

**RATU NAVULA COLLEGE**  
**LESSON NOTES**  
**WEEK 4**

**SCHOOL: RATU NAVULA COLLEGE**  
**SUBJECT: ENGLISH**

**YEAR/LEVEL: 11**

**LESSON # 51: THE GURU**

**STRAND: READING AND VIEWING**

**S/STRAND: COMMUNICATION TEXT TYPES**

**L/O: IDENTIFY LITERARY ELEMENTS AND ANALSE STORY**

Title	The Guru
Author	Satendra Nandan
Setting	<ul style="list-style-type: none"> <li>- Set in a rural community in Nadi around the 1950s.</li> <li>- People were mostly uneducated and traditional</li> <li>- They make great sacrifices towards their children's education.</li> </ul>
Plot	<ul style="list-style-type: none"> <li>- Bekaroo, the main character, returns from Australia after completing his degree.</li> <li>- A katha ceremony, officiated by his old teacher, Bhondhu, is organised to mark the event.</li> <li>- During the ceremony Bekaroo remembers his childhood: passing his first exam, purchase of his father's bicycle, and his tractor and truck.</li> <li>- He remembers the good and the bad times he and his friends had with Bhondhu.</li> </ul>
Characters	<p><b>Bekaroo:</b></p> <ul style="list-style-type: none"> <li>- Intelligent boy who works hard and becomes a lawyer.</li> <li>- He survives years of study under a brutal teacher through his father's bribery and through his own hard work.</li> <li>- He becomes Christian and marries a white woman while studying in Australia.</li> </ul> <p><b>Pundit Bhondhu Maharaj:</b></p> <ul style="list-style-type: none"> <li>- Is an unqualified but clever and cunning teacher who later becomes a pundit.</li> <li>- He uses violence on his pupils, but spares those who are able to do him favours.</li> </ul> <p><b>Bekaroo's father:</b>  Works hard to support his son's education.  He respects his culture and tradition and would therefore be disappointed to learn about his son's conversion and marriage to an outsider.</p>

Themes	<p><b>Education changes culture:</b> Introduction to western education has led to changes in the cultural values in most societies. (eg: Bekaroo changes his religion after marrying)</p> <p><b>Sacrifice and education:</b> Bekaroo's father works hard in order to send his son to overseas for further education.</p> <p><b>Hard work pays:</b> Bekaroo works hard to become a lawyer with a bright future. His father works hard and also succeeds.</p> <p><b>Betrayal:</b> Bekaroo's father expects his son to bring pride and respect to his family and lift their social standing. However, the son disappoints him by marrying a European and changing his faith.</p> <p><b>Violence:</b> Bhondu is such a person, he uses violence and fear to educate to his pupils. Parents accept this because they also see violence as a tool in achieving success.</p>
Style	<p><b>Humour:</b> Nandan describes people, scenes and events in a humorous way. Eg: use of <b>broken English</b>: ( me tell bappa) Use of <b>slang</b> ( bool shit)</p> <p><b>Use of dialogue</b></p> <p><b>Imagery and use of figurative language</b> to create vivid image in readers mind.</p> <p><b>Figurative language:</b> Eg: "streams of sweat running down my back" (metaphor) describes the discomfort felt by Bekaroo in his three- piece suit.</p> <p><b>Imagery:</b> Eg: "piggery eyes were full of tears" provide us with an effective picture of Bhondu's ugly face.</p> <p><b>Flashback :</b> telling a story from the past to explain why things are happening in the present.</p>

## The Guru- Satendra Nandan

### Part A: Review Questions

Refer to the short story 'The Guru' by Satendra Nandan and answer the following questions.

1. Describe the physical setting of the story.

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2. Explain the reasons for the usage of improper English by the minor characters of the story.

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3. Discuss the role of the Nadi International Airport in the economic wellbeing of the people in the nearby areas.

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4. Describe the type of teacher Pt. Bhondur Maharaj was.

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5. One of the theme of this story is 'Favoritism'. Explain with examples how does this theme apply to Beckaroo and his teacher.

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6. In your view, what were some of the interesting parts of this story.

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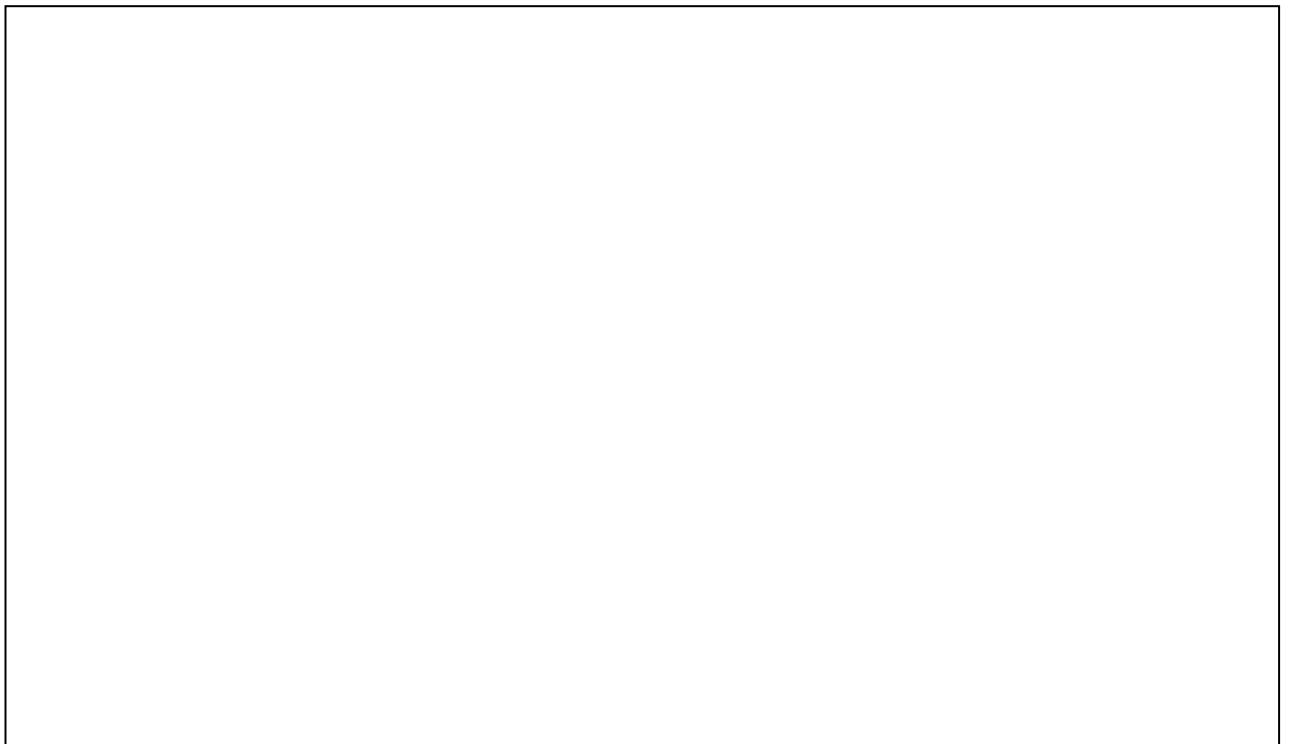
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**Part B: Sketching**

Use the space below and your creativity to draw any humorous incident from the story.



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LESSON # 52 –ADVERBS
STRAND: WRITING AND SHAPING
S/STRAND: LANGUAGE FEATURES AND RULES
L/O: IDENTIFY TYPES OF ADVERBS AND USE THEM CORRECTLY.

### Adverbs

- Modify or describe verbs, adjectives, or another adverb. These tell us about actions: when, where, how and to what degree.
- Most adverbs are formed by adding **-ly** to an adjective, **e.g.** *seriously, silently, quickly*

➤ John **ate** verb his lunch **quickly** adverb.



The adverb '**quickly**' describes how John ate his lunch.

### Types of Adverbs

There are five types of adverbs:

**Adverb of place:** indicates **where** the verb (action) takes place eg. *over there, away, at home.*

**Adverb of time:** indicates **when** the action takes place eg. *Nowadays, at that time*

**Adverb of manner:** indicates **how** the action takes place eg. *Beautifully, hard*

**Adverb of frequency:** indicates **how often** the action takes place eg. *Always, once in a while*

**Adverb of degree:** indicates the **extent** of the action eg. *Very, quite, enormous*

### Activity

**Underline the adverbs in the sentences given below.**

1. Mrs Ali listened quietly and patiently to my explanation.
2. The brothers ran excitedly around the big garden.
3. Bob worked busily on his project, which was done quickly.
4. The Green team likes to do things casually and slowly.

**Identify the type of adverb used in the sentences below.**

1. I **hardly** go to Suva. \_\_\_\_\_
2. Paul stayed back after school **yesterday** to help the teacher decorate the class.  
\_\_\_\_\_
3. The Year 13 Maths paper was **quite** difficult and as a result the students had low marks. \_\_\_\_\_.
4. Robert **seldom** comes to school. \_\_\_\_\_

<b>LESSON # 53 –MOVING THROUGH THE SILENT CROWD</b>
<b>STRAND: READING AND VIEWING</b>
<b>S/STRAND: COMMUNICATION TEXT TYPES</b>
<b>L/O: IDENTIFY LITERARY ELEMENTS AND ANALYSE POEM.</b>

Moving through the silent crowd  
Who stand behind dull cigarettes  
These men who idle in the road  
I have the sense of falling light.

They lounge at corners of the street  
And greet friends with a shrug of shoulder  
And turn their empty pockets out,  
The cynical gestures of the poor.

Now they've no work like better men  
Who sit at desks and take much pay  
They sleep long nights and rise at ten  
To watch the hours that drain away

I'm jealous of the weeping hours  
They stare through with such hungry eyes  
I'm haunted by these images  
I' haunted by their emptiness

#### ANALYSIS:

- The poem deals with the day to day lives of the unemployed people and compares them to the lives of the rich people.

- He used the third person point of view or the author-observer point of view in telling the story of the poem, wherein he recounted the everyday life of the jobless men based on what he has seen or observed in the streets of their society.
- Likewise, the author exploits a societal problem of his period, which is, the increasing number of unproductive people who would spend their time lounging in the streets while waiting for the time to pass by.
- These people convey an atmosphere of hopelessness due to their lack of work to do and the money to spend with for their needs.
- Thus, bringing them to poverty. The author effectively showed this condition by using symbols, actions and practices that solidified their idleness and lack of money.
- On the other hand, as the observer of this problem, the author was bothered with this societal problem and he expressed his concern to these people in the last stanza.

### **Setting**

- It is likely set in a crowded street, where the persona observes the people in the crowd engrossed in their daily lifestyle.
- It seems that the street is always crowded with both employed and unemployed people.

### **Style**

#### **Structure**

- Is a four stanza poem.
- Each stanza has four lines.
- Free verse style- there is no rhyming pattern.
- Personal views of the poet is outlined in the poem.

### **Vocabulary**

### **Comparisons**

- The poet compares those who are employed and those who are not. (Stanza 1& 2 talks about the unemployed people while 3& 4 talks about employed people)

### **Use of Personal Pronouns**

- This gives a personal touch to the poem.

### **Figures of Speech**

- Personification
- Repetition- for emphasis.
- Irony- used to contrast the employed and unemployed.

### **Themes**

#### **Unemployment**



- The poet feels that the unemployed have access to a reality of suffering and deprivation.

### **Discrimination**

- The unemployed people are discriminated as they are thought of being lazy and irresponsible.
- While the employed are described as hardworking individuals.

**Moving through the Silent crowd** illustrates well the understated sadness of which Spender was capable at this time in his career.

- He frames the poem with his own vantage point, from which he observes the idle poor. Composite disillusionment and wasted potential of the men silent in the road. In the second, he notices the cynicism implicit in such gestures as shrugging shoulders and emptying pockets.
- Such a scene leads him, in the final two stanzas, to develop the irony of the situation and to hint at a radical political stance.
- He notes how the unemployed resemble the wealthy in doing no work and sleeping late. Meaninglessness of their lives

### **Activity**

#### **A) Reading a Poem**

Read the poem and answer the following questions.

1. Who does 'these men' in line 3 refer to?
2. What is the 'cynical gestures of the poor'?
3. As per the poem, how are the idle men different the rich?
4. Explain the poem in your own words.
5. Mention and discuss a theme that you can derive from this poem.
6. Identify the setting of the poem.

#### **B) Illustration**

Use your understanding of the poem to illustrate (draw) the imagery presented by the poet. In other words, draw what the poem is about.



<b>LESSON # 54 SIMPLE AND COMPOUND SENTENCES</b>
<b>STRAND: READING AND VIEWING</b>
<b>S/STRAND: COMMUNICATION TEXT TYPES</b>
<b>L/O: READ AND DEMONSTRATE UNDERSTANDING.</b>

**Sentence Types: Simple, Compound, Complex, and Compound-Complex**

**Simple Sentences** - A simple sentence contains a subject and a verb. - It expresses a single complete thought that can stand on its own.

**Examples:** 1. The baby cried for food.      ^There is a subject and a verb that expresses a complete thought.

2. Professor Maple's intelligent students completed and turned in their homework. ^ A simple sentence does not necessarily have to be short. It can have adjectives. In this case, there are two verbs "completed" and "turned in." However, the sentence expresses one complete thought and therefore is a simple sentence.

3. Megan and Ron ate too much and felt sick.      ^Although there are two subjects and two verbs, it is still a simple sentence because both      verbs share the same subjects and express one complete thought.

**Compound Sentences** - A compound sentence has two independent clauses.

An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought. - Basically, a compound contains two simple sentences. - These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).

### Examples:

1. The shoplifter had stolen clothes, so he ran once he saw the police. ^Both sides of the conjunction “so” are complete sentences. “The shoplifter had stolen clothes” can stand alone and so can “he ran once he saw the police.” Therefore, this is a compound sentence.
2. They spoke to him in Spanish, but he responded in English. ^This is also a compound sentence that uses a conjunction to separate two individual clauses

<b>LESSON # 55 BEGINNING OF THE TOURNAMENT</b>
<b>STRAND: READING AND VIEWING</b>
<b>S/STRAND: COMMUNICATION TEXT TYPES</b>
<b>L/O: IDENTIFY COMMON LITERARY ELEMENTS AND ANALYSE STORY</b>

**Theme:** Humour

**Setting:**

**Physical Setting:** the story takes place in Waituhi village on a hockey field that is usually the cow paddock. Waituhi village is a Maori village located on the east coast of the North Island of New Zealand.

**Social Setting (the atmosphere)** – it is Easter and the narrator returns home from Wellington to take part in the annual hockey tournament. Jerry also comes with the narrator. In Waituhi, the people are dairy farmers, living a life full of fun and joy. The Maori lead a simple and easy life.

**Plot/summary:** this story is about the beginning of a hockey tournament that takes place in Waituhi. The narrator (I/persona) invites his best friend, Jerry Simons, a Pakeha (European) to his village (Waituhi) to take part in that hockey tournament. Jerry agrees to go after he hears about Mere ,the narrator’s sister, but he gets angry when he sees her. He realized that he has been duped . Jerry is also shocked to see the behaviour of the Maori and the way they dress up for the hockey tournament.

Jerry also notices that the women do not really know how to play hockey, nor do they care. He sees them cheating and breaking rules. The narrator explains to Jerry that the tournament is meant for people to come together, meet each other, socialise, have fun, sing and dance together. The game is important but more important than that it is the joy of meeting, socializing, and having fun ; it is the gathering of the family.

The parade is full of fun as the players do not wear proper attire and the women enjoy the first game by cheating and breaking rules. Even the referee and judge do not follow rules. Jerry starts to enjoy the tournament because he meets the narrator’s cousin, Moana and there is an instant mutual attraction. The story ends as the men’s games are about to start.

**Characters:**

**The narrator**, the I, who narrates the story

- He is our main character
- Funny, loving, character who is a Maori
- Loves fooling people but he's proud of his people, culture and village, and what the hockey tournament does.

**Jerry Simmons:**

- European (Pakeha) living in Wellington
- The narrator's best friend
- Faced culture shock upon his arrival at Waituhi but slowly adapts as he falls in love with Moana.

**Nanny Kepa**

- The Grandfather who referees and shows bias towards his own. ( In Maori culture, both male and female grandparents are called " Nanny" )

**Style of writing**

1. First person narration, where we see everything through the eyes of the narrator.
2. Vocabulary: simple language is used with a few formal words. This type of vocabulary is used by rural people who haven't had a very good education.
3. Use of dialogue. This story has lot of dialogue. Dialogue is used to make the story funny, enjoyable, realistic and entertaining.
4. Humor: most important stylistic feature in the story. This is done through the use of slang, dialogue, funny vocabulary, pauses, use of broken English and incomplete sentences, along with the vivid description of everything through the eyes of the narrator. He obviously loves his people and is able to laugh at them and with them.
5. Imagery: use of descriptive words, to enable readers to have mental image. For example "old and wobbly Nanny Marama".

**Themes**

- **Unity:** the Maori share their joys and sorrows and are always ready to come back home for family gatherings.
- **Culture shock:** this is what happens to an unprepared person when he finds himself in a strange culture. For example, Jerry, a European, is shocked to see the dress and behavior of the Maoris women and the way they play hockey. Even the opening parade is totally unexpected for Jerry.
- **Humor:** fun and joy should be part of life as it makes life pleasant and exciting.
- **Love:** Love is color -blind. There is such a thing as love at first sight. When you truly love someone, you accept them as whom or what they are.

**Activity**

**In a paragraph, explain how the story is relevant to your society**

