of humour.

6.3 CHARACTER – SKETCH

6.3.1 DATTA:

Data was a frame maker. He had a small shop, which was located between a drug store and a radio repair shop. It was a wooden packing case, which you may see in any of the small cities and towns. He was always found in his shop in fixed posture. He was a silent and hard-working man. He gave short answers to the questions asked by his customers. By these qualities you will understand that he was a work oriented man. He did not like to spend his time in gossiping. He never entertained his friends. He discouraged those who tried to intrude into his silent work. His room was packed with many things, which were useful in making frames. Datta was a bit negligent too. He often misplaced things.

SAQ Where was his store located?

When he could not find an object, as a last resort he would shake up his dhoti. He would find the missed object then. At the same time the shop too would rock and the pictures would be swinging for a moment. You can understand how weak his shop is and how impatient the man is by this description. Datta knew quite a few business tricks too. He paid little interest towards a customer; by this he could get the expected answer from them. He knew well the inability of the customer in selecting a frame and the shape of it. So he suggested the best of them. He would point to them that they were imported stuff. He was a clever business man.

SAQ Why was he reluctant to answer the customer in the beginning?

He knew his customers well. Datta expected that the customer who came to him had a lot of respect towards the man in the portrait that made to him to come to the shop repeatedly. He wanted to complete the work by

Tuesday. Unfortunately the portrait was damaged. Datta took the risk of replacing it with a similar photo from the wooden box, where the unclaimed photos were kept. This saved him from the peril of losing the faith of the customer. He planned to challenge the customer if he was asked for faking. He wanted to answer in bold way that it was the picture that he had brought there and he could take it or throw it. He prepared that answer and rehearsed it several times. Datta is a real life portrait. His tensions and fears are commonly found in every man.

SAQ What was there in the wooden box?

6.3.2 THE CUSTOMER

The customer was a rustic looking man. He revered the old man of the photograph very deeply. He wanted to put the photograph in beautiful frame and immortalize the old man. He did not know much about frames and accepted the suggestion given by Datta. He was eager to have the photograph. He came two days earlier. When the Datta gave him the wrapped frame he received it as he would receive a long lost friend. He like many others was taken in by the outward appearances. For all his reverence for the old man in the photograph he did not detect the faking. He was upset that Datta put square mount than an oval mount.

6.4 TITLE JUSTIFICATION:

R.K.Laxman presents an engaging story of a photo frame maker. The whims and follies of a common man are well portrayed in the story. The story is about the impatience shown by Datta which threw him into neck deep trouble. He was about to lose every thing. He was unable to move when he looked at the damaged portrait. His mind did its work in a sharp way and he remembered some similar photos in the wooden box. To save himself he took one of the brown old photos and used a dazzling gold frame to cover his folly. The customer could not recognize the fake photo. He was disturbed just because the frame was not in an oval shape. His non recognition was due to the frame used to the portrait. It is true that Datta was saved just because of the

frame used for the portrait. There is no other title which is more suitable for the story than 'The Gold Frame'.

6.5 NARRATION:

When at last he fully recovered his senses he set about rescuing the picture in such a desperate hurry that he made a worse mess of it. He rubbed the picture so hard with a cloth that he peeled off thin strips of filmy coating from its surface. Before he realized what he had done half the old man's face and nearly all the turban were gone. He helplessly looked at the venerable elder transformed into thick black specks sticking to the enamel smeared on the rag in his hand.

You will be asked to change the III person into I person. Here you have to follow the rule of pronoun. 'He' will be replaced with 'I', 'his' will be replaced with 'my' and 'him' will be replaced with 'me'. You are not supposed to change any other word from the given paragraph. If you change like that the meaning and the tense of the paragraph will not be changed.

When at last I full recovered my senses I set about rescuing the picture in such a desperate hurry that I made a worse mess of it. I rubbed the picture so hard with a cloth that I peeled off thin strips of filmy coating from its surface. Before I realized what I had done half the old man's face and nearly all the turban were gone. I helplessly looked at the venerable elder transformed into thick black specks sticking to the enamel smeared on the rag in my hand.

6.6 SUMMING UP:

R.K. Laxman presents Datta as a hardworking business man who knows how to manage his customers and the customer is shown as gullible, easily led and attracted to outward appearances. These two characters are very typical ones. Many of the Indians do their business in such small shops like Modern Frame Works.

6.7 QUESTIONS:

a. 15 Marks:

1. Describe Datta in his Modern Frame Works.
2. How did Datta spoil the old man's photograph? What did he do to save himself?
3. Narrate the important events of the story "The Gold Frame".
4. Explain how the title of the story is appropriate?

b. 10 Marks:

1. Sketch the character of the customer in "The Golden Frame"?

UNIT-VII : THE MAN WHO LIKED DICKENS

STRUCTURE

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Summary of the short story
- 7.3 Character – Sketch
 - 7.3.1 Mc Master
 - 7.3.2 Henty
- 7.4 Title Justification
- 7.5 Narration
- 7.6 Questions

7.0 OBJECTIVES:

This unit will make you learn the pathetic story Mr. Henty. At the end of the unit you will

- Understand the characters of Mr. Mc Master and Mr. Henty.
- Recognize the style of narration of Waugh.
- Present the story in your own words.
- Evaluate the situations with appropriate criticism.

7.1 INTRODUCTION:

Evelyn Waugh is a British writer of 20th century. He was a teacher for some time. He is described as the best comic genius in England since George Bernard Shaw. Recognized as one of the finest satirists of the 20th century, Evelyn Waugh garnered critical and commercial success for a series of novels that savagely satirises the British aristocracy. He uses simple elegant style in his works.

7.2 SUMMARY OF THE SHORT STORY:

What will you do if you like a writer? You may read his books. If you don't know reading what will you do? Either you will learn reading or you may ask some body to read for you. The story 'The Man Who Liked Dickens' presents before you a unique character Mr. Mc Master. He is a lover of Dickens' novels. He could not read, so he needed a man who could read for him. The theme of the story is how he trapped a man to read him Dickens. Mr. Mc Master lived in Amazonas for nearly sixty years. His father was a Barbadian. His father came there as a missionary. Mc Master lived away from the natives, Shiriana Indians. His hut was surrounded by forest on all sides. One day a native Shiriana informed him that a white man who lost his way was coming towards his hut. Mr. Mc Master went for him. He found the man was very sick and was in delirium.

SAQ Is Mc Master a native of Amazonas?

The man had already come out from the bushes. He did not wear boots or hat. He had fever and he was in delirium and was talking to himself. When Mc Master stopped he told him that he was part of an expedition and had lost all his other companions. He also told him that his name was Mr. Henty and he was tired as for several months he had nothing to eat. Mr. Mc Master took him to his hut. He cured the man with herbal medicines about which he had learnt from his mother who was an Indian. He told Mr. Henty that he could not read and enquired whether Mr.Henty could read. Mr.Henty told that he could. Mc Master said that previously there was an English man who used to read for him. He was dead. So Mr. Mc Master did not have any body to read for him. He strangely proposed that he could put up a cross marking the death of that English man and the arrival Mr.Henty.

SAQ Do you find any similarity between the acts? What was the motive of Mr. Mc Master? Guess.

After seven days Mr. Henty felt better. Then Mr. Mc Master took him to a hut where on a loft there were many books tied up with rag or palm leaf or hide. He had heard the books from his father and later from the English man and he would like to listen them from Mr. Henty. He liked Dickens and so he would not be tired of listening. It would take two years to read out the entire collection for him. Mr. Henty took it lightly. Mr. Henty enjoyed reading loudly. The old man sat near Mr. Henty and would repeat all the words silently. Whenever a new character was introduced he asked Mr. Henty to repeat the name and he would recognize the fact what had happened to that character. He would interrupt the reading and ask many questions. He was very happy with the reading of Mr. Henty. Mr. Henty hoped that he would finish it before he went. The old man assured that he would have enough time to read.

SAQ What do you understand by the comment, “You will have time to finish it, my friend”? Will he let Mr. Henty to go back?

Mr. Henty wanted to go back to England and live with his family. Mr. McMaster avoided giving answers whenever he asked for a boat. He said that there was no use of a boat till it rains as there was no water in the river. When the rains began he said that the Indians would not prepare a boat during the rains as it was a superstition for them. The days were rolling by but there was no chance for Mr. Henty to go away from there. After a year a man who was searching for minerals and gold came there. When Mc Master was not around Mr. Henty wrote his name in a paper and put it in the hands of that man. Mr. Henty hoped that some body would come for him.

SAQ What did Mr. Henty give the new man? Why did he do so?

One evening Mr. Mc Master talked to an Indian neighbour for a long time. He then invited Mr. Henty for a local festival. There Mr. Henty was served with a drink. Mc Master advised him to drink it without lowering the cup. He drank it twice and fell asleep. He dreamt of England and his wife. You can understand that he had a deep wish to go back to his wife. But he was a captive with the old man. When he awoke he felt himself to be very tired. He could not walk properly. He searched for his watch. But it was not on his wrist. He had a severe head ache and he noticed that he was walking with difficulty. He reached the hut. Mr. McMaster was waiting for him. He enquired Henty about his health. Mr.Henty asked him about his watch. Then Mr. Mc Master revealed the truth. Some English man came for Mr.Henty.

SAQ Why did the English men come? Can you guess?

His wife sent them. She was ready to pay the reward also if they found him. Mr. Mc Master gave them the watch of Mr. Henty and showed the cross on the English man's grave. They thought that Mr. Henty was dead and took the photographs and went away. He was sure that nobody would come for him again. He wanted Mr. Henty to read the novels continuously for him. Mr. Mc Master was informed by the natives the arrival of the English men who were in search of Mr. Henty. Mr. Mc Master did not want to send Mr. Henty. He wanted a person to read the novels of Dickens all through his life. So he took Henty to the festival where he made him drink too much and made him sleep for two days. Thus Mr. Henty became a captive for ever in the hands of the old man.

7.3 CHARACTER – SKETCH

7.3.1 Mr. Mc Master:

You are going to study a unique personality, Mc Master, who is an old man. Mr. Mc Master was a settler in Amazonas. His father was a missionary and his mother was a native. He learnt the art of giving herbal medicines from his mother whereas he could not learn reading from his father. He had a number of books with him. He loved to listen to the novels of Dickens. At first his father used to read to him, later an Englishman. When the Englishman died he needed somebody to read the books. He saw Mr. Henty. You can understand that he was a good man basically. He extended his warm hand to the ailing Mr. Henty. He gave him support when he was in a broken condition. If Mc Master did not help him, it would have been difficult for Mr. Henty to survive. He made Mr. Henty recover from his delirium also. He installed a cross to commemorate the death of the English man and the other arrival of Mr. Henty. You may not find any coincidence between the two acts. But it was the clever plan designed well in advance by Mc Master. Mc Master had a great love for Dickens. Though he questioned Henty regularly he knew every word of every novel. His love for Dickens made him so passionate. When Mr. Henty was reading he moved his lips with out noise but was pronouncing the words.

SAQ Why did pronounce the words silently?

He did not like to send Mr. Henty back, because he might not find such a good reader of Dickens again. That was why he gave evading answers to Mr. Henty when he asked for a boat. When he came to know from the neighbouring Indian that Mr. Henty was making his efforts to run away, he took Mr. Henty to a festival. In the name of the custom he made him to drink an alcoholic drink too much. Mr. Henty slept for two days. Following his clever plan, he produced Mr. Henty's watch and showed the cross to the English men who came to rescue him. This made them to think that Mr. Henty was dead. They took the photographs and went away. At the end of the story he revealed his real motive. He would never allow Mr. Henty to go away. For their entire life Mr. Henty had to read for Mc Master.

SAQ Did Mr. Mc Master send Mr. Henty along with the English men? Why?

7.3.2 Mr. HENTY:

Mr. Henty was on an expedition. He lost all his companions on his adventurous journey. He lost the way too. He got fever and was broken completely. He had neither boots nor hat. He was exposed to the cold wind. His skin was scarred by insect and bat bites. He was in a delirium when Mr. Mc Master found him in the bushes. He had nothing to eat for a long time. Mr. Henty felt relieved when he listened to a man speaking English. He was cured by Mr. Mc Master. With that gratitude he accepted to read novels for Mr. Mc Master. He was a good reader. He loved reading and enjoyed loud reading. But he never imagined what was in store for him. This made him a prey to Mr. Mc Master. Mr. Mc Master had passion for listening to Dicken's novels. He could repeat every character and incident from the vast canvass of Dickens, but he would like to listen to it again and again. Mr. Henty had a strong desire to go back to civilization. He expressed his wish to Mr. Mc Master. He pleaded for a boat. But Mc Master would always evade giving him proper answer.

SAQ What did Mr. Henty ask for?

Henty doubted Mr. Mc Master's intention and as a last resort he sent his name through the prospector. He anticipated that someone who would rescue him from the old man. Though he sent his name secretly Mc Master knew that someone was coming for Mr. Henty. He took Mr. Henty to festival with a wicked motive. Innocent as he is Mr. Henty could not expect this kind of crooked nature from his saviour. He was deceived in the hands of the old man. His wife would consider him dead, when she looked at the watch and the photographs of the cross. She would not send any body else for him.

Mr. Henty had become a captive of Mr. Mc Master. His reading ability made him a permanent captive of the old man.

SAQ Could Mr. Henty ever meet his wife?

7.4 TITLE JUSTIFICATION:

Mr. Mc Master is fond of Dickens' novels. His passion to listen to Dicken's novels prompts him to make a captive of Henty. You will understand that Mc Master had no evil intentions when he met Mr. Henty for the first time. He thought of curing an ill man. Accidentally he came to know that Mr. Henty could read. He offered the books for him to read. He came to know that Mr. Henty was a good reader. Thus, Mr. Henty proved that he could be a great companion for the lonely Mr. Mc Master. The natives were not suitable for his taste as they did not know how to read Dickens. He was living all alone, and Mr. Henty's visit gave a meaning to his life. He enjoyed every word read by Mr. Henty. He went on asking questions only to satisfy his thirst for the Dickens's novels. He had a perfect knowledge of Dickens's novels. The story is about Mr. Mc Master only. The story ends with the hopeful note for Mc Master, whereas the future is bleak for Mr. Henty. The title 'The Man Who Liked Dickens' is obviously suitable for the story.

SAQ Who loves Dickens' novels?

7.5 NARRATION:

Here is a paragraph from the story:

Yes, of course. More than fond. You see they are the only books I have ever heard. My father used to read them. And then later the English man ...and now you. I have heard them all several times by now but I never get tired; there is always more to be noticed, so many characters, so many changes of scene, so many words....I have all Dickens' books except those that the ants devoured. It takes a long time to read them all – more than two years.

Now change the narration from **I person** into **III person** with out changing the meaning or tense of the sentences.

Here is a passage which describes Mr. Henty as he came to Amazonas:

The man was already clear of the bush when Mr. Mc Master reached him. He was without hat or boots; his feet were cut and grossly swollen; every exposed surface of skin was scarred by insect and bat bites. His eyes were wild with fever. He was talking to himself in delirium but stopped when Mr Mc Master addressed him in English. Mr. Mc Master took him to his farm where he recovered slowly.

Now transform the narration from **III person** to **I person** with out changing the tense and the meaning of the sentences. A model is done for you.

I was already clear of the bush when Mr. Mc Master reached me. I was without hat or boots; my feet were cut and grossly swollen; every exposed surface of skin was scarred by insect and bat bites. My eyes were wild with fever. I was talking to myself in delirium but stopped when Mr. Mc Master addressed me in English. Mr. Mc Master took me to his farm where I recovered slowly.

7.6 SUMMING UP:

You have learnt about two different characters. Mr. Mc Master an ardent lover of Dickens's novels and the other a prey to his manipulations prompted by his love for them - Henty. Henty's ability of reading loudly made him a captive for a life time to Mr. Mc Master.

7.7 QUESTIONS:

a. 15 Marks:

1. How did Mr. Mc Master make sure that he would have some one to read Dickens to him for a long time?
2. What is Mr. Mc Master fond of? What did he do to enjoy it?

b.10 Marks:

1. Who is Mr. Henty? How did he reach Amazonas? What happened to him in Amazonas?
2. Attempt a character study of Mr. Mc Master.

UNIT-VIII : MARRIAGE IS A PRIVATE AFFAIR

STRUCTURE:

- 8.0 Objectives
- 8.1 Introduction
- 8.2 Summary of the short story
- 8.3 Character Sketch
 - 8.3.1 Nnaemeka
 - 8.3.2 Okeke
 - 8.3.3 Nene
- 8.4 Title Justification
- 8.5 Narration
- 8.6 Summing up
- 8.7 Questions

8.0 OBJECTIVES:

This unit helps you to understand the African short story. At the end of the unit you should be able to

- Present the characters.
- Attempt the narration.
- Understand the traditions of Africans.
- Accept the fact that marriage is a private affair.

8.1 INTRODUCTION:

Chinua Achebe is a Nigerian writer. He has written collections of short stories, poetry, and novels. He has received Margaret Wrong Prize, the New Statesman Jock Campbell Prize, the Commonwealth Poetry Prize, and the 2007 Man Booker International award. Achebe's own literary language is Standard English blended with pidgin, Ibo vocabulary, proverbs, images and speech patterns. Achebe in his stories shows his skills as a story teller. He speaks about the social customs of the Ibo-speaking people. As an essayist Achebe has gained fame with his collections "Morning Yet on Creation Day"

and “Hopes and Impediments”. You can see the African life and customs in Chinua Achebe’s novels and short stories.

8.2 SUMMARY:

The short stories that you have read already dealt with different aspects of life. Marriage is an important aspect of life. The author says that marriage is a private affair between a man and a woman and others have nothing to do with it. The locale of the story is Africa. But the story is applicable to people all over the world. The traditions and customs made an old man to live away from his son who had married outside their tribe for a long time, but when he came to know about his grand sons he could not stop himself from welcoming them. They are a kind of relief for his lonely life.

SAQ Do you know any thing about the tribes living in Africa? Do they follow any conventions while getting married?
--

Nnaemeka was the son of Okeke, an orthodox Ibo tribesman. Nnaemeka worked in Lagos and fell in love with an Ibibo tribe girl, Nene Atang. She was a teacher in Christian missionary school. One day they met at her room. She enquired him whether he wrote a letter to his father informing him about their engagement. Nnaemeka could not answer at once, because he knew well what kind of a person was his father. He knew that a letter would shock his father who had a great faith in his tribe and the rules laid by it. Nnaemeka felt he could marry Nene only. He would like to tell that to his father when he visited him at his native place. He did not tell Nene that he had a letter from his father telling him that he found a girl for him to get marry.

SAQ Do you think that Nnaemeka will marry the girl chosen by his father?
--

The girl was a person known to Nnaemeka. She was Ugoye Nweke, the eldest daughter of their neighbour. According to the father she was a perfect match for him. She stopped going to school some years ago. She had undergone the training in the house of a pastor to learn what was needed for a wife. But, Nnaemeka remembered her as child she was an Amazon of a girl who would behave like boy. She used to beat up all the boys including him.

She was a dunce at school. Nnameka thought of discussing the matter with his father when he went home for holidays. He apologetically told his father that he could not love Ugoye and so he could not marry her. He told him that he was engaged to another girl. The father was really shocked to know that his son was engaged to some other girl secretly. To add to his shock the girl was a teacher. According to the father a lady must not teach. He quoted from the Bible to support his idea. He lost his nerve when he came to know that she was a girl from a different tribe. Nnaemeka declared that he could marry Nene only and no one else. He expected that his father would create a scene at this.

SAQ Can you guess what the father might have done when his son told him about his decision to marry Nene?

But, the father silently walked out his room. He did not utter a single word. It pained Nnaemeka more for he expected that his father would give a lengthy angry speech but finally would come around and accept the marriage. After a day the father sent for Nnaemeka and tried to convince him not to marry Nene as it would bring doom to their tribe. For the father it was an idea given by Satan only. The son was firm in his decision. He tried to convince his father that he would accept Nene if he saw her. The father did not want to meet her at all. Then the father stopped talking to Nnaemeka expecting that he would understand how serious the matter was. He could not believe how a man could marry a girl who spoke a different language. When Nnaemeka left for Lagos all the people in his tribe learnt about his decision to marry a non-Ibo girl and his refusal to listen to his father's advice. Many elderly people from the tribe gathered at Nnaemeka's house. They told his father that Nnaemeka was suffering from some disease and that can be cured by the herbalist. The father did not want to take his son to any tribal doctor. The gathering suspected that Nene might have gone to an herbalist to entice Naemeka. Naemeka returned to Lagos and married Nene.

SAQ Do you think whether he was really charmed by any body?

After six months Nnaemeka showed a letter to his young wife Nene. It was from his father. The father tore their marriage photograph into two and returned Nene's part as he had nothing to do with her. This made Nene sad. Nnaemeka consoled her saying that his father was basically a good man and he would certainly accept them and their marriage one day. This hope made them happy. But the father was adamant on his decision and refused to allow even Nnaemeka to come home in holidays. The prejudice against Nnaemeka's marriage was not confined to his village only. The Ibo women in Lagos showed Nene excessive respect to tell her that she was not one among them. By her good nature Nene broke those barriers and made friends with them. She won acclaim that she could keep her house better than many of them.

SAQ Do you think the young couple are happy? Can you give at least two reasons?

The story of Nene's goodness reached the little village in the heart of Ibo country. The father was the only person who did not know any thing about this because he would become very angry whenever someone mentioned his son's name. So, every one in the village avoided to talk about his son in his presence. Okeke tried to push away the memories of his son from his mind.

SAQ Is it be possible for any one to push away the memories of their own children?
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After many years one day he received a letter from Nene. He had no interest in reading the letter, but some thing made him read the letter. He learnt that his two grandsons wanted to see him. They were very eager to meet their grand father. They did not know that their grandfather would not see them. Nene requested him to allow Nnaemeka to bring them to him in the next holidays and she promised him that she would not come. The old man started to change inwardly. His firm decision not to have anything with the family of Nnaemeka was loosening. It started to rain as if Nature too was taking part in his second struggle. The old man's mind turned towards his grand children. He

imagined them standing out in the harsh rain and he decided that he could not shut them out. He got fear for the first time that he might die with out seeing them.

The story ends on an optimistic note and with an answer to the question whether marriage is a private affair or not. By making the old man reconcile, the writer obviously implies that marriage is a private affair in Nnaemeka's life.

8.3 CHARACTER – SKETCH

You have seen three characters in the story. Each character has its own point of view about marriage in the story. Chinua Achebe has selected a local scene to express a universal issue. The issue of generation gap is also discussed in the story. You will study the character portrayal in the following passages.

8.3.1 NNAEMEKA:

You know that Nnaemeka is the hero of the story. Nnaemeka was the son of Okeke an orthodox Ibo tribesman who had certain set beliefs about marriage and the girl to be married to his son. Nnaemeka had fallen in love with a girl called Nene in Lagos. He knew that his father might not agree for his marriage. He was forced to disclose his engagement to Nene when his father proposed another girl, Ugoye from his village.

Though he spoke softly to his father, on his decision to marry Nene he was firm. He expected a storm would break out when his father knew that Nene was from a different tribe. The father tried to convince him. He was not convinced. Nnaemeka believed that marriage was a private affair and the father had nothing to do with it. Fortunately, his marriage to Nene was a happy one. Nnaemeka had a great faith that his father, who was very good at heart, certainly would change and accept his marriage. He made every possible effort to make him accept his wife. Each time he was rejected but he did not loose heart. He wrote three times to his father to say that they would like to visit him. This showed his love and concern for his father. Those who commented on his marriage earlier on too agreed that the couple was happy. It was evident that Nnaemeka might not be happy if he obeyed his father.

SAQ Does Nnaemeka loves his father? How can you say that?

8.3.2 OKEKE:

Okeke was father of Nnaemeka. He was a traditional Ibo tribesman. Like any orthodox Ibo tribesman he had set beliefs about marriage. He lived in a small village. He was a true Christian and followed the Bible in a very strict manner. He was honoured and respected in his village. He had many companions in his village. He found a girl for Nnaemeka. He expected that his son would certainly obey his words. The reasons that he found in Ugoye as a suitable bride for Nnaemeka were that the girl was not educated very much, she has trained herself in the art of being a wife. Moreover she could read Bible fluently. He was shocked when he knew that his son was engaged to marry another girl. In his view it was enough if a wife must have a good character and a Christian background. His heart broke when he knew that Nene worked as a teacher and she was from a different tribe. Okeke resolved his mind that he would disown his son for ever.

SAQ What made Okeke to disown his son for ever?

He thought that his son was committing a sin but it was beyond his effort to stop. He suspected that it might be the work of some herbalist when his companions suggested to him. He tried to keep quiet. But he could not. He came out of his room and tried to convince his son. He lost hopes when he heard the decision of his son. He decided that he had nothing to do with his son and his daughter-in-law. He tried to banish the memories of his son from his mind. He was successful for some time. You know that it may not be for ever. Time can heal any wound. The letter received by Okeke changed him. The marriage of his son did not give solace for him, but the grand children brought transformation in the stone hearted old man. He would like to see his grand children. The harsh rainy weather was externalisation of the confusion in his mind. It did not rain all of a sudden. It at first started drizzling and later

turned into a heavy rain. In the same way his heart too first resolved strongly not to welcome any one from his son's family. But gradually it began to change. The agony filled faces of awaiting children brought a great transformation in him.

8.3.3 NENE

Nene was Nnameka's wife. She was brought up in Lagos. So she did not understand the rigid tribal conventions of Okeke. But she felt very sad that her marriage did not have the approval of her father-in-law. She was a teacher and a good home maker too. The Ibo tribe's men reluctantly accepted this fact. In spite of rejection from Okeke she never told wrongly about Okeke to her sons. It was her letter that ultimately brought the change in Okeke.

8.4 TITLE JUSTIFICATION:

A close reading of the short story will tell you how apt the title is for the story. Nnameka lived in the city and wanted to marry Nene, a teacher and girl from another tribe. For him, Nene belonging to another tribe did not matter at all – what mattered to him was that they love each other. For Okeke, the father of Nnameka, and an orthodox tribe's man, to choose a girl for oneself and that too from another tribe was against him, his family and the tribe. So, there was a clash of interests, personal choice vs tribal conventions. Ultimately, by accepting the grandsons, Okeke indirectly approved that "Marriage is a private affair".

8.5 NARRATION:

Given below is a passage which narrates the story of Nnaemeka:

As Nnaemeka walked home that evening he turned over in his mind different ways of overcoming his father's opposition, especially now that his father had gone and found a girl for him. He had thought of showing his letter to Nene but decided on second thoughts not to, at least for the moment. He read it again when he got home he couldn't help smiling himself. He remembered Ugoye quite well, an Amazon of a girl who used to beat up all the boys himself included, on the way to the stream, a complete dunce at school.

Now change the **III person** narration into **I person** narration of Nnaemeka without changing tense or meaning of the sentences.

8.6 SUMMING UP:

Chinua Achebe narrates a story of his tribe where changing times bring in change in values. The message is a direct one. The title refers to the message of the author. Marriage is certainly a private affair between a man and a woman. Other issues like the conventions of the tribe cannot be involved in these changing times.

8.7 QUESTIONS:

a. 15 Marks:

1. Is the marriage a private affair between man and woman or are other people too involved in it?
2. What are Nnaemeka's father's objections to Nnaemeka marrying Nene? Does he overcome his hatred? How and When?
3. What picture of the Ibo tribe do you get from the story? Is Nnaemeka's father just one of his tribe or is he different?
4. Is Nnaemeka's father a hateful man or is he essentially good natured? Substantiate your answer.

b.10 Marks:

1. Does Okeke reconcile himself to the marriage of Nnaemeka and Nene?
2. What sort of a man is Okeke, Nnaemeka's father?
3. Why is Nene surprised by Nnameka's father's opposition to his son's engagement? What are the reasons behind the surprise?

UNIT – IX : THE VERGER

STRUCTURE:

- 9.0 Objectives
- 9.1 Introduction
- 9.2 Summary of the short story
- 9.3 Character – Sketch
 - 9.3.1 Foreman
- 9.4 Title Justification
- 9.5 Narration
- 9.6 Expected Questions

9.0 OBJECTIVES:

You will understand the story in outline by reading this unit, you can also

- Mark the style of Maugham.
- Learn about the life of Foreman.
- Understand the narrative technique used to describe the new Vicar.
- Know how common sense not university education brings success.

9.1 INTRODUCTION:

W. Somerset Maugham is a British novelist, essayist and writer. Though his works were quite popular he did not gain much critical acclaim. Maugham's skill in handling plot has been compared by critics to that of Guy De Maupassant, the famous French writer. In many of his novels the setting is international and the stories are told in clear, economical style with cynical undertone. Maugham has collected his literary experiences in *The Summing Up*, which can be used as a guidebook for creative writing. In most of his short stories Maugham appears as a cynic laughing at the follies of the human beings. In “The Verger” taken from the collection, Cosmopolitan, Maugham ridicules the institution of education.

9.2 SUMMARY OF THE SHORT STORY:

Albert Edward Foreman was a verger at St Peter's Neville Square. A verger is an attendant at the church. Foreman loved his job very much. He had developed a particular adoration towards his robes. When he took them off, he felt as if he was insufficiently clad. He wrapped and kept all the old uniforms in a neat way in his bedroom wardrobe.

A new vicar had come to the church. He was not like the old vicar. You will notice the nature of the new vicar from Foreman's point of view. The old vicar had a silver voice. He had a dignified personality. The new vicar was a red faced energetic man. He was in his early forties. He was fussy and interfered in every matter. All the parishioners were dignified and aristocratic people. The new vicar had come from the East, a low class neighbourhood. According to Foreman he could not give sermons in a pleasant way like the old vicar. He was not at all suitable for the classy congregation of the church.

SAQ Do you think that the vicar was friendly with all the parishioners?

One day, the new vicar asked him to come to vestry. When Foreman went to the vestry, two elderly church wardens were waiting for him along with the vicar. Foreman felt slightly uneasy. He greeted them and stood in a respectful manner. The vicar told him that he found Foreman could not read or write. Foreman accepted it and said that the previous vicar knew that fact. He admitted that when he entered the service he was just twelve years. A cook tried to teach him reading and writing, but he did not learn. He added by saying that many young people waste time in reading when they could do other useful things. He asserted that he never felt the need to write and read. He proclaimed that his wife was a scholar and she could do the writing for him, if he wanted.

SAQ Why did his wife write instead of him?

The vicar told him that it was impossible for them to keep a verger who could not read or write because it may create trouble. Foreman's face reddened as he did not expect this from the vicar or the wards. He was shocked but maintained dignity. He did not plead with them. When they gave

him the choice of learning within three months or he would be removed, he expressed his inability to learn to read and write at his age. He dignifiedly opted out of his job.

SAQ Why was Foreman dismissed from the post of verger?

The news of his removal made Foreman very depressed. But he did all his regular activities in a perfect way for the one last time and left the church. His heart was gloomy and heavy. He had saved a little sum which may not be enough to support his family in future without a job. He could not go back to the domestic service again. In his anxiety and worry he entered another street which was not his regular way to home.

SAQ What made Foreman feel very depressed?

Foreman was not a regular smoker and did not like drinking. But he took a glass of beer with his dinner and enjoyed a cigarette some times. While walking on the road he thought of buying a packet of Gold Flakes. He walked for a long way and could not find a shop where the tobacco was sold. Then, he got an idea. He went home and had a cup of tea and thought over the idea. The next day he went along the road and found a vacant shop. He took it and started a shop to sell tobacco and news paper. With in a year he started another shop in another street. He thought that if he could run two shops successfully he could run half a dozen. He walked along the streets of London, wherever he found a long street without a tobacco shop, he opened one there. With in ten years he acquired ten shops and was earning a lot of money.

SAQ In which business Foreman did become successful?

He went to all his shops on Monday and collected the income. He deposited it in the bank regularly. One day he was asked to meet the manager. The manager advised him to invest his money in gilt edged securities. He told Foreman that they would bring a lot of interest. Foreman admitted his inability to understand the forms which he had to sign as he did not know how to read and write. The manager was surprised to hear that a man who made thirty thousand pounds could not read or write. He exclaimed to Foreman what he

would have been if he had learnt reading or writing. Foreman answered with out any hesitation that he would have been the verger at St Peter's, Neville Square. The story ends with a dig at the institute of education. The illiterate man, who did not know any thing other than serving the church, used his common sense and had learnt the art of earning when the necessity pressed him.

9.3 CHARACTER – SKETCH

9.3.1 ALBERT EDWARD FOREMAN:

Foreman was working as a verger. He liked his job very much and more so his gown. He never threw away his old gowns but kept all of them in a neat wrapper. He knew his duties well. He did not learn reading and writing. He knew it would be difficult for him to learn them at a ripe age. He saved some money. Foreman was shocked when the new vicar announced that his services were not needed in the church if he could not learn reading and writing. He was depressed. You will understand the sincerity of Foreman when he attended to sincerely all his works even after he was removed from his service. He was a good attendant. He never protested the decision of the church wardens. He was a man of dignity. He neither questioned nor pleaded with them. He silently walked out of the room. In his deep sad thoughts he took a different street. He thought of taking a little beer and a cigarette.

SAQ Why did Foreman take a different street?

This longing brought a drastic change in his life. To his amazement he did not find a single shop in that long street where tobacco was sold. That idea gave him an idea for future. He opened a shop in that street and later at ten different places. It was obvious that commonsensical thinking brought wealth for Foreman. He was disappointed when he knew about his removal. But he did not give up his dignity or hope and was rewarded suitably.

SAQ How was he rewarded by God?

You can learn two facts by looking at the character of Foreman one is how to be sincere in work. Whatever the work you may do if you love it, it certainly provides reward for your hard work. The other is: learning to read and write alone does not make education or help one to lead good life. What one needs to have is common sense and hope for future. Foreman never lost his heart when he lost his job. He used his common sense and worked hard and earned thirty thousand pounds a large sum which he might not have earned as a verger. He never felt shy to admit that he was an illiterate. Education is not reading and writing only. It includes many more aspects of life.

9.4 TITLE JUSTIFICATION

Maugham laughs at the follies of the society. The society thinks that a man must know reading and writing. Foreman was a verger. He enjoyed his job as a verger. His removal from the office of Verger prompted him to set up a business and become successful. If he had known how to read and write he would have remained a verger. The post of verger and the need for a verger to know how to read and write become the occasion for Maugham to comment on the system of education. Thus the title is utmost suitable for the story.

9.5 NARRATION:

Given below is a passage where Albert Edward, the foreman or verger in the church has to say about himself:

I went to service when I was twelve. The cook in the first place tried to teach me once, but I did not seem to have the knack for it, and then what with one thing and another I never seemed to have the time. I've never really found the want of it. I think a lot of these young fellows waste a rare lot of time reading when they might be doing some thing useful. I seem to manage very well without education. If I want to write a letter my wife writes it for me.

Now change the narration from **I person** to **III person** with out changing the meaning or tense or speech of these sentences.

Here is a comment made by the new vicar on Albert Edward:

You do your work quite satisfactorily. I have the highest opinion both of your character and of your capacity. But, you may cause some accident because of

your lamentable ignorance. You have to learn to read and write. You are given three months to do it. Other wise, you have to go.

Now change the narration from **II person** to **III person** with out changing the meaning or tense or speech of these sentences.

9.6 SUMMING UP:

Maugham aims at presenting a situation where education has nothing to do with success is in this short story. Foreman is an uneducated man; because of which he has lost his job as a verger. Foreman never feels sorry for being an uneducated man. But his life serves as a model to challenge the existing beliefs in society.

9.7 QUESTIONS:

a. 15 Marks:

1. What is Maugham laughing at in the story “the Verger”?
2. How does and illiterate Verger become a rich man?
3. Is education necessary for financial success? Comment with regard to the story “The Verger”?

b.10 Marks:

1. Comment on the physical appearance and character traits of the Verger?
2. Attempt a character sketch of the new vicar?

UNIT-X :THE MOON IN THE EARTHEN POT

STRUCTURE:

- 10.0 Objectives
- 10.1 Introduction
- 10.2 Summary of the short story
- 10.3 Character – sketch
 - 10.3.1. Guddavva
 - 10.3.2 The Narrator
- 10.4 Title Justification
- 10.5 Narration
- 10.6 Questions

10.0. OBJECTIVES:

You will understand the story at the end of the unit. After completing the unit you will be able to

- Describe the story in your own words
- Make character sketches
- Discuss the narrative technique used by the writer
- Present the story in different perspective
- Point out the concurrence between the stories narrated by Guddavva and to the main story.
- Understand the technique of folk narration

10.1 INTRODUCTION:

Gopini Karunakar is a poet, fictionist and an assistant director of films. His poems have been published in many of Telugu journals and dailies. He employs technique of oral narration to all his stories. He also presents his stories so vividly that we can visualize the situations and characters while we read them. The story told in the mode of folk tale tries to describe natural phenomenon like the rising of the moon in a very imaginative and concrete way.

The story was originally written in Telugu. It was translated into English by Pranava Manjari. She is a translator, reviewer and editor. She is working in Delhi College. She won the Katha Award for Translation in 1997 for her Kannada translation. She writes reviews for the Sahitya Akademi journal, 'Indian Literature'.

10.2 SUMMARY OF THE SHORT STORY:

You will enjoy reading the story 'The Moon in the Earthen Pot'. The story is narrated directly to you, the reader. The narrator who tells the story for you is a small boy. The story is told from his point of view only. He retells the stories narrated to him by his blind grand mother whom he fondly calls, Guddavva. Guddavva is the main character of the story. Guddavva is a distant relative to the narrator.

As you have already known the narrator was a small boy. He enjoyed listening stories lying in the lap of Guddavva. Guddavva was a maternal aunt to his mother. She was the first wife to her husband. She became blind at a young age. The local doctor used some unknown medicine for treatment and thus she lost her eyes. So, every one called her Guddavva meaning blind grand mother. After she gave birth to a male child her husband deserted her. She took the boy to Tirumala, the abode of Lord Venkateswara. She did odd jobs to feed her boy. He too left her and went to live with his father when he grew up. The lonely Guddavva again started to strive for her livelihood. Later she was brought to the narrator's home by the narrator's father. She was given a hut under the eucalyptus tree. She had undergone a deep distress in her life. But she was always cheerful. Guddavva never used to take rest. She prepared some sweets and sold them near the bus stand. She was earning for herself.

SAQ Why is Guddava called so?

Guddavva loved children very much. In her lonely life children were her best companions. When she was asked why she loved the children very much she gave an interesting answer. She said that there was only one moon in the sky where as there were so many moons around her. She told them

stories and made them to play various games. Vasantha was a friend of the narrator. Guddavva made Vasantha and her friends to play a number of games. She made them to learn various arts. To all the children Guddavva was their best friend. They thought that she had supernatural powers also. She could do any thing.

SAQ Who were the moons around Guddavva?

The narrator had great intimacy with Guddavva. One night he collected many fire flies thinking that they were stars. His friends Peeraiah and Vasantha too thought that they were stars only. In her eagerness to see them Vasantha pulled at his hand. All of them fell on Vasantha. She looked like a small goddess to the narrator. Then Guddavva told them that they were not stars, they were fire flies only. She narrated a story immediately about the fire flies for the children. In that the story the golden sparrow flew to the God and requested him to provide light for them during the night. Devudu, the God was moved by pity towards them told them that when moon rubbed against the sky he would shed some dust. That dust would become fireflies. Then onwards the golden sparrows built their nests with soft mud to catch the fire flies. The fire flies too felt happy to light up the nests of the golden sparrows.

SAQ Do you remember any other character from the other stories you have read earlier who can create stories at a short notice?

Vera, a young girl from the story, 'The Open Window', too was good at telling stories. Guddavva too had the quality of romance at short notice. The narrator was a kind hearted boy. He had an extensive imagination. He wanted to give the entire moon for the golden sparrows to light their nests. So, he asked Guddavva to pluck the moon for him. Guddavva never learnt to say no to a child. She had a capacity to weave an answer for them. She told him that she had hidden the moon inside a pot and would give him at night other wise the moon would melt away. That night she told him that she would give the moon in the morning because if she gave the moon now the world would turn dark. She promised to give him the next morning.

SAQ Can Guddavva really pluck the moon for the narrator?

At night Guddavva untied the rope and brought the pot down. She dipped her hands into the pot and suddenly opened it towards the sky. She exclaimed that the moon had flown away into the sky. The narrator became very angry. Guddavva did the same for two more days. One night while she was talking to Sakku Chinnamma, the narrator and his friends went to her demanding a story. She narrated a new story for them. It was a story about Suranna, the Sun and Chandranna, the Moon. The story was very interesting.

SAQ Why was the narrator angry with Guddavva?

Guddava was a very enticing narrator. She attracts the attention of the listeners so much that the listeners, elders and children alike react physically to the scenes she described. While the story was being narrated Sakku Chinnamma became sad to listen to the sendoff given by the mother to her children, the narrator moved aside to defend himself from the arrows described in the story and Vasantha clutched Guddavva out of fear when the former mentioned the names of monsters.

Long ago there was Aakasamma, who lived with her two sons. The elder was called Suranna and the younger was called Chandranna. Akasamma worked very hard to educate her two sons. She made them to learn all the arts of life. They thought of going around the world. She at first did not want to send them, but accepted at last.

Suranna went towards east and Chandranna travelled towards west. After making a long journey through many kingdoms Suranna reached Indrapastha, whose king was Vanapastha. He had seven beautiful daughters. They declared that they would marry the man who would bring seven flowers in seven colours from Indraloka. The announcement was made in the streets of the kingdom. Many princes tried to get them. Some of them died of snake – bite. No body returned. The king was sad thinking that his daughters would

never get married. Suranna heard the announcement. He made a stair way with arrows to Heaven and reached the kingdom of Gods. He wounded the snakes with his powerful arrows and plucked the flowers. He hurried back through the stairway. When he reached Indrapastha he was received warmly. The king gave his seven daughters in marriage to him and crowned him the king of half his kingdom.

SAQ Why could not the king's daughters get married for a long time?

Chandranna went to the west. He saw a rishi. The rishi was looking sad. When asked by Chandranna the rishi answered that his daughter was kidnapped by a brahmarakshasa, a big monster. The rishi promised Chandranna if he rescued rishi's daughter he would give her in marriage to Chandranna. Chandranna went in search of the monster. When he found the monster and a fierce fight took place between them. At last Chandranna killed the monster. The rishi gave his daughter in marriage to Chandranna.

SAQ Why did Chandranna kill the monster?

The two sons returned with their wives to the mother, Akasamma. She asked them to marry their mama's (uncle's) daughters also. Suranna married Pagatamma and Chandranna married Reyamma, who were none but day and night respectively. Chandranna shared his time between his wives. He lived fifteen days with Reyamma and another fifteen days with rishi's daughter. Guddavva told the children that was why half the month it was dark and the other half, bright. Suranna's seven wives got prejudiced against Pagatamma. They were angry with their mother-in-law for making Pagatamma as her eldest daughter-in-law.

SAQ Why did the seven wives of Suranna hate Pagatamma?

One day the mother, Aakasamma fell seriously ill. The vaidyudu, doctor, told her sons to bring buttermilk from the sea after churning it. The two sons did so and got a pot full of buttermilk. Chandranna went directly to his mother and gave it to her. She became happy for making her stomach calm and blessed him that he would brighten the world with moonlight. Suranna went to his seven wives with his pot of buttermilk. Without his knowledge the wives mixed chilli powder in the butter milk. After drinking it her stomach was aflame. She became angry and cursed Suranna to become hot. His seven wives came to their mother-in-law asking for forgiveness. Aakasamma cursed them that they would come together only on rainy days. They became the rainbow. That is why you can watch the rainbow only on the rainy days.

SAQ Why did the mother curse Suranna and his wives?

The mother was deeply grieved after cursing her son. She wanted to commit suicide in distress. The Lord Siva and his wife Parvathi were going that way. They saw her. They consoled her that all was part of the game of God. They made her sons as visible Gods. Thus Guddavva ended the story. All the listeners went home. The narrator looked at the ball like moon and thought of stealing it that night.

Guddava's stories as you have seen are about various natural phenomena like the sun and the moon in the sky, rising of the moon, the disappearance of moon for half of the month or appearance of the rainbow during rain or the fire flies on the birds' nests. She uses her vivid imagination to describe them in endearing manner.

10.3 CHARACTER – SKETCH

10.3.1 THE NARRATOR:

The narrator is a very young boy. It seems from the story he is a boy of five or six years old. He narrates the story in a simple and interesting way. He loves his Guddavva very much. He has deep a longing for listening stories. He is an innocent boy. He does not know what fireflies are. He feels great concern for Guddavva. His favourite pass time is to lie in the lap of Guddavva and play with her pallu. He believes in the words of Guddavva, whereas his younger

brother and sister do not. Like Guddavva the narrator is very good at narrating the story. He has a love for fascinating stories. He identifies himself with the story and its characters while he is listening. The narrator wants to pluck the moon and keep it inside the nest of the golden sparrow. He collects one nest and hangs it to a tree in his house. He believes that Guddavva has really put the moon inside the pot. He wants to collect it from the pot and is deceived every time. He becomes angry with Guddavva for sending the moon into the sky. Guddavva narrates many stories for him to divert his attention. Even then he wants to steal the moon.

10.3.2 GUDDAVVA:

Guddavva was the maternal aunt of the narrator's mother. She had undergone a hard life. While she was working in Tirumala the narrator's father brought her to his home. He gave a hut for her, near the Sunkeswari tree. She had an independent nature. She never depended on them. She started to earn her livelihood even at that ripe age. She prepared sweets and sold them outside the school and beside the bus stand. She loved children very much. They were like moons for her. She had a special attachment for the narrator. She would never say no to any child whatever he/she asked for. She could create stories and could make the children believe them. She made the girls to learn the arts like muggulu. According to the narrator she had great magical powers. While she was narrating the story she could touch the clouds with her stick and bring rain. She could make the sun blaze to bring heat or the seas to rise in fury. She could create monsters with courageous spirits but at the same time make them to run away. The narrator believed she was offered a seat by the gods or was taken to their kingdom. Even the birds and animals sat as if made of stone when she told the story. She would just hold a stick in her hand and could make it as a bow, a dagger or a flute. She could arrest the children's attention. The narrator wondered how she learnt that technique. All these qualities given by the narrator refer to Guddavva's genius for narrating the stories.

10.4 TITLE JUSTIFICATION:

When the narrator was asking for the moon Guddavva told him that she had hidden it in the pot. The pot is made of earth, so it is called the earthen pot. The narrator believed it. Guddavva narrated a series of stories to the

narrator. The first story was about fire flies and later on many more stories were narrated. Among all the stories the narrator was attracted towards the story of the moon. He would like to have moon to give light to the golden sparrows. He thought if fire flies give light for sparrows how much more light they would get if they were given the moon. The stories narrated by Guddavva attract not only the narrator but also the reader. The story is about the moon taken out from the earthen pot. The title is thus apt for the story.

10.5 NARRATION:

Here is a description of the story told by Guddavva:

Long long ago, there was a widow called Akasamma. She had two sons. The elder one was called Suranna and the younger one Chandranna. She had to work hard to bring up her children. She sent them to school, she taught them many arts. One day her children came to her to seek her permission to see the world. She did not permit them at first. Later she sent them on the condition that they should marry her brother's daughters.

Now transform the narration of the passage from III person to I person without changing the tense and meaning of the sentences.

10.6 SUMMING UP:

Gopini Karunakar is also a director of films. This made him to narrate the story in a vivid way. This story amuses not only the young ones, but also the elders. The stories are closely knit to one another. The narrator wanted to steal the moon. To change his attention from the moon Guddavva told many stories on the moon. All these stories made his longing for the moon more.

You certainly might have learnt the art of narrating stories after going through all these stories. Haven't you?

10.7 QUESTIONS:

1. How do folktales describe natural phenomena? Explain with reference to Guddavva stories?
2. Narrate Guddavva's life?
3. Narrate Guddavva's story about the sun and the moon?
4. Describe the skill of Guddavva as a story teller?

UNIT – XI : ARTICLES

STRUCTURE:

- 11.0 Objectives
- 11.1 Introduction
- 11.2. Definition of Article
 - 11.2.1 Definite Article
 - 11.2.2 Indefinite Article
- 11. 3. Indefinite Article
 - 11.3.1 Use
 - 11.3.2 Omission
 - 11.3.3 Exercise
- 11.4 Definite Article
 - 11.4.1 Form
 - 11.4.2 Use
 - 11.4.3 Omission
 - 11.4.4 Exercise
- 11.5 Exercise
- 11.6 Summing Up

11.0 OBJECTIVES:

The unit will make you to understand the article and its uses. At the end of this unit you will

- Know the difference between definite and indefinite article.
- Understand where the article must not be used.
- Use the articles in a perfect way.

11.1 INTRODUCTION:

Do you know what are article and why do we use articles? They are the demonstrative adjectives in one sense. Though they belong to the class of adjectives they differ from them both in their character and in their function. While adjectives are content words conveying denotative meaning, articles are

function words which perform a grammatical function. You can use an adjective without a noun following it.

For example: The play is very nice.

But you can't use an article without a noun following it.

For example: He is a. (X)

11.2 DEFINITION OF ARTICLES:

The adjective 'the' is called the Definite article because it points out a particular person or thing, and 'a' or 'an' is called the Indefinite article because it does not point out a particular person or thing.

Observe the following conversation:

Ravi: I had a sandwich and an apple for lunch.

Raju: The sandwich wasn't very good, but the apple was nice.

In the above statements Ravi says 'a sandwich' and 'an apple' because this is the first time he talks about them.

Where as, Raju says 'the sandwich' and 'the apple', because he knows which sandwich and which apple Ravi means.

Compare 'a' and 'the' from the following examples:

A man and a woman were sitting in a park. The man was an Indian and the woman was an American.

SAQ *I sat in the garden.*

Was the garden known to the user?

11.3. INDEFINITE ARTICLE:

11.3.1 Use: A or An is used before singular countable noun when it is mentioned for the first time.

A is used:

1. Before a common noun beginning with a consonant sound as: a chair, a table, a picture, a pot etc.
2. Before a word beginning with 'u', 'eu' giving the consonant sound 'yu' as in: a useful work, a university student, a European, a utensil, a unique painting etc.
3. Before a word beginning with 'o' but giving the consonant sound as in: a one eyed man, a one rupee note etc.
4. Before a word beginning with h when this letter is sounded h as in: a hero, a hundred rupee note, a hospital etc.

SAQ Do you use a or an before the word 'vote'?

An is used:

1. Before a word beginning with a vowel sound such as: an umbrella, an orange, an ink-pot etc.
2. Before abbreviation such as: an M.A., an L.L.B., and M.B.B.S. etc., where the pronunciation begins with a vowel sound.
3. Before a word beginning with silent h as in: an hour, an honest man, an heir etc.

SAQ What article is used for the word 'honest work'?

A and An is used in

A. certain expressions of

1. Quantity: a lot of a couple a dozen etc.
2. Number: Before half when half follows a whole number: half a kilo, half a dozen etc.
3. Price and Speed: in the sense of 'each ' and 'every'
Rs. 5/- a kilo etc, 60 kms per an hour

4. In the sense of 'one': four times a day, twice a week, Please wait a minute etc.

B. In exclamations before singular and countable nouns:

1. What a pretty girl!

2. Such a long queue!

C. To represent the entire class:

A dog is a faithful animal. (All dogs are faithful animals)

D. Before professions.

My cousin is an engineer.

E. When reference is not made to any specific number or person

A boy gave the letter. ('a boy' means some boy)

SAQ Do we use article before the number?

11.3.2 OMISSION:

A or An is not used

1. Before proper nouns. Eg. He is a Krishna. (X)
2. Before plural nouns. Eg. There are a mangoes. (X)
3. Before uncountable nouns. Uncountable nouns which do not form plurals by adding 's' or 'es' and which are measured in units.

Eg: 1 sugar or 2 sugars (X) 1kilo sugar. () some other uncountable nouns are water, milk, oil, rice, salt etc.

Abstract nouns like beauty, sorrow, honesty etc are also uncountable nouns.

4. Before names of meal. Eg: break fast, lunch, dinner etc.
5. Before 'man' and 'woman' to represent the entire class. Eg. Man is mortal.

SAQ What article do you use before the word dinner?

11.3.3 EXERCISE:

Complete the following sentences by using the suitable indefinite article.

1. There is ___lion in the zoo.
2. There is___ox under the tree.
3. There is___orange in the basket.
4. The Mahabharata is___epic.
5. The Pacific is___ocean.
6. Asia is ___continent.
7. The earth is___planet.
8. The moon is___satellite.
9. There is___dog in the street.
10. I am ___student.
11. Jack is drawing _____ large octagon.
12. Mrs. Gupta is _____ editor.
13. To some people 13 is _____ unlucky number.
14. He bought _____ atlas.
15. His sister gave him _____ sleek bike.
16. this is not _____ egg but _____ pin pong ball.
17. _____ Ostrich is _____ animal
18. Spain is _____ unique country.
19. He is _____ humble man.
20. Would you like _____ cup of coffee.

11.4 THE DEFINITE ARTICLE:

11.4.1 FORM: ‘The’ is the same for singular and plural and for all genders.

For ex: The boy the girl the boys the girls etc.

11.4.2 USE:

The definite article is used:

1. When the object or group of objects is unique. Ex: the earth, the sky etc.
2. When the noun is used for the second time. Ex: There is a king. The king is benevolent
3. Before a common noun in singular number to denote a class or kind as:
The cow feeds on grass. (It means all cows feed on grass)

4. Before the names of

- Rivers: the Ganges, the Yamuna, the Narmada etc
- Seas: the Arabian Sea, the Mediterranean Sea, the Caspian Sea etc
- Oceans: the Indian ocean, the Pacific ocean etc
- Gulfs: the gulf of Mexico, the gulf of Oman etc
- Groups of islands: the Andamans, the Hawaiian Islands etc
- Ranges of mountains: the Himalayas, the Alps etc
- Ships: The Titanic etc
- Newspapers: The Hindu, The Indian Express etc
- Journals: the Mahajan Bulletin, the Yojana etc
- Historical buildings: The Taj, the Red fort etc
- Communities: the Indian, the English, the Muslims etc
- Religious books: The Bible, The Quran, The Gita etc
- Musical instruments: the veena, the violin etc
- Deserts: the Sahara, the thar etc.

SAQ Do you use 'the' before 'Bhagvad Gita'?

5. Before the common nouns unique of their kind as: The Sun, The Moon, The Earth, the Taj Mahal etc
6. Before the superlative degree of comparison as: the tallest boy, the cleverest girl etc
7. Before the adjective when it represents a class as: the rich, the poor etc
8. Before the comparative adverbs in parallel clauses as: the more the merrier etc
9. Before the adjective 'same' and after the adjectives 'all' and 'both' as: all the boys were present.
10. Before church, school, hospital, prison when used for secondary purpose i.e. when used for other purposes than for their actual purpose. See the difference between the following two examples.

Eg. Rakesh went to the hospital to see his injured friend.

Ramesh was admitted in hospital for surgery.

SAQ Do 'stars' receive the before them?

11.4.3 OMISSION:

The article 'The' is not used:

1. Before proper nouns and abstract nouns: Ram, Ravi, beauty, happy etc
2. Names of meal and games: rice, roti, cricket, football etc
3. Before the parts of body and articles of clothing: hand, leg, sari, pants etc
4. Before the noun 'Nature': Wordsworth praised nature in his poetry.
5. Before Home . For ex: He is at home.
6. Before the names of days and months: Sunday, January etc
7. Before the names of languages, arts, subjects and diseases: English, painting, cholera etc
8. Before the nouns bed, church, court, hospital, prison, and school – 'the' is not used before these nouns when they are used in primary purpose.

For ex: I saw a cat under the bed. I go to bed at 9 pm.

Raghu goes to school regularly.

SAQ Can you use the definite article before your name?

11.4.4 EXERCISE: Use 'the' wherever necessary.

1. Today is ___ Sunday. Raju is going to ___ Church.
2. It is ten. Let's go to ___ bed.
3. Our dog is sleeping under ___ bed.
4. My father will come to ___ college to meet my principal.
5. He likes ___ music.
6. ___ more you listen music ___ more you love it.
7. I go to ___ school every day.
8. ___ earth moves round ___ sun.

9. ___rich do take care of___poor.
10. _____ honesty is ___best policy.

11.5 EXERCISE:

Complete the following sentences by filling in 'a', 'an' or 'the'

1. Gold is___costly metal.
2. She always speaks___truth.
3. Never tell ___lie.
4. Were they in___hurry?
5. Delhi is _____capital of India.
6. Children made___ lot of noise.
7. Which is_____longest river in India?
8. Hindi is_____easy language.
9. Let us discuss_____matter.
10. It is___best book in_____market.
11. ___one – eyed beggar begged me of___rupee.
12. Delhi stands on__bank of___Yamuna.
13. _____Narmada had___delta.
14. I saw___lion, ___bear and ___elephant in ___forest.
15. Little knowledge is___dangerous thing.
16. My friends live in _____ old house in _____ village. There is _____ beautiful garden behind _____ house.
17. _____ Ramayana and _____ Mahabharata are sacred books for Hindus.
18. Lila is the _____ youngest student in the class.
19. Would you like _____ apple or _____ banana.
20. Arun and I went to _____ park near our house.

11.6 SUMMING UP:

You have learnt the uses of articles. You will be able to use them in a perfect way. A wrong article at a wrong place certainly will change the meaning of the sentence. So, try to learn the rules where to use an article and where not. You have come to know the differences between the definite article and the indefinite article.

UNIT – XII : PREPOSITIONS

STRUCTURE

- 12.0 Objectives
- 12.1 Introduction
- 12.2 Kinds of Prepositions
 - 12.2.1 Simple prepositions
 - 12.2.2 Compound prepositions
 - 12.2.3 Phrase prepositions
- 12.3 Uses of prepositions
 - 12.3.1 In, on and at
 - 12.3.2 Into
 - 12.3.3 From and to
 - 12.3.4 With and by
 - 12.3.5 With
 - 12.3.6 By
 - 12.3.7 Beside and besides
 - 12.3.8 Between and among
 - 12.3.9 Since, for and from
 - 12.3.10 Of
- 12.4 Some more useful prepositions
- 12.6 Exercise
- 12.7 Summing up

12.0 OBJECTIVES:

At end of this unit you will be able to use the prepositions in a proper way.

You will also

- Learn how to use different prepositions at different places
- Understand which preposition comes after a particular verb.
- Apply the suitable preposition in a sentence.

12.1 INTRODUCTION:

A preposition is a word which is placed before a noun or pronoun to show the relation in which the person or thing stands to the rest of the sentence. It is considered to be the most difficult area in English language, because there are no definite rules governing their usage. There is only one way for you to learn prepositions that is by using them. Prepositions denote place, time, direction and position.

12.2. KINDS OF PREPOSITIONS:

You will come across three kinds of prepositions in English. A list of them is given below.

12.2.1 SIMPLE PREPOSITIONS: at, by, for, for, from, in, of, off, on, out, to, till, up, with, through etc.

12.2.2 COMPOUND PREPOSITIONS: They are generally formed by prefixing a preposition to a Noun or an adjective or an adverb. Above, about, across, along, amidst, among, around, inside, outside, within, without etc.

12.2.3 PHRASE PREPOSITIONS: They are group of words used with the force of a single preposition. According to, for the sake of, in order to, along with, except for, in favour, apart from, in accordance with, in place of, away from, in addition to, in spite of, owing to etc.

SAQ How do compound prepositions are formed?

12.3 USE OF PREPOSITIONS:

You will be confused to use a preposition sometimes. Two prepositions seem to suit the sentence. The correct uses of some pairs of Prepositions which are easily confused are given below.

12.3.1 IN, ON AND AT

A. Place: 'In' is used for large areas such as large towns, cities, states, countries and continents. For eg: I live in Andhra Pradesh.

'In' is used for places of residence in general like buildings.

Eg: The murder took place in a hotel.

'At' is used for smaller areas such as villages. For eg: My brother lives at Ramapuram in A.P.

Note: If the speaker identifies with the place either because he/she lives there or because he/she happens to be there at the moment then 'Use In'.

Eg: I am working in a school in Gollapalli, a village.

'On' is used for open places such as farms and estates. Eg: I worked on a farm near Nellore.

SAQ There is no one _____ the garden. (On, in, at)
We have to get off the bus _____ Gollapalli. (in, on, at)
My brother worked _____ a small coffee Plantation before working _____ a factory. (in,on,at)

B. Time: 'In' is used for months, years, seasons, parts of the day etc.
Eg: in 1985, in the summer, in the morning etc.

Note: Use 'at' for midnight, night, noon, dawn, dusk, day break

'At' is used to denote exact time. Eg: At night, at 9 o' clock etc.

'At' is also used to indicate the occasion. Eg: at the first meeting, at the Valedictory etc.

'At' is used for festivals which mark a point of time in a year. For
Ex: at Christmas, at Deepavali etc.

Note: But when 'day' is added we use 'on'. Eg: on New Year's Day, on Christmas Day etc.

On is used for specific days. Eg: On Monday, on 12th December etc.

Note: But when you use the morning of some day use 'On' "On the morning of 12th December".

SAQ Raju worked in this factory _____ 2001. (on, in, at)
I will meet you _____ 20' clock. (on, at, in)
Come to college _____ Monday. (on, in, at)

C. Position: 'In' is used to express that something is inside. Eg: The bag is inside the cupboard.

In the bag, in the suitcase, in the room, in college (inside the building)

‘On’ is used to say that something is on the top of something, on the left, on the right and on something. Eg: The bag is on the table.

‘At’ is used to say that something is near. Eg: I am standing at the window.

At the door, at the bus stop, at the street corner, at the gate, at the college(in the proximity of the building not in the building)

SAQ Who is there _____ the door? (in, on, at)

My flat is _____ the ground floor. (in, on, at)

I saw a cat _____ the bag. (on, in, at)

12.3.2 INTO: We use “into” with the meaning of enter. Eg: I opened the door, went into the room and sat down.

12.3.3 FROM AND TO: ‘From’ and ‘to’ are used to show the direction.
Eg: Ramu travelled from east to west.

12.3.4 WITH AND BY: ‘With’ refers to the instrument with which the work is done. While ‘by’ refers to the doer of the action.

For ex: The traveler was killed by the thief with a knife.

The land lord was shot dead by his enemy with a pistol.

SAQ The thief opened the safe _____ a screw driver.

A bus rammed _____ the culvert.

The taxis run _____ Victoria Terminus _____ Navi Mumbai.
--

12.3.5 WITH gives the meaning of possession.

For ex: He came with his suit-case.

They came with musical instruments.

‘With’ suggest in the company of.

She lives with her parents.

12.3.6 BY gives the meaning of near.

For ex: Her house is by the temple.

His shop is by the theatre.

‘By’ is used to suggest how something is done.

The house is cooled by a centralized AC.

I will contact you by an e-mail

12.3.7 **BESIDE AND BESIDES:** beside means by the side of, besides means in addition to.

For ex: The temple is located beside the river.

I know Hindi besides Telugu.

SAQ Deepak learnt whole sentences _____ cooking from Arun.
--

12.3.8 **BETWEEN AND AMONG:** ‘Between’ is used when we speak of two persons or things. While ‘among’ is used with more than two persons or things.

For ex: A quarrel arose between the two sisters.

The four brothers shared the property among themselves.

SAQ It is a secret _____ you and me.

12.3.9 **SINCE, FOR AND FROM:** ‘Since’ means from a point of time in the past and it is used with the present perfect tense. ‘For’ is used to refer to a period of time and not a point of time. ‘From’ is used to show some point of time; but it is used with the non-perfect tenses.

For ex: She has been suffering from fever since yesterday morning.

She has been ill for five days.

The boy will join school from tomorrow.

12.3.10 **Of:** Of’ is used to suggest belonging to somebody and something, to indicate material used to make something

For Ex: He is a friend of mine.

This table is made of glass and wood.

12.4 SOME MORE USEFUL PREPOSITIONS:

Some more useful prepositions are given for you. You can utilize them while you are producing sentences of your own.

Of travel and Movement:

You travel from your starting point to your destination.

You arrive at station, hotel, and small village.

You arrive in a country, city or big town.

You travel by bus, by train, by boat, by sea.

You travel on a bicycle, on a horse back, on foot.

You get into a vehicle.

SAQ The children like to travel _____ train.

After a day's journey the pilgrims arrived _____ the temple.

He arrived _____ New York on Monday.

12.5 EXERCISE

To make an evaluation of understanding of prepositions fill in the blanks given below with suitable prepositions.

- a) He started _____ six _____ the morning.
- b) The train arrives _____ five _____ the morning and departs _____ the station _____ noon.
- c) She was born _____ a small village _____ Andhra.
- d) Ravi came _____ bus _____ Friday.
- e) They were married _____ 1 st Jan. 1995 and divorced _____ April.
- f) The money lender was shot dead _____ the thief _____ a pistol.
- g) This portrait was painted _____ the Italian artist _____ fifteenth century.
- h) The thief banged himself _____ a rope _____ the prison.
- i) Students don't go _____ school _____ Sundays.
- j) My brother came _____ Tuesday.
- k) His birthday is sometime _____ July.
- l) We've a class again _____ Friday.

- m) I'll teach you how to program _____ a few weeks.
- n) I was in Hyderabad _____ the first week of June.
- o) The prices of computers have sharply come down _____ the past few months.
- p) Ravi is not afraid _____ any thing.
- q) Vera is good _____ telling stories.
- r) Siva is not interested _____ studies.
- s) She goes to work _____ car.
- t) We watched the news _____ television.
- u) The child sat _____ her father's lap.
- v) The little boy looked out _____ the window and watched the people the street.
- w) He waited _____ 5 o' clock _____ the evening.
- x) The cat jumped _____ the rat.
- y) The police took the miscreants _____ custody.

12.6 SUMMING UP:

You have studied various prepositions and the meaning they give in different contexts. Now you can use them in sentences.

UNIT – XIII : MODALS AND TENSES

STRUCTURE

13.0 Objectives

13.1 Introduction

13.2 Use of Modal Auxiliaries

13.2.1 Will/shall

13.2.2 Can/could

13.2.3 May/might

13.2.4 Shall/should

13.2.5 Must/mustn't

13.2.6 Ought

13.3 Exercise

13.3.1 Blanks to be filled

13.3.2 Choose the correct answer

13.4 Uses of tenses

13.4.1 Simple Present Tense

13.4.2 Present Continuous

13.4.3 Present Perfect

13.4.4 Present Perfect Continuous

13.4.5 Simple Past

13.4.6 Past Continuous

13.4.7 Past Perfect

13.4.8 Simple Future

13.5 Exercise

13.6 Summing Up

13.0 OBJECTIVES:

This unit will make you to understand the working of modal auxiliaries and the tense forms. At the end of the unit you will know how to

- Use modal auxiliaries in English.
- Get knowledge of the different types of tenses.
- Use appropriate tenses for different situations.

13.1 INTRODUCTION:

Verb in English shows action or existence or possession of the subject. There are two types of verbs- the main verbs and the helping verbs. In helping verbs too we have two types – primary auxiliaries and modal auxiliaries. The primary auxiliary helps to indicate factual statement. They are ‘be’, ‘have’ and ‘do’. So that is why they are called the primary auxiliaries. The auxiliaries, which help in expressing the conceptions of mind, i.e. probabilities, possibilities, exceptions, obligations, permission, ability etc., are called modal auxiliaries. The modal auxiliaries help the main verb to form tense, voice, mood etc. Modal is the adjective form, which means a mood or manners. These adjectives will help you to construct negative, interrogative sentences, short answers and question tags.

13.2 USE OF MODAL AUXILIARIES:

13.2.1 WILL & SHALL:

A. We use ‘I will’ when we decide at the time of speaking to do something in future.

For ex: I have left the door open. I will go and shut it.

➤ We often use ‘will’ in the following situations:

1. Offer to do something: The bag looks heavy. I will help you.
2. Agree to do something: I will give the book to you.
3. Promise to do something: I will repay the amount within a week.
4. Ask/ request somebody to do something: Will you please turn off the light?

➤ In the second and third persons to express simple futurity:

You will get the book tomorrow.

Dr. Raju will be back in a few days.

➤ The negative form of ‘will’ is won’t.

➤ Do not use ‘will’ to talk about what you have already decided or arranged to do.

B. Shall is used mostly in the questions “shall I?” Or “Shall we?” where we offer help or suggestion or make polite enquires.

Shall I open the window?

Shall we go now?

Where shall we go this evening?

Shall I help you?

Shall we have some drink?

Shall we go for a walk?

- In the first person to express simple futurity.

I shall go to Madras tomorrow.

- In the second or third person to express a command or promise or threat or determination.

You shall not enter in to my home. (A command)

He shall be punished for this. (A threat)

SAQ What will you use in the following blanks: will /shall

- 1) _____ we go for a walk?
- 2) I _____ not come to the next class.
- 3) You _____ be fined for trespassing.
- 4) _____ you give me your pen?

13.2.2 CAN & COULD:

- We use 'can' to say that something is possible or allowed, or that somebody has the ability to do something and to make requests informally.

We can see the lake from our window. (Ability)

Can you give me your pen? (Request)

You can go home now. (allowed)

- Some times 'could' is used as the past of 'can'. We use 'could' especially with see, hear, smell and taste.

I had taken a beautiful flat. I could see the lake from there. (past of 'can')

As soon as she walked into the room, she could smell the gas.

- We also use 'could' to say that somebody had in the past the general ability or permission to do something.

My grand father could speak five languages.

We were totally free. We could do what we wanted.

We use 'could' to make a request.

Could you please lend me your book for a day?

Note: 'Could' is more polite than 'Can'.

- The negative of 'can' is 'can't'. It expresses inability.

I'm afraid I can't come to the party on Friday.

- The negative of 'could' is 'could not', which is possible in all situations. 'Couldn't' expresses inability in the past.

My grandfather could not swim.

S.A.Q. What will you use to express your inability to do something?

13.2.3 MAY & MIGHT:

- We use ‘may’ and ‘might’ to talk about possible actions or happenings in the future.

I haven’t decided where to go this summer. I may go to Bangalore.
(Perhaps I will go)

Take an umbrella with you. It might rain later. (Perhaps it will rain perhaps it may not also) Might’ suggests less possibility than ‘may’.

- ‘May’ is used to seek permission.

May I come in?

- The difference between ‘will’ and ‘may’ is

I will be late this evening. (Sure)

I may be late this evening. (Possible)

- We use only ‘might’ when the situation is not real.

If I were you I might go to the cinema.

- The negative forms are may not and might not.

Hema might not go back. She is suffering from fever.

There might not be enough time to discuss everything at this meeting.

13.2.4 SHOULD & WOULD:

- We use ‘should’ and ‘would’ as the past equivalents to ‘shall’ and ‘will’.

- ‘Should’ is used in all persons, to express duty or obligation and to indicate advice.

We should not lie.

Children should respect their elders.

- We use would or wouldn’t when we imagine a situation. (Which is not real sometimes)

It would be nice to buy a new car, but we can’t afford it.

I would love to live by the sea.

- We often use ‘would’ in sentences with if.

If you called me, I would come with you.

- 'Would' is used to make a request very politely. (more polite than 'will' 'could' and 'can')
- Would you lend me some money?
- Would you mind lending me some money?
- We use wouldn't when somebody refused to do something.
- I tried to warn him, but he wouldn't listen to me.

13.2.5 MUST & MUSTN'T:

- 'Must' suggest necessity, obligation and order.
- You must do something now or things will go out of hand. (necessity)
- You must pay the income tax. (obligation)
- You must keep it a secret. (order)
- We must hurry. (order)
- 'Needn't' is used for lack of obligation.
- You needn't do something when you don't need to do it.
- 'Mustn't' suggest order.
- You mustn't make any noise.

13.2.6 OUGHT:

- While expressing moral obligation or desirability or strong probability you have to use 'ought'.
- We ought to respect our elders.
- We ought not to speak ill of others.

13.3. EXERCISE

13.3.1 Fill in the blanks with shall or will.

1. I _____ never go there.
2. _____ we join the same school?
3. I _____ never go to his house.
4. I _____ try to perform better next time.
5. Mother _____ be sixty next year.
6. _____ you lend me your book?
7. _____ we play hockey if it doesn't rain?
8. You _____ be punished for having done this.
9. You _____ not steal.

10. I _____avenge her.

13.3.2 Insert would or should in the following sentences.

1. We _____prefer to keep the matter secret.
2. _____You do me a favour, please?
3. She told Ramesh that she _____arrive here at 5 o' clock.
4. _____You pass the salt, please?
5. These vases _____not be here. Place them by the window.
6. The principal told the boys that they _____work harder.
7. Good people _____ really avoid such things.
8. It _____be too dark by seven to move out.

13.3.3 Choose the appropriate modal from the choices given and fill in the blanks.

1. _____you swim?
(a) can (b) may (c) shall
2. _____you mind opening the door?
(a) will (b) shall (c) would
3. You _____eat or you will fall ill.
(a) will (b) must (c) must
4. He _____come. I am not sure.
(a) will (b) would (c) may
5. Rakesh_____ come tomorrow.
(a) can (b) could (c) will
6. It____rain in the after noon.
(a) may (b) will (c) shall
7. You_____catch the train easily.
(a) can (b) could (c) will

13.4 USES OF TENSES:

Tense is a change in a verb. It expresses time at which the action of the verb takes place. You can understand that tense means time. There are three main tense forms. You will study more about tense in the following pages.

13.4.1 SIMPLE TENSE:

a. Subject + Present form of verb (s or es)

I am a student.

The pilgrims visit the temple.

My mother works in a bank.

b. Use 'don't' 'doesn't' to make negative

The tiger doesn't eat grass.

These players don't play for this club.

c. Use 'do', 'does' to form questions.

Do you speak English?

Does he understand Sanskrit?

What do they teach at college?

Usage:

1. To express habits, daily and routine activities.

I get up at 5.30 every morning.

Lata writes with her left hand.

2. To express some general or universal truths valid at all times.

Man is mortal.

Knowledge is power.

The earth revolves round the sun.

3. To quote the sayings of a person.

Shakespeare says, "All that glitters is not gold".

4. To express scheduled future actions.

The C.M. inaugurates the building tomorrow.

Note: With Simple Present we often use words like " every day/week/month/year", often, generally, regularly, usually etc.

S.A.Q. Correct the sentences if wrong.

1) Rakesh work in a bank.

2) Children love chocolates

3) I writes stories.

4) The P.M. visits our college next month.

13.4.2PRESENT CONTINUOUS:

a. Subject + am/is/are + Verb + ing

I am learning Sanskrit.

We are going home tomorrow.

They are leaving now.

Raju is working in a factory.

b. Add not to the 'be' form to form negative.

I am not learning French.

We aren't going by bus.

Rani isn't working in a factory.

c. To frame questions, shift the position of the be form.

He is working – Is he working?

Where is he working?

Are the students writing the exam?

Usage:

1. For an action going on at the time of speaking

You are reading this book.

I am playing chess.

2. For a future action especially is when action is decided and determined.

The Chief Minister is leaving for America next week.

I am going to buy a new pen tomorrow.

3. For the verbs of sensual perception, cognition, possession and emotion present continuous is not used. The verbs of sensual perception are 'hear', 'see', 'smell', 'taste' and 'feel'. The verbs of possession include 'have', 'possess', 'own', 'consist of' and 'comprise'. The verbs of cognition are 'understand', 'know', 'forget' and 'remember'. The verbs of feeling or emotion are 'love', 'like' and 'hate'.

I am hearing a noise. (X) I hear a noise.

He is remembering me. (X) He remembers me.

Note: With Present Continuous words like 'now' 'at present' today etc. are used.

S.A.Q. Fill in the blanks using either simple present or present continuous forms of the verbs.

1) I _____ (visit) temple every Friday.

2) We _____ (go) for a party now. Would you like to join us?

3) Indians _____ (love) cricket.

4) Raju and Ramesh _____ (work) even though today is a Sunday.

5) I _____ (have) an antique watch with me.

13.4.3 PRESENT PERFECT:

a. Subject + have/has + Past Participle

I have left the job.

They have gone home.

He has taken a job in Chennai.

b. Add 'not' to 'have or has' to make a negative.

I haven't written the assignment.

The Minister hasn't given any promise.

c. Shift the position of 'have/has' to form a question.

Have you joined the music class?

Has she got some problem?

Usage:

1. For completed actions in the immediate past used with adverbials of time such already, just, lately, yet etc

He has just gone out.

We have already seen it.

I have not yet completed my assignment.

2. For past action with present result.

I have lost my pen. (I lost it. I don't have it now.)

He has paid the fee. (He paid the fee. He needn't pay it now.)

13.4.4 PRESENT PERFECT CONTINUOUS:

a) Subject + have /has + been + verb+ing

We have been learning English

He has been writing the home work.

b) Add 'not' to 'have /has' to make a negative

He has not been living here for the last three months.

They haven't been talking to each other.

c) Shift the position of 'have/has' to make a question

Where have you been living?

Has been working too much of late?

Usage

1. For an action started in the past and is still continuing.

We have been learning English since my childhood.

I have been living in this factory since 2001.

She has been suffering from fever for four days.

Note: The prepositions 'since' and 'for' accompanied by time will be present in this form.

13.4.5. SIMPLE PAST:

- a. Subject + Past form of verb.

We read the book last week.

The students went on an education tour.

I wrote a complaint to the Principal.

- b. Use 'didn't' + Present form of verb to form negative.

I saw the film – I did not see the film.

He left the college. He didn't leave the college.

- c. Use 'did' to form questions.

Did you read the lesson?

What did you do in holidays?

Usage:

1. For an action completed in the past, often referring to time.

I completed my home work.

Raju attended the meeting.

2. For past habits.

He studied many hours yesterday.

Note: We use Simple past with words which indicate past time like yesterday, last week/month/year etc.

13.4.6 PAST CONTINUOUS:

- a. Subject + was/were + verb + ing.

The old man was walking slowly.

The children were playing in the park.

- b. Add 'not' to 'was/were' to make negative.

The boy wasn't reading well.

The children weren't playing at home.

- c. Shift the position of 'was/were' to form the question.

Wasn't the boy reading?

Were you returning from the college?

What were they doing when you visited them?

Usage:

1. To denote an action in progress at a point of time in the past.

What were you doing yesterday at this time?

I was writing.

2. To denote an action in progress in the past when another took place.

When I saw him he was writing

The train was going at 100kmph when it met with an accident.

13.4.7 PAST PERFECT:

a. Subject + had + Past Participle

The train had left by the time the bomb blast took place.

b. Add 'not/n't' to 'had' to make negative.

I hadn't eaten when I went to college.

The tourists had not reached Kerala when they were attacked.

c. Shift the position of 'had' to form the question.

Where had Raju worked before he joined your company?

Usage:

1. To denote former of the two or more actions completed in the past.

I had completed my homework, before my friend came and disturbed me.

They had gone home before it started to rain heavily.

13.4.8 SIMPLE FUTURE:

a. Subject + will (present form of verb)

The exams perhaps will start next month.

We will go to Bombay next summer.

b. Add not/n't to 'will' to make negative.

I will not come to college tomorrow.

The government will not give any comprehension.

c. Shift the position of 'will' to frame a question.

Will you go to college tomorrow?

Usage:

1. To denote an action that takes place at some definite or indefinite time in the future.

I will return tomorrow.

It will rain today.

13.5 EXERCISE

Fill in the blanks with appropriate tense forms of the verbs given in the brackets.

- 1) He ____ (be) ill since Monday.
- 2) I ____ (enjoy) myself yesterday.
- 3) I ____ (know) him for a long time.
- 4) The train ____ (leave) before we reached the station.

- 5) The earth _____(move) round the sun.
- 6) Jones _____(go) to college every day.
- 7) My mother _____(cook) food for us.
- 8) He often _____(go) to the theatre to see picture.
- 9) Nowadays he _____(spend) his leisure hours in the library.
- 10) Every Sunday Rosie _____(visit) church.
- 11) Health _____(be) wealth.
- 12) See, how the parrot _____(fly) in the sky.
- 13) The sun _____(rise) in the east.
- 14) You can telephone him when he _____(come) back.
- 15) There _____ (be) destiny that _____ (shape) our ends.
- 16) They _____(live) here for ten years.
- 17) I _____(read) Julius Caesar now.
- 18) She _____(suffer) from malaria since Monday.
- 19) My uncle _____(leave) the place just now.
- 20) I _____(meet) him, before I _____(leave) India.
- 21) The last train _____ (leave) at mid night.
- 22) I _____ (drink) coffee, after I _____ (brush) my teeth.
- 23) She _____(die) at the ripe age of eighty.
- 24) My brother _____(come) last week from Chennai.
- 25) He _____ (tell) me her name, after she _____(leave).

13.6 SUMMING UP:

A modal verb is a helping verb which helps you to express wish, hope, possibility, request etc. Tense is about the time of the action of the verb in the given sentence. The perfect knowledge of the tenses and modals makes you proficient in English.

SUGGESTED READING:

1. Murphy's English Grammar, Third Edition, Raymond Murphy, Cambridge University Press, Hyderabad, 2004.
2. A Grammar of English, Dr. T.Vasudeva Reddy, Commonwealth Publishing House, Hyderabad, 1996
3. Pioneer English Grammar & Composition, Book-4, Veena Gupta and Babu Ram Gupta, Navdeep Publications, New Delhi, 1998

UNIT – XIV : HOMONYMS AND SPEAKING SKILLS

STRUCTURE

14.0 Objectives

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14.2 List of Homonyms

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14.10 Questions

14.0 OBJECTIVES:

This unit will help you to understand some forms of spoken English. At the end of the unit you will be able to

- Use the homonyms in your own sentences.
- Apprehend the meaning of the sentences.
- Know how to make request, give directions etc.

INTRODUCTION:

Some words in English are confusing due to their similarity in spelling and pronunciation. For example: weak and week, soul and sole and right and write. These words are called homonyms. If we do not make the right choice when we use these words in a sentence, the meaning of the entire sentence is changed or sometimes the sentence becomes meaningless. The list of homonyms is given below. The list carries the meaning and the usage also.

SAQ Why do you make a mistake while using homonyms?

Spoken English is an essential feature of learning English. Among the four skills of language spoken is the most neglected form in the educational institutions. To learn this form perfectly the only way is to expose to the language. By speaking regularly you certainly will achieve perfection. This unit will make you to understand the forms of Spoken English.

14.2 SOME HOMONYMS:

Live: All the human beings live on the earth.

Leave: Don't leave me.

Rich: The rich do not care for the poor.

Reach: The students reach their goal certainly.

Sell: He sells vegetables.

Sale: The sales of diamonds have gone high during the festivals.

Fill: Ramu fill the pot with milk.

Feel: The girls feel very happy to wear bangles.

Weak: Harika is very weak, due to fever.

Week: This week we are going to Tirupati.

Money: I need a lot of money.

Many: I have many friends in my college.

Pupil: A pupil must go on learning through out his life.

People: The people can make a nation.

Lesson: My teacher taught me a lesson.

Lessen: Somu thought to lessen the burden of his mother's work.

Break: The thieves break the houses at night.

Brake: Applying sudden brakes causes accidents.

Dear: Sons are very dear to mothers.

Deer: I saw a deer in a forest.

Effect: The scientists are studying the effects of pollution on the environment.

Affect: Heavy sounds affect the ear drum.

Wrap: Please wrap the gift.

Rap: Present yourself to be a gentleman with a decent rap.

Rope: We tie the sticks with a rope.

Mad: King Lear became mad when his daughters ill treated him.

Made: This toy is made in Japan.

Moment: Wait for a moment, I will come.

Movement: The Indian women started a movement against the rise in prices.

Tear(n): Tears are very precious, don't waste them.

Tear(v): Lions tear the flesh of the animals.

Story: The children love to listen to stories.

Storey: Raghava build a two storey building.

Lean(adj): Pavani is a lean girl.

Lean(v): He was so weak that he began walking leaning on his brother.

Waist: The soldiers wore copper plates around their waist.

Waste: Don't waste water.

Wise: There are three wise men in a village.

Vice: The antonym of virtue is vice.

Wring: Wring clothes before drying.

Ring: The bell rings at nine in the morning.

Last: Ravi is the last son of his father.

Lost: Ravi lost his pen in the school.

Mind(n): Mind is the place where we can gather peace.

Mind(v): Don't mind her words, she is insane.

Bear(n): I saw a bear in the zoo.

Bear(v): I can't bear the misbehavior of the children.

Pole: The poles are very cool places.

Pool: There is a pool near my home.

Heel: When I was walking in the park a thorn pricked my heel.

Heal: Smile heals all the troubles.

Lose: Don't lose courage.

Loose: The dress that you bought yesterday was very loose.

Former: He is the former Chief Minister of our state.

Farmer: Farmers are the back bones of the country.

Roam: Roaming on the roads is a hobby for the boys.

Room: There is no room for any body in the bus now.

Where: Where does he live?

Wear: Wear your uniform and go to school.

Here: My teacher ordered me to come here.

Hear: I hear light music in the radio.

Steal: Stealing is a bad habit.

Steel: This building is made up of steel and iron.

Write: Joshna can write English.

Right: Yaswanth always takes a right decision.

SAQ You have learnt the usage of some homonyms. Now try to fill these blanks up.

- 1) Fishes _____ (leave/live) in water.
- 2) Be careful with your purse. You may _____ (lose/loose)
- 3) Will you please _____ this book in brown paper. (rap/wrap)
- 4) _____ the bell. (wring /ring)
- 5) Don't apply _____ (break/brake) so frequently.

Use the following words in your own sentences. Make use of a dictionary.

Road: Rode

Hole: Whole

See: Sea

Knew: New

Stair: Stare

Wait: Weight

Eyes: Ice

Sole: Soul

Piece: Peace

Seen: Scene

Idle: Ideal

Sight: Site

Red: Read

Straight: Strait

Caught: Cot

14.3 INTRODUCING EACH OTHER:

If you meet any body what will you do? You will greet them at first. Later you will introduce yourself. While introducing each other you will introduce in two ways, formal and informal way. Formal ways of Introduction is done for official meetings and business meetings. Informal ways of introduction is done with friends, peers and acquaintances.

When you meet any body you must greet them first. Some useful expressions for greeting other are given below.

Informal/friendly greetings: Hello/ hi.

Formal/business greetings: Good morning or Good afternoon or Good evening!

Formal conversation starters: How do you do? /How are you?

Responses to starters: How do you do? / Fine, thank you.

Phrases to close a conversation: Good night / see you later.

Note: The Greeting “How do You do?” is done when somebody is meeting you for the first time in a formal manner. When someone greets you with “How do you do?” the response should be “How do you do?.” The second meeting onwards it is better you use “ How are you?”

In different situations you will introduce in different ways or sometimes you have to introduce some others. Here are some useful phrases for introducing oneself or others.

14.3.1 INTRODUCING ONESELF:

1. I'd like to introduce myself. I'm Ravi. I come from Tirupati.(Formal)
2. I'm Ravi, from Tirupati.
3. My name is Ravi and I'm from Tirupati.
4. Hi, I'm Ravi.

SAQ Introduce yourself.

I am _____ from _____ .

14.3.2 INTRODUCING OTHERS:

1. This Raghu, my friend.
2. I'd like to introduce my friend Raghu, from Guntur.
3. Here's Raghu, my friend.
4. I feel privileged to introduce Mr. Raghu, our new Manager. (Formal)

SAQ Introduce your friend Raju to your classmate Nalini.
--

Nalini, This is _____, my friend.

14.3.3 ON BEING INTRODUCED:

When meeting for the first time or on being introduced, you have to say:

1. Pleased to meet you.
2. Nice to meet you.
3. Glad to meet you.
4. It's pleasure meeting you.

SAQ How will you introduce yourself to your classmates on the first day of your college?

Here is a conversation between Sunil and Rakesh. They are meeting for the first time. They introduce themselves to each other.

Sunil: Hello, I'm Sunil.

Rakesh: Glad to meet you. I'm Rakesh. Are you a new comer?

Sunil: Yes, I have joined Acharya I year. How about you?

Rakesh: I am doing my M.Phil here.

Sunil: Oh! That's great.

Rakesh: Where are you from?

Sunil: Madhurai, Tamil Nadu, you?

Rakesh: Bangalore, Karnataka. Let's go to canteen for a cup of coffee.

Sunil: Oh, Sure.

14.4 ASKING/GIVING DIRECTIONS:

Have your ever listened to the announcements at a railway platform or a bus stand? Have your ever given instructions to any body? Communication demands you to give directions in a proper and clear way. It is also necessary for you to understand the directions given to you. You might have understood the directions given for you through out this book. If you have answered all the self assessment questions you are good at understanding the communication. Now you will learn how to direct others.

14.4.1 INTRODUCING INSTRUCTIONS:

The list of words used while instructing others.

1. Begin the instruction with 'firstly' or 'first of all' or 'to begin with'.
2. In the middle of the sentences or to relate the previous sentence use 'secondly', 'thirdly', 'after this', 'subsequently' or 'the next step is'.
3. To close the sentence use 'later', 'eventually', 'lastly', 'finally', 'the final stage is'.
4. To indicate manner and purpose use 'with care', 'slowly', 'carefully', 'in order to' or 'so as to'.

14.4.2 EXPRESSIONS FOR ASKING DIRECTIONS:

While asking for directions use the following expression:

1. How can I go to Tirumala bus stand?
2. Will you please show me the way to ticket counter?
3. How do I get to post office?
4. What's the best way to reach the State Bank of India?
5. Is there a super market near here?
6. Could you help me find the way to Arts College?
7. How far is railway station from here?

SAQ Use an appropriate phrase to ask for the ticket counter at Railway station?

14.4.3 MODEL CONVERSATION:

Study the following conversations carefully and note the expressions used to ask for or give instructions:

Suresh: Excuse me! Would you please guide me to the university stadium?

Ramesh: Certainly! Go along this lane and turn to the right. Walk for a few minutes and then take a left turn near the bus stop. Towards the right is the university stadium.

Ravi: Excuse me! Can you tell me the way to auditorium on the campus?

Ramu: Oh! Sure. Go along the boys hostel turn diagonally opposite to the campus police station and the pool is on the right side of the road.

SAQ Give directions to your friend to come to your home from bus stand?

14.5 GREETING:

People all over the world have different ways of greeting. Greetings are accompanied by typical gestures such as a hand shake, a Namaste or a formal bow etc. Greetings again vary according to situations. In a formal way and in an informal way we greet people. You will greet your friends with the word 'Hi' whereas you have to say 'good morning' to your teacher.

14.5.1 GREETINGS ON DIFFERENT OCCASSIONS:

When you meet you friends you greet the words ‘Hi’ or ‘Hello’.

When you meet anybody in a formal or business situation you greet with ‘Good morning’, ‘Good afternoon’ or ‘Good evening’.

When you meet someone after a while, ‘Good to see you again’, ‘It’s been a long time’.

While you start a conversation you will say, ‘How do you do’ or ‘How are you’?

When anybody wins or passed the examinations use the expression, ‘Congratulations’.

On some special occasions you will use, ‘Merry Christmas’, ‘Happy New Year’ etc.

SAQ What will you say on the birth of a child for your friend?

Here is a conversation between Seenu and Reema. Study it carefully.

Reema: Hello, Seenu, Is your brother home?

Seenu: Hi, Reema, please come in. Well, he is busy with the preparations for our sister’s marriage.

Reema: How wonderful! Sasi is getting married, congratulations to all of you. I am happy for her.

Seenu: Oh, it’s a matter of joy for all of us. The function is tomorrow, as the boy leaves for Americal in three days.

Two acquaintances at a work place, meeting after a long time are talking to each other.

Akash: Good morning, I haven’t seen you for long.

Bharath: Good morning, well, I was away on an assignment in New York. I have been promoted as a project manager.

Akash: That’s amazing; I wish you all the best.

Bharath: Thank you for your good wishes.

14.6 INVITATION AND REPLY:

The very common aspect of life is to share the precious moments. We like to invite others to share our joy with them. The person who receives the invitation must feel inclination to attend. According to the occasion and the

person being invited the invitation could be formal or informal. If the invitation is formal the answer too must be formal. Study the following dialogues to learn making invitation and reply the invitation in a proper way.

14.6.1 CONVERSATIONS:

Here is a conversation between the student's representative and the Vice chancellor.

Students' Representative : Good morning, Sir.

V.C : Good morning.

Students' Representative : Sir, we are organizing a function tomorrow to welcome new students. We would be very happy if you could come as Chief guest and give your message.

V.C. : At what time is your function?

Students' Representative : At 10.00 A.M. tomorrow.

V.C. I am sorry. I have a meeting at 10 A.M. Have the function at 3.30 in three evening. So that, no classes are not disturbed. I will certainly come.

Students' Representative : Thank you, Sir.

Here is a conversation between two colleagues.

Deepak: Jagan, my sister Lata is getting married next month. The marriage is in Hyderabad. I would like you to attend the wedding.

Jagan: I would like to. But when is the wedding, next month?

Deepak: On tenth.

Jagan: I'm sorry Deepak. I can't make it your sister's marriage.

Deepak: Why not? It is Sunday.

Jagan: My brother is returning from the US on tenth. I have to receive him at Chennai airport.

Deepak: Oh no! I thought you would come.

After studying these examples you might have learnt how to invite others and how to reply when invited.

14.7 PERMISSION:

In many actions that you do every day, you have to take or give permission from some one or to some one. It is very important to learn how to

ask permission in an appropriate way, so that you will get permission. This is more so at work. When you ask for permission you will make a request only but it is more formal as the situation is official. So the expressions used for making requests are the expression used for making permission

SAQ. When you ask your friend to listen to music on her cell phone you will use the form: Can I listen to music on your phone?

14.7.1 REQUEST FORMS:

Sometimes you have to ask some persons to do things for us. It is very important that you learn how to make requests. Direct request like, “pass the salt” may sound rude. It is important to be able to make requests in different situations. To turn the order into a request you have to add certain expression. A list of them is given below.

“Shut the window” can be expressed in different ways:

- Shut the window, will you?
- Can you please shut the window?
- Could you shut the window, please? (formal)
- Do you mind shutting the window? (formal)
- Would you mind shutting the window, please? (formal)

SAQ Ask a stranger in a train to open the door?

- Will you give me permission to go home, please?
- Can you please give me your umbrella?
- Could you lend me some money?
- Do you think you could give me your bike, please?
- Do you mind providing me some room, please?
- Would you mind lending me your necklace, please?
- I want to throw a party to my friends in the basement; do you think you could possibly permit me?
- Do you think you could possibly give me your cell phone for a while?

SAQ Ask your friend to close the door.

Here is a conversation between a student and a teacher.

Student: Excuse me madam.

Teacher: Yes, What can I do for you?

Student: Madam, I have a severe head ache. I would like to go to room in the library hour, so that I can take rest. Could you please give me permission.

Teacher: Oh, yes, you can. But first write a letter and then go to the hostel room.

Student: Thank you madam, I will write the letter.

14.8 OFFER (OF HELP):

Here is a conversation between two friends in a class room.

Raju: Hey, Rani what happened to you?

Rani: Raju, I have a splitting headache. I need some medicine.

Raju: Can I get you an aspirin?

Rani: Oh, yeah, thank you.

Raju: Would you like some coffee too?

Rani: Sure thank you very much.

S.A.Q. What do you use to offer help?

14.9 SUMMING UP:

You can improve your vocabulary after learning the homophones. The spoken forms will enrich your spoken English. You will learn how to converse at different situations. To improve your skill in speaking, attempt some more exercises given below:

14.10 QUESTIONS:

1. Complete the dialogue between you and Ramu.

You: Hello, I,m _____ .

Ramu: Hi, I'm Ramu. Are you a new student?

You: _____
_____. How about you?

Ramu: I have come to join Acharya I year?

You: Where are you from?

Ramu: _____. And you?

You: _____ ?

Ramu: I am doing my Acharya in Jyothisha. _____ ?

You: _____.

Ramu: Excuse me: I have to go to bank to pay the fees. Would you like to come?

You: _____ .

2. Your friend is visiting Tirupati for the first time. You are unable to meet him at the railway station. So give him/her directions over the phone to reach your hostel.

You: Hello! Rakesh!

Rakesh: Hello!

You: I'm sorry. I can't come to pick you up at the railway station.

Rakesh: Oh! Is that so!

You: Don't worry. I'll give you directions. You can take an auto and come to the Vidyapeetha.

Rakesh: O.K! Wait I'll note them down.

You: _____

_____.

Rakesh: Where should I take the left turn?

You: _____

.Rakesh: OK! I think I can manage?

You: Sorry once again.

Rakesh: Don't worry. We shall meet in Tirupati.