

Section B : Writing & Grammar

Chapter - 1 : Letter Writing

Introduction

Writing letters to the editor is a great way to engage with a topic you are passionate about and to influence public opinion.

To know how to write a letter to the editor, just follow these steps :

- (1) Write your postal address, e-mail address, phone number or any other contact information properly.
- (2) Write a simple salutation.
- (3) State the argument you are responding to, provide evidence and say what should be done.
- (4) Have a simple closing.

Some Useful Tips

1. **Sender's Address :** A formal letter begins with the address of the sender which is written on the left hand corner. Write the house number and street in the first line and the name of the city in the second line. Comma is not used anywhere.
2. **Date :** Date should be written after leaving some space after the sender's address. No shortcuts should be used in the spellings of the names of months *e.g.* 7 January 2016.
3. **Receiver's Address :** After the date, the address of the receiver is written. In case of a letter to the editor (syllabus class X), first write 'The Editor' followed by the name of the newspaper and then the city. One must take care while writing the name of the newspaper which is sometimes mentioned as a national daily or local daily in the question paper. Make sure that the name of a newspaper which is circulated nation-wide is written for national daily and name of the local newspaper is written when the answer requires a local daily *e.g.*

The Editor

The Times of India

New Delhi

Note : Comma is not used while writing the address.

4. **Subject :** After leaving some space, the subject of the letter should be written. The words chosen for writing the subject should be such that they convey the subject at one glance. The subject should not be written in more than four-five words.
5. **Salutation :** Begin the letter in a formal manner by addressing the receiver as Sir/Madam. Don't use Dear Sir/ Dear Madam.
6. **The Body :** The body or content of the letter consists of three main points : introduction, problem and solution. So, the letter should be written in three paragraphs.
 - (i) **Introduction :** This paragraph should be written with a polite beginning *e.g.* Through the columns of your esteemed/reputed newspaper. I would like to draw your attention towards The subject of concern should be introduced in this paragraph.
 - (ii) **Problem :** The problem or the concern should be highlighted in the second paragraph.
 - (iii) **Conclusion :** This paragraph consists of possible solutions for that serious matter. Students must keep in mind that the editor's job is to publish the letter in his newspaper in order to make the concerned authorities become aware of it.
7. **Complimentary Close :** The letter ends in a formal manner by using 'Yours sincerely or Yours truly'. The letter 'Y' of 'Yours' is always capital. One must try to write the full name (along with surname) in a formal letter.

Format of formal letters :

Complaints, Inquiry, Placing order, Letter to the Editor.

1. Sender's Address
2. Date
3. Receiver's address
4. Subject/Heading
5. Salutation
6. Complimentary Close.

Sample Letter

You are Kavita Khanna, a resident of 50-C, Pushp Vihar, New Delhi. Write a letter to the editor of 'India Today', magazine about the article on 'Ban Poly Bags' published in the latest edition.

Sender's Address	50-C Pushp Vihar New Delhi	Leave one line (Spacing)
Date	26 August 20xx	Leave one line (Spacing)
Receiver's Designation and Address	The Editor India Today New Delhi	(Spacing)
Subject Statement should not be very long	Subject : Ban Poly Bags	(Spacing)
Salutation	Sir	Salutation
Change the paragraph with the change in point Never use apostrophe in Yours	<p>Through the columns of your reputed newspaper, I wish to inform you that I completely agree with the views published in the article 'Ban Poly Bags'.</p> <p>It is a fact that poly bags are harmful due to their non-biodegradable nature. They don't decompose, instead they choke the drainage system. Most animals eat them and die in the long run. If they are burnt, their obnoxious smell pollutes the atmosphere.</p> <p>I request the people at large, in their interest and in the interest of mother earth, to wake up to this problem. Everyone should stop using poly bags. Jute bags and paper bags should take their place.</p> <p>Thank you</p> <p>Yours truly</p> <p>Kavita Khanna</p>	Details Why ban polybags ? Measures that should be taken

Write full name if it is given

Marking Scheme

Content : 5 marks (the given information in the question is to be included)

Format : 1 mark (includes date, subject, addresses and complimentary format to be treated as a part of the content)

Expression : 2 marks (fluency and accuracy to be taken into account)

Under content, credit should be given for the candidate's creativity in presenting ideas.

Chapter - 2: STORY WRITING

Introduction

A Story is a narration of a set of fictitious events used to convey a moral message.

Format

- Introduction of characters through dialogue/narration.
- Plot—description of an event/accident.
- Climax—end of the story.

Points to Consider While Writing a Story

- Begin the story with a catchy title. It should carry only three to four words.
- Story is always written in the Past Tense.

A Story must include the following :

- Introduction :** This is the first paragraph of the story in which the characters, time and place are introduced. It is always better to have few characters in the story so that it does not create any confusion in the mind of the reader. Most of the details related to the central character should be given in this paragraph—his name, family, education and any other detail which is relevant to the story. The time when the story takes place should also be cleared in the first *e.g.* morning, evening, winter, rainy day, stormy day etc. The place should also be mentioned *e.g.* in a village/town/city, passing through the forest, at the outskirts of a big city etc.
- Plot :** The plot is the main part of a story and so it must be developed with utmost care. The writer must ensure the sequence of the events. It must arouse the interest of the reader. The conflict of the central character is shown in this part of the story. Some twists can be given to the story to make it interesting.
- Conclusion :** In this part of the story, the conflicts are resolved. One must ensure that all the problems which have been mentioned in the story have been resolved by the end of the story. The story must conclude with a clarity in the mind of the reader.
- Try to add many adjectives or adverbs in the story to make it effective *e.g.* It was a dark night. A little boy was walking fast so as to reach home as early as possible.
- Follow the word limit given in the question.

Marking Scheme

- Content : 6 marks
 Fluency : 2 marks
 Accuracy : 2 marks

Under content, credit should be given for the candidate's creativity in presenting ideas.



GRAMMAR ITEMS

1. Determiners :

What are determiners?

Determiners are the words which are used before nouns to determine or fix their meaning.

Types :

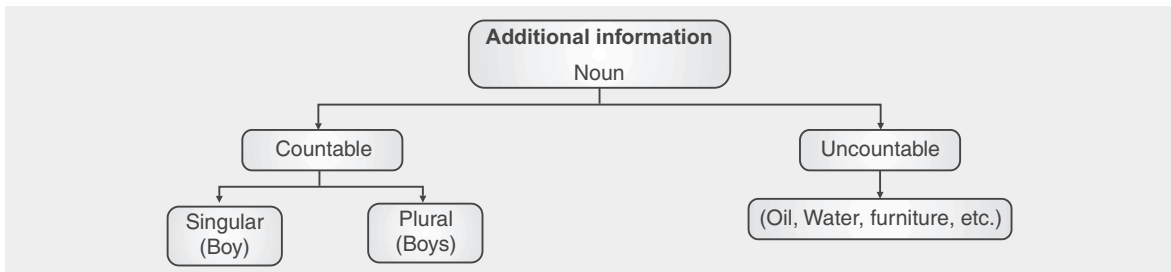
(a) **Articles** : a, an and the

(b) **Demonstrative adjectives** : this, that, these, those

(c) **Possessives** : my, our, your, his, her, its, their

(d) **Adjectives (Quantity and Number)** : some, any, much, many, all, both, little, few, several, less, one, two, etc.

(e) **Others** : each, every, next, another, either or neither nor, first, second, etc.



(a) (i) **Indefinite articles (a/an)**

1. Used before singular countable nouns.

2. Represents a class or kind in general.

e.g. - **A cow gives us milk.**

↓

(Every Cow)

A - used before singular countable nouns beginning with consonant sound.

[**Example**- a one-eyed man, a unique place, a European, a university, a mango, etc.

An - used before singular countable nouns beginning with vowel sound.

[**Example**- an Indian, an hour, an umbrella, an honest boy (mute _ 'h')

(ii) **Definite article (the)** – used before both countable and uncountable nouns.

Usage :

1. When we talk about something for the second time in the same context or anything qualified by a phrase.

(i) I met a girl at the gate of the school. The girl was weeping.

↓
(First time reference)

→ (Second time)

(ii) The book which is on the table is mine.

↓
(Phrase)

2. Used before superlatives

She is the tallest girl of the class.

3. Used before the names of water bodies *i.e.*
- rivers, seas, oceans

The Ganges, the Arabian Sea, The Pacific Ocean, etc.

Note : not used before the names of lakes.

e.g. Dal Lake

4. Used before the names of mountain ranges.

e.g. The Himalayas

Note : not used before the names of peaks.

e.g. Mount Everest

5. Used before the names of satellites, planets, stars.

e.g. The moon, the earth, the sun

6. Used before the names of monuments and memorials.

e.g. The Red Fort, The Taj Mahal

7. Used before the names of states/countries that have a common noun in their name.

e.g. the USA, the UAE, the UNO, the UK

8. Used before the names of scriptures.

e.g. The Ramayan, the Quran, The Guru Granth Sahib, The Bible

9. **Used before the names of newspapers, magazines.**

e.g. The Times of India, The Competition Success Review, The Reader's Digest

10. **Used before an adjective when the noun is understood.**

e.g. The poor, the rich (The rich become richer, the poor become poorer).

11. **When a proper noun used as a common noun.**

Kalidas is the Shakespeare of India.

(a great dramatist)

(b) **Demonstrative adjectives**

This- to demonstrate nearby things

That- to demonstrate far off things

These- plural of 'this'

Those- plural of 'that'

(c) **Possessives**

These are used to show belonging/ownership.

e.g. ● This is my book.

● That is his book.

2. Tenses :

➤ Present tense :

1. **Indefinite (Simple) Tense**

Henceforth

MV- Main verb

HV- Helping verb

Usage :

1. **Habitual actions :** He **gets up** early in the morning.

2. **Scientific facts :** Water **boils** at 1000 Centigrade.

3. **Universal facts/General truth :** The sun **rises** in the east.

Keywords : daily, never, always etc.

Verb :

MV- I form (Plural Subject), I form + e/es (Singular Subject)- Affirmative sentences

HV- Do (Plural Subject)/Does (Singular Subject)- Negative & Interrogative

Sentences

NB- No 's/es' with 'do/does'

2. **Continuous (Progressive, Imperfect) Tense**

Usage :

1. **Action taking place at the time of speaking.**

● I am teaching : The Rime of the Ancient Mariner' by S.T. Coleridge at present.

2. **Action continued over a period of time in the present.**

● I am working on a science project nowadays.

Keywords : nowadays, at present, these days etc.

Verb :

MV- I form + ing

HV- is, am, are

3. **Present Perfect Tense**

Usage :

Just completed action.

● I have completed my homework just now.

Keywords : Recently, Just now

Verb :

MV- III form

HV- Has (Singular Subject)/ Have (Plural Subject)

4. **Perfect Continuous Tense**

Usage :

Action started somewhere in the past but being done now.

Example

● I have been living in Baroda for the last two years.

● She has been studying in this school for two years.

Keywords : Since, for

Verb :

MV- I form + ing

HV- Has been (Singular Subject)/ have been (Plural Subject)

Since- Point of time

For- Period of time

➤ Past Tense :

1. **Past indefinite (Simple) Tense**

Usage :

Action done in remote past.

Example

● I went to Mathura yesterday

● I did not go to Mathura yesterday.

Keywords : - yesterday, last, etc.

Verb :

MV- II form (Affirmative sentences)

HV- Did

NB- 1-HV 'did' is used in negative & interrogative sentences.

2. With HV 'did', I form of MV.

2. **Past Continuous Tense**

Usage :

An action done progressively in the past.

Example

● He was working on a project, when I last visited him.

Keywords : those days, etc.

Verb :

MV-I form + ing

HV- was, were

3. **Past Perfect Tense**

Usage :

An action completed in the past before a said time or another action.

● The patient had died before the doctor came.

Keywords : before, when, as soon as etc.

Verb :

MV- III form (earlier past) & II form (Past)

HV- had (earlier past)

4. **Past Perfect Continuous Tense**

Usage :

An action being done continuously for the said period in the past.

She had been reading for two hours when I reached her house.

Keywords : since, for

Verb :

MV- I form + ing

HV- had been

➤ Future Tense :

1. Future indefinite (Simple) Tense

Usage :

Refers to simple action which is to take place.

I will go to Surat tomorrow.

Keywords : tomorrow, next, coming etc.

Verb :

MV- I form

HV- will, shall (Modals)

NB- 1- 1st Person (I, We) - shall

IInd & IIIrd Person (You, He/ She, It, They)-will

2. Future Continuous Tense

Usage :

A progressive future action.

At this time tomorrow, she will be doing her homework.

Keywords : tomorrow at this time etc.

Verb :

MV- I form + ing

HV- will, shall (Modals) + be

3. Future Perfect Tense

Usage :

Refers to an action which will be completed at the said time in future.

e.g. I will have prepared support material by Saturday.

Keywords : after, by, etc.

Verb :

MV- III form

HV- will, shall (Modals) + have

4. Future Perfect Continuous Tense

Usage :

An action which will begin before a definite time in the future and will just end up at that time or may continue even after that.

When I reach my school at 08:30 a.m tomorrow, the teacher will have been giving remedial classes.

Keywords : - Since, for, after three years, etc.

Verb :

MV- I form + ing

HV- will, shall (modals) + have been

➤ Future Time Reference

1. By using – will/shall

- I'll go to Agra tomorrow.

2. By using – Simple present tense

- What time does the match begin?

3. By using – Present Continuous tense

- The PM is leaving for America next week.

4. By using – Going to form.

- I am going to take bath.

5. By using – about to form,

- The train is about to come.

3. Verbs :

He always **tries** to find an easy way.

They always **try** to find an easy way.

he always **tried** to find an easy way.

(Limited by number, person & time)

(Finites)

(Not limited by number, person & time)

(Non-finities)

4. Finites Verbs :

(a) Participle :

Present : Verb+ ing = adjective (function)

Past III form = adjective (function)

Examples :

- Computer is a calculating machine.
- I saw a crashed aircraft.

(b) Gerund :

Verb + ing = Noun (function)

Examples :

- Swimming is a good exercise.

(c) To-infinitives to show purpose

Examples :

- I went to post a letter.

5. Relatives

Give information about a person or thing.

Relatives usage

(a) Who (whose, whom)..... Persons

(b) Which..... Inanimate things and animals

(c) That..... things

(d) WherePlace

(e) What.....things

6. Comparison of Degrees

When we compare things, persons and places.

Degrees of comparison:

1. Positive degree : No comparison is made.

- Lata is a tall girl.
- Maya is a beautiful girl.
- Ramesh is junior to me.

2. Comparative degree : Comparison between two.

- Gayatri is taller than Lata.
- Ravita is more beautiful than Maya.

3. Superlative degree : Comparison between more than two.

- Seema is the tallest girl of class X B.
- Savitri is the most beautiful girl of class X B.

Note :

1. Use of 'than' in comparative degree.
2. Use of 'to' in comparative degree.
3. Use of article 'the' in superlative degree of comparison.
4. Formation of comparatives and superlatives of double and more than double syllable words *i.e.* beautiful.

7. Modals

Modals are the auxiliaries that are used to convey special idea.

Modal Verbs Function/Idea conveyed

- (a) Can Ability, Permission (informal)
- (b) Could Past of Can
- (c) May Possibility, Permission (Formal)
- (d) Might Past of May'
- (e) Will & Shall To express future time, to express determination, promise and threatening, to make requests
- (f) Should, Ought to Moral obligation, to express advice
- (g) Must, have to Social obligation (compulsion), duty, necessity
- (h) Used to Past habit.

8. Preposition

A preposition is a word used with a noun or pronoun to mark its relation with another word for direction and position, as:

- We travelled from Delhi to Mumbai.
- The thief was in the drawing room.

The same preposition may be used in several ways, as:

1. She died of cancer.
2. I refused to dispose of my ancestral house.
3. Rupa comes from a noble family.
4. This desk is made of wood.
5. She was not confident of her victory.
6. The patient complained of pain in his ribs.
7. The secretary's proposal was not approved of.
8. He did not know that he would be accused of rudeness.
9. Beware of pickpockets.
10. Who suspected you of stealing my books?
11. Lata is capable of singing any song.
12. Are you desirous of going to Agartala?
13. Nobody knows what will become of him.
14. Rupa partook of some food in our house.
15. What you say is an event of the past.
16. Lakhu repented of his misconduct in the long run.
17. Are you proud of your handsomeness?
18. The woman said, "I am ashamed of this deed.
19. Of the five brothers, Ganesh is the tallest.

⇒ **One must choose the right preposition for one's purpose. This requires knowledge of the meaning of various prepositions that are sometimes confused. Here are some of them :**

1. **At-In.** At refers to a place; In, to a position within.
He lives at Chandani Chowk in Delhi.
 - The boy was standing at the door.
 - My mother was in the kitchen.

2. **At-To.** At refers to a place; To, the motion towards.
 - My father is at his clinic.
 - Your sister is going to school.
 - We stay at Taj Hotel in this city.
 - They go to Mumbai in April.
3. **After-In.** After is used in the past tense; In, the future tense.
 - He came after four days.
 - The Mathematics teacher will come back in two days.
4. **In-Into.** In means inside of; Into shows movement towards the inside.
 - He was in the dining room at that time.
 - He tried to come into the dining room but could not.
5. **In-Within.** In means at the close of; Within means 'before the close of.'
6. **By-With.** By is used for agent; With for instrument.
 - The money was stolen by a boy.
 - The man was killed by a robber.
 - Cut this thread with a knife.
 - Students write with pen. Books are written by scholars.
7. **On-Onto.** On is used for a thing at rest; Onto, for motion.
 - The cap is on his head.
 - How many books are there on the table?
 - He jumped onto the train.
 - Put your cap onto your head.
8. **On-Of.** On means in contact with ; Of means 'pertaining to'.
 - The coin is on my head.
 - A coin of the Mughal times has been found in a well.
9. **From-Off.** From shows separation. Off means from a place or position.
 - He fell off the horse.
 - The student took many books from his teacher.
 - She got off the train at the last stop.
10. **Beside-Besides.** Beside means by the side of; Besides, in addition to.
 - Who was sitting beside you in the garden?
 - Besides me, Rupa and Deepak attended his birthday party.
11. **Between-Among.** Between refers to two; Among to more than two.
 - What is the difference between a desk and a table?

- The dispute was between Ram and his brother.
- Among those seven men, the one with a cap on his head is the tallest.

12. **On time, In time.** On time= at the arranged

time; not before, not after. In time= not late, with a comfortable margin :

- We reached the station in time for the train.
- The train started on time.

* **Note that we :**

1. Agree to a proposal with a person.
2. Alight from a bus, on the road, at a building.
3. Answer to a person, for our behaviour.
4. Apologise to a man, for some misconduct.
5. Appeal to somebody, for help, against an order.
6. Apply to an officer, for a job.
7. Argue with a person, for or against a point.
8. Ask a person for something; ask something of or from a person.
9. Attend to a speaker or lecturer, a book or speech; attend on a person in his illness.
10. Beg pardon of somebody for misconduct.
11. Call at a place, on a person.
12. Compare similar things with one another, dissimilar things to one another.
13. Compete with a person for something.
14. Complain of something to or against a person.
15. Deal with a person, in a thing.
16. Die of a disease, from overwork.
17. Differ with a person on some issue. A person differs from some other person in some quality. A thing differs from another thing.
18. Enter a place, upon a new venture, into an agreement.
19. Entrust a thing to a person; entrust a person with something.
20. Feed on something, feed an animal with something.
21. Feel for a person in his difficulties.
22. Fly at something or a person; fly into rage.
23. Furnish a house with some equipment; furnish a person with a thing; furnish a thing to a person.
24. Inquire something of a person; inquire about some matter, inquire into a matter, inquire after somebody (ask about his health).
25. Jump at an offer, jump to a conclusion.
26. Knock at a door, knock against something.
27. Lean against a wall, tree, etc; lean on a person's arm.
28. Look at a person; for something; on a scene; into a question
29. Part with a thing; from a person.
30. Play at a game; play upon a musical instrument; play with somebody's life; play into somebody's hands; play with a pet.
31. Point at a person, to something.
32. Protect from cold, from danger, protect against attack, against the weather.
33. Provide a person with something; provide for one's family; provide against necessity.
34. Put up at a place, with a person; with some inconvenience.
35. Supply a person with something; supply something to a person.

9. **Active and Passive Voice**

Voice is that branch of grammar which studies the form that the verb takes in a sentence to determine the status of the subject and the object.

Now see the following sentences:

1. Ahmed helps Raju.
2. Raju is helped by Ahmed.

It will be noted that these sentences express the same meaning, but the form of the Verb in sentence (1) shows the person denoted by the subject does something. The verb helps is said to be in the **Active Voice**.

The form of the verb in sentence (2) shows that something is done to the person denoted by the

subject. The verb helped is said to be in the **Passive Voice**.

Definitions :

1. **Active Voice :** A verb is said to be in the Active Voice when its subject acts or when the emphasis is on the doer or the subject. The Active Voice is so called because the person denoted by the subject acts, *e.g.*, Mohan sang a song. Here, the subject Mohan acted.
2. **Passive Voice :** A verb is in the Passive Voice when the subject is being acted upon or when the emphasis is on the object or the work done, *e.g.*, A song was sung by Mohan. Here the subject (Mohan) was acted upon.

Note :

1. Voice changes occur only in Transitive Verbs.
2. The Perfect Continuous form of all the three

tenses and Future Continuous cannot be changed into Passive Voice.

Now look at the following examples of Active and Passive Voice.

Active	Passive
People speak English all over the world.	English is spoken all over the world by people
They built the bridge last year.	The bridge was built last year by them
Sohan has sold the shop.	The shop has been sold by Sohan.
The mother kissed the child.	The child was kissed by the mother.

From the above examples it is clear that the **Active Voice** is used when the agent (*i.e.* doer of the action) is to be made prominent; the **Passive Voice**, when the person or thing acted upon is to be made prominent.

It will be noticed that most Passive Voice sentences drop the agent or the doer either because it is not known or because it is understood and hence not needed or also because it is not important.

Rules of Conversion : In order to convert Active Voice into Passive Voice certain rules, as stated below, need to be observed :

Change in arrangement of words :

1. First of all the **arrangement of the words** of the Active Voice sentence is changed.

Active Voice : Subject + Verb + Object

Rajan reads a book.

Passive Voice : Object + helping verb + main verb + by + subject

A book is read by Rajan.

Thus, the subject of the Active Voice becomes the object of the Passive Voice.

2. **Change of Pronoun :** When *he* as subject of Active Voice becomes object of the Passive Voice it changes into *him*.

Similarly, *she* becomes *her*, *we* becomes *us*, *they* becomes *them* and *I* becomes *me*.

3. Changes required under each Tense

I. Present Tense**(a) Present Indefinite Tense :**

Assertive sentence : Here, we need to change the first form of the verb into the third form and add *is/am/are* before it, depending on the number and person of the subject in the Active Voice.

Examples :

- The boy makes toys. [Active]
Toys are made by the boy. [Passive]
- She annoys him. [Active]
He is annoyed by her. [Passive]

Interrogative Sentences : For transforming interrogative sentences under this tense all you need to do is to put *is/am/are* before the subject (which was object in Active) in the Passive Voice.

Examples :

- Does she want a pen? [Active]
Is a pen wanted by her? [Passive]

(b) Present Continuous Tense :

Assertive sentence : To get the Passive Voice the verb is used in its third form and being is inserted between *is/am/are* and the main verb.

Examples :

- I am eating an egg. [Active]
An egg is being eaten by me. [Passive]

Interrogative Sentences : In case of an interrogative sentence *is/am/are* will be placed before the

subject.

Example :

- Am I eating an egg? [Active]
Is an egg being eaten by me? [Passive]

(c) Present Perfect Tense : Here, *been* is put between *has/have* and verb in a Passive Voice sentence.

Example :

- Samuel has eaten the fruit. [Active]
The fruit has been eaten by Samuel. [Passive]

Examples of Present Perfect Interrogative sentences :

- Who has written this letter? [Active]
By whom has this letter been written? [Passive]
- Have you seen the play? [Active]
Has the play been seen by you? [Passive]

II. Past Tense

Assertive Sentence : The rules for transforming the past tense into Active Voice sentences are the same as that for the present tense with necessary modifications.

Examples :

(a) Past Indefinite Tense :

- I read the book. [Active]
The book was read by me. [Passive]

(b) Past Continuous Tense :

- I was reading the book. [Active]
The book was being read by me. [Passive]

(c) Past Perfect Tense :

- I had read the book. [Active]
The book had been read by me. [Passive]

III. Future Tense**(a) Future Indefinite Tense :**

Assertive Sentence : For transforming an Active Voice sentence under this tense into Passive Voice, the verb is used in its third form and be is inserted between will and the verb.

Example :

I will write a book. [Active]

A book will be written by me. [Passive]

Interrogative Sentences : In the case of an interrogative sentence, the change is the same for the Active as for the Passive *i.e.* will is placed before the subject.

- Will I write a book? [Active]
- Will a book be written by me? [Passive]

(b) Future Perfect Tense : In the passive voice, under this tense, been is inserted between have and the verb.

Example :

- I will have written a book. [Active]

A book will have been written by me. [Passive]

Interrogatives are obtained only by putting will/shall before the verb.

IV. Other conditions for transforming into passive

(a) The preposition after a verb in the Active Voice does not change its place in the Passive Voice.

Examples :

- She laughed at the boy. [Active]

The boy was laughed at by her. [Passive]

- They do not approve of this plan. [Active]

This plan is not approved of by them. [Passive]

(b) Modal Auxiliaries (ought to etc. do not change when transformed from Active to Passive).

Example :

They should help the child. [Active]

The child should be helped by them. [Passive]

You might help him. [Active]

He might be helped by you. [Passive]

(c) Infinitive in Passive construction:

See the following examples;

- I want someone to inform the police. [Active]

I want the police to be informed. [Passive]

- I want them to help you. [Active]

I want you to be helped. [Passive]

(d) Participles in passive construction :

Examples :

- I saw him turning the key. [Active]

I saw the key being turned by him. [Passive]

(e) Imperatives in passive construction:

Examples :

- Bring the child. [Active]

Let the child be brought. [Passive]

- Please forgive him. [Active]

You are requested to forgive him. [Passive]

(f) Verbs denoting a state in passive form:

Examples :

- Poetry interests me. [Active]

I am interested in poetry. [Passive]

- This bottle contains medicine. [Active]

Medicine is contained in this bottle. [Passive]

(g) Some other passive constructions:

Examples :

- People said that she was a liar. [Active]

It was said that she was a liar. [Passive]

She was said to be liar. [Passive]

Everyone knows that he is a criminal. [Active]

It is known that he is a criminal. [Passive]

He is known to be a criminal. [Passive]

(h) Sometimes we get active sentences starting with 'It is time' or 'It was time'....We should use the following formula for changing such sentences into Passive Voice.

Active—It is/was time + infinitive + O (noun)

Passive—It is/was + time + for + O (noun) + to + be + V3

Examples :

- It is time to close the shops.

It is time for the shops to be closed.

- It was time to take action.

It was time for action to be taken.

10. Reported Speech

There are two ways of reporting a speech whether ours or someone else's.

(i) We may quote the actual words, that is, to report the speech exactly as we had heard or said it without making any change. This is called **Direct Speech**.

(ii) We may report what is said, without quoting the exact words or changing their meaning. This is called **Indirect (or Reported) Speech**.

Examples :

Direct — His friend said, "I am going tomorrow."

Indirect — His friend said that he was going the next day.

It will be seen that in the first example the first part of the sentence which is before the comma, is referred to as **reporting verb** and the part which is under inverted commas is called the **reported speech**.

It will be further noticed that in changing the above Direct Speech into Indirect, certain changes have been made.

Thus,

(a) We have removed the comma in the indirect sentence and put the conjunction that in its place.

(b) We have removed the inverted commas of the reported speech.

(c) The pronoun I of the reported speech has been changed to he.

(d) The verb am is changed to was.

(e) The adverb tomorrow has been changed to the next day.

Rules for changing Direct Speech into Indirect

1. When the reporting or principle verb is in the Past Tense, all Present tense verbs of the Direct are changed into the corresponding Past Tense verbs.

Thus,

(a) **A simple present becomes a simple past.**

- *Direct* : He said, "I am quite well."

Indirect : He said that he was quite well.

(b) **A present continuous becomes a past continuous.**

- *Direct* : She said, "My brother is writing a letter."

Indirect : She said that her brother was writing a letter.

(c) **A present perfect becomes a past perfect.**

- *Direct* : Lakshmi said, "I have passed the examination."

Indirect : Lakshmi said that she had passed the examination.

(d) **The will/shall of the Future Tense is changed into would/should**

- *Direct* : The girl said to her friend, "I will write a letter."

Indirect : The girl said to her friend that she would write a letter.

(e) **The simple past in the Direct becomes the Past perfect in the Indirect.**

- *Direct* : Doctor said, "The patient died in the night."

Indirect : Doctor said that the patient had died in the night.

2. **If the reporting verb i.e. the main verb in the reporting speech is in the Present or the Future Tense, the tense of the verbs in the reported speech will not change.**

- *Direct* : The girl says, "I may not sing today."

Indirect : The girl says that she may not sing that day.

- *Direct* : Rahim will say, "I have not done my work."

Indirect : Rahim will say that he has not done his work.

Exception :

1. If the reported speech contains some universal truth or habitual fact, the tense of the verb does not change even if the reporting verb is in the past tense.

- *Direct* : The teacher said to the students, "The earth is round."

Indirect : The teacher said to the students that the earth is round.

2. When two actions occur at the same time in the past, no change in the tense of the verb in the reported speech is made.

- *Direct* : He said, "I cried out when I saw the thief coming."

Indirect : He said that he cried out when he saw the thief coming.

3. Words expressing nearness in time or place are generally changed into words expressing distance. Thus:-

Today	becomes	that day
Tomorrow	becomes	the next day.
Yesterday	becomes	the previous day/the day before

Now	becomes	then
Here	becomes	there
Ago	becomes	before
Last night	becomes	the previous night

This	becomes	that
------	---------	------

- *Direct* : He said, "I am glad to be here this evening."

Indirect : He said that he was glad to be there that evening.

The changes do not occur if the speech is reported during the same period or at the place; e.g.,

- *Direct* : He says, "I am glad to be here this evening."

Indirect : He says that he is glad to be here this evening.

4. **Change of person** : The persons of the pronouns and the verbs in the reported speech undergo changes when converted into indirect form.

Thus,

(a) **First person pronouns** in the direct speech change according to the subject of the reporting verb.

- *Direct* : He says, "I am going to Delhi."

Indirect : He says that he is going to Delhi.

(b) **Second person pronouns** change according to the noun or pronoun coming after the reporting verb.

- *Direct* : I said to Mohan, "You will have to read."

Indirect : I said to Mohan that he would have to read.

(c) **Third person pronouns** of the direct speech remain unchanged when converted to indirect.

- *Direct* : Rita said to me, "He will be defeated."

Indirect : Rita said to me that he would be defeated.

5. **Questions :**

In reporting questions the indirect speech is introduced by verbs such as, asked, inquired, etc. When the question is not introduced by an interrogative word, the reporting verb is followed by whether or if.

- *Direct* : He said to me, "What are you doing"?

Indirect : He asked me what I was doing.

- **Direct** : "Where do you live?" asked the stranger.

Indirect : The stranger enquired where I lived.

- **Direct** : He said, "Will you listen to such a man?"

Indirect : He asked them whether they would listen to such a man.

6. Commands and Requests :

In reporting commands and requests, the Indirect speech is introduced by some verb expressing command or request, and the imperative mood is changed into Infinitive.

- **Direct** : Ganguly said to Mahmood. "Go away."

Indirect : Ganguly ordered Mahmood to go away.

- **Direct** : The Principal said to the visitor, "Please wait here till I return."

Indirect : The Principal requested the visitor to wait there till he returned.

- **Direct** : He said to the students, "Don't make a noise."

Indirect : He forbade the students to make a noise.

7. Exclamation and Wishes :

In reporting exclamations and wishes, the indirect speech is introduced by some verb expressing exclamation or wish.

- **Direct** : He said, "Alas! I am ruined."

Indirect : He exclaimed sadly that he was ruined.

- **Direct** : He said, "Bravo! You have done well."

Indirect : He applauded him saying that he had done well.

8. Said to :

If the reporting verb said to is followed by an object, it is changed into told while converting it into indirect speech.

- **Direct** : He said to me, "There is no more water."

Indirect : He told me that there was no more water.

- **Direct** : He said to me, "You are getting lazy."

Indirect : He told me that I was getting lazy.

Said to is not always changed into told. It can also be changed into replied, stated, informed, remarked, etc. depending on the nature of the sentence.

9. Must and need not :

(a) In some cases these two are used in place of have to.

- **Direct** : He said, "I must go now."

Indirect : He said that he had to go then.

- **Direct** : He said, "I need not go."

Indirect : He said that he would not have to go.

(b) Must is used in place of shall, have to when it expresses necessity or compulsion.

- **Direct** : He said, "I must finish this book on Monday."

Indirect : He said that he would have to finish that book on Monday.

Note : But in some sentences when 'must' indicates some kind of advice or suggestion, in those sentences 'must' remains 'must'.

11. Sentence Transformation

Transformation of Sentences is done in various ways.

The nature of the sentences can be changed without changing the meaning of the sentences.

1. Sentences containing the adverb 'too':

Example 1 :

- My friend is too rich to be my consort.

You can see how the Transformation-of-Sentences, containing the adverb 'too', takes place without changing the meaning of the sentence.

- My friend is so rich that he cannot be my consort.

Example 2 :

- The news is too good to be true.

You can see how the Transformation-of-Sentences takes place into the following version without changing the meaning of the sentence.

- The news is so good that it cannot be true.

Example 3 :

- He drove too fast for the police to catch.

This sentence can be changed into the following version without changing the meaning of the sentence.

- He drove so fast that the police could not catch him.

The Transformation of Sentences takes place by removing the adverb 'too' and by adding a conjunction 'so...that'.

In this way, the following sentences have been changed for your attention.

Examples :

- He is too proud to beg.

He is so proud that he will not beg.

- It is never too late to mend.

It is not so late that it cannot be mended.

- He is too ignorant for the post of a postman.

He is so ignorant that he is not suitable for the post of a postman.

- This shirt is small for me.

This shirt is so small that it is not suitable for me.

- He speaks too fast to be understood.

He speaks so fast that he cannot be understood.

2. Interchange of Degrees of Comparison :

The Transformation-of-Sentences, containing comparatives, can be done as follows without changing the meaning of the sentences.

Example 1 :

- I am as strong as him.
This sentence is in positive degree.
This sentence can be changed into a sentence of comparative one.
- I am not stronger than him.
This sentence conveys the same meaning as the above sentence.

Example 2 :

- **Positive** : This razor is not as sharp as that one.
- **Comparative** : That razor is sharper than this one.

Example 3 :

- **Positive** : Very few cities in India are as rich as Mumbai.
- **Comparative** : Mumbai is richer than most other cities in India.
- **Superlative** : Mumbai is one of the richest cities in India.

Example 4 :

- **Superlative** : Upshaw is not the tallest girl in the class.
- **Comparative** : Upshaw is not taller than many girls in the class.
The Transformation-of-Sentences, according to the nature of the sentences, takes place into either negative or affirmative sentences.

3. Interchange of Active and Passive voice:

A sentence in the Active form can be changed into Passive form.

Example 1 :

- **Active** : Brutus stabbed Caesar.
Passive : Caesar was stabbed by Brutus.
The proper Auxiliary verb and 'by' are used in the Passive form.

Example 2 :

- **Active** : The members will make him the President of this organization.
Passive : He will be made the President of this organization by its members.

Example 3 :

- **Active** : The audience loudly cheered the Mayor's speech.
Passive : The Mayor's speech was loudly cheered.

Whenever it is evident who the agent (doer of the action) is, it is not necessary to mention it in the passive voice and this omission gives the sentence a beauty.

In example -3, it is evident that only the audience would have cheered the speaker.

So, it has been avoided and such an omission adds only a touch of beauty to the sentence.

Example 4 :

The same way, the proper Pronoun form and the proper verb should be added in the active sentence when the passive sentence is changed into an active sentence.

- **Passive** : She is known to me.
Active : I know her.

Example 5 :

- **Passive** : Promises should be kept.
Active : One should keep one's promises.
The Active Voice is used to make the agent prominent.
The Passive Voice is used to make 'the action of the verb' prominent.
The Passive Voice can be used when the agent is unknown.

Example 6 :

- **Active** : We admire the brave.
- **Passive** : The brave are admired.

In this sentence, the agent 'we' has been omitted to generalize the statement that the brave are admired.

Although, the Active-sentence has used the pronoun 'we'.

4. Interchange of affirmative and negative sentences:

The affirmative sentence can be changed into a negative sentence by using 'not'.

Example 1 :

- **Affirmative** : I was doubtful whether it was you.
Negative : I was not sure that it was you.

Example 2 :

- **Affirmative** : Everybody was present.
Negative : Nobody is absent.

Example 3 :

- **Affirmative** : All cheered.
Negative : There was no one present who did not cheer.

In this way, the negative sentences can be changed into affirmative sentences as follows.

Example 4 :

- **Negative** : God will not forget the cry of the humble.
Affirmative : God will heed the cry of the humble.

The 'not' in the negative sentences should be removed to convert them into affirmative sentences.

Example 5 :

- **Negative** : No one could deny that she is pretty.
Affirmative : Everyone accepts that she is pretty.

As seen above, the Transformation-of-Sentences can be done in many ways without changing the meaning of the sentences.

There are few more ways in which the Transformation-of-Sentences can be done.

Let us see here few more methods for such a transformation.

1. To transform an interrogative sentence into an assertive sentence:

An interrogative sentence can be transformed into an assertive sentence and vice-versa.

Example 1 :

- When can their glory fade?
This is an interrogative sentence.
This sentence can be transformed into an assertive sentence as follows.
- Their glory can never fade.

Example 2 :

- Was he not a villain to do such a deed?
This interrogative sentence can be transformed into an assertive sentence as follows.
- He was a villain to do such a deed.

Example 3 :

- Who can touch ditch without being defiled?
(Interrogative Sentence)
You can see How the Transformation-of-Sentence takes place into the following version without changing the meaning of the sentence.
- No one can touch ditch without being defiled.
(Assertive Sentence)

Example 4 :

- Who does not know him?
(Interrogative Sentence)
- Everyone knows him. (Assertive Sentence)

Example 5 :

- Is this the kind of dress to be worn for a school function?
(Interrogative Sentence)
 - This is not the kind of dress to be worn for a school function. (Assertive Sentence)
- In this same way an assertive sentence can be transformed into an interrogative sentence.

Example 6 :

- We were not sent to this world simply to make money.
(Assertive Sentence)
- Were we sent to this world simply to make money?
(Interrogative Sentence)

Example 7 :

- I never forget those happy days.
(Assertive Sentence)
- Shall I ever forget those happy days?
(Interrogative Sentence)

2. To transform an exclamatory sentence into an assertive sentence:

- How sweet the moonlight sleeps upon the riverbank!
(Exclamatory Sentence)
 - The moonlight sweetly sleeps upon the river bank.
(Assertive Sentence)
- Although such an exclamatory sentence can be transformed into an assertive sentence, an exclamatory sentence is preferred on many occasions to an assertive sentence for the emotional effect that an exclamatory sentence is carrying.

Example 1 :

- If only I were young again!
(Exclamatory Sentence)
- I wish I were young again.
(Assertive Sentence)

Example 2 :

- How beautiful is this night!
(Exclamatory Sentence)
- This night is very beautiful.
(Assertive Sentence)
- You can see how the Transformation-of-Sentence takes place in the following examples without changing the meaning of the sentence.

Example 3 :

- What a delicious meal!
(Exclamatory Sentence)
- This meal is delicious one.
(Assertive Sentence)

3. To change one part of a sentence for another part :

The verb of a sentence itself can be changed into another verb without change in the meaning of the sentence.

Example 1 :

- This kind of jokes never amuses me.
This kind of joke never gives me any amusement.

In this sentence the verb has been changed into its noun form.

Example 2 :

- It costs twelve dollars.
Its cost is twelve dollars.
- Here also the verb has been changed into its noun form.
- You can see how the Transformation-of-Sentences takes place in the following examples without changing the meaning of the sentence.

Example 3 :

- He has disgraced his family.
He is a disgrace to his family.

Example 4 :

- He gave a curt reply.

He replied curtly.

Here the adjective has been changed into an adverb.

Example 5 :

- I see him every day.
I see him daily.

Example 6 :

- This scene is surpassingly beautiful.
The beauty of this scene is surpassing.
Here the adjective has been changed into its noun form.
You can see how the Transformation-of-Sentences takes place in the following examples without changing the meaning of the sentence.

Example 7 :

- He is admittedly the greatest general of this country.
It has been admitted that he is the greatest general of this country.
Here, the adverb has been changed into a verb form.
And the simple sentence itself has been changed into a compound sentence.
So far we have seen the nature of Transformations of Sentence.
At the same time, a simple sentence can be changed into a complex sentence and vice-versa.
At the same time, a compound sentence can be changed into a complex sentence and vice-versa.
At the same time, a complex sentence can be changed into a compound sentence and vice-versa.
All such changes are possible to make the ideas of the sentences understandable.
This is in addition to the previous chapters on Transformations of Sentence.

1. To transform the simple sentence into a compound sentence:

A simple sentence can be transformed into a compound sentence by enlarging a phrase or word into a co-ordinate clause.

Example 1 :

- He must work hard to make up for the lost time.
This sentence can be made into two parts and those two parts can be joined by a conjunction 'and'.
- He must work hard and make up the lost time.

Example 2 :

- To his eternal disgrace, he betrayed his country.
- He betrayed his country and this was to his eternal disgrace.

Example 3 :

- Besides robbing the poor child, he also murdered the child.
- He not only robbed the poor child but he also murdered the child.

Example 4 :

- The teacher punished the children for disobedience.
- The children were disobedient so the teacher punished them
You can see How the Transformations of Sentence take place without changing the meaning of the sentence.

2. To transform a compound sentence into a simple sentence:

The following examples illustrate the chief ways in which the compound sentences are transformed into simple sentences.

Example 1 :

- We must eat or we cannot live.
We must eat to live.

Example 2 :

- You must either pay the bill at once or return the goods.
Failing prompt payment, the goods must be returned by you.

Example 3 :

- He must not be late or he will be returned.
In the event of his being late, he will be denied entry.

Example 4 :

- He is rich, yet he is not content.
In spite of being rich, he is not content.

Example 5 :

- This coat cannot be mine, for it is too big.
Due to its big size, it cannot be mine.

Example 6 :

- He is very poor, but he does not complain.
In spite of being poor, he does not complain.

These examples are enough to make clear how the compound sentences are transformed into simple sentences.

You can see how the Transformations of Sentences take place without changing the meaning of the sentence.

3. To transform a simple sentence into a complex sentence:

A simple sentence can be transformed into a complex sentence by enlarging a phrase into a subordinate clause.

The clause maybe Noun, Adjective or Adverb.

Example 1 :

- He confessed his crime.
Here the noun (his crime) has been changed into a subordinate clause.

- He confessed that he was guilty of the crime.

Example 2 :

- On the arrival of the mails, the steamer will leave.

Here the adverbial phrase has been changed into a subordinate clause.

- The steamer will leave as soon as the mails arrive.

Example 3 :

- I saw a wounded bird.

Here the adjective phrase has been changed into a subordinate clause.

- I saw a bird that was wounded.

Example 4 :

- On being punished, he wept.

- When he was punished, he wept.

You can see how the Transformations of Sentence take place without changing the meaning of the sentence.

4. **To transform a Complex Sentence into a Simple Sentence:**

The following sentences will make it clear how to transform the complex sentences into simple sentences.

Example 1 :

- He said that he was an innocent.

This Complex Sentence has been changed into a Simple Sentence as follows.

- He declared his innocence.

Example 2 :

- How long I will stay is doubtful.

Here, the Subordinate Clause has been changed into a Noun Clause.

- The duration of my stay is doubtful.

Example 3 :

- Tell me where you live.

Here also, the Subordinate Clause has been changed into a Noun Clause.

- Tell me your address.

Example 4 :

- He died in the village where he lived.

Here the Subordinate Clause has been changed into an Adjective Clause.

- He died in his native place.

Example 5 :

- The moment that is lost is lost forever.

Here also the Subordinate Clause has been changed into an Adjective Clause.

- The lost moment is lost forever.

Example 6 :

- He was so tired that he could not stand.

Here the Subordinate Clause has been changed into an Adverb Clause.

- He was too tired to stand.

Example 7 :

- He will not pay unless he is compelled.

Here also, the Subordinate Clause has been changed into an Adverb Clause.

- He will pay only under compulsion.

You can see how the Transformations of Sentence take place without changing the meaning of the sentence.



Section C : Literature Textbook & Extended Reading Text (Prose)

Chapter - 1 : Two Gentlemen of Verona

Introduction

'Two Gentlemen of Verona' by A. J. Cronin, is an emotional story, set in Verona, Italy. The story conveys the message - where there is a will, there is a way. The two 'gentlemen' in the story are two little boys aged thirteen and twelve who work really hard to pay the medical expenses of their sister suffering from tuberculosis of the spine.

Summary

'Two Gentlemen of Verona' is a beautiful and touching story of two small boys who worked really hard in the city of Verona. One day, the narrator met these boys in Verona. They were selling wild strawberries. When asked about their age and name, they told him that Nicola, the elder was 13 whereas Jacopo, the younger, was 12. Next day, the narrator found them doing 'brisk business' in shoe-shining. When the narrator asked them the reason for changing their business, they told him that they did many things. For the next few days, the narrator found them shining shoes, selling fruits, hawking newspapers, conducting tourists round the town and so on. The narrator became eager to know why these children worked so hard. He even realised that despite their hard work, they never spent any money on themselves.

Their clothes were dirty and they usually ate black bread and figs. He teased them by asking them if they had plans to emigrate to America. To this, they replied in negative saying that they had other plans. Then Jacopo requested the narrator to help them reach Poleta, 30 km. from Verona. The narrator agreed and took them there the next afternoon. In Poleta, they drew up at a large villa and rushed inside. He later came to know that it was a hospital where their sister, Lucia, was under treatment for tuberculosis of the spine. He asked the nurse about Lucia. She told the narrator that a bomb had destroyed their family and that these boys grew to hate the Germans. After the war was over, there was peace all around. But not in the lives of these children as it was at this moment that they discovered that Lucia was suffering from the deadly disease. But after getting treatment, she was recovering. He was further informed that her brothers made the payments every week for her continued treatment. The narrator was touched by the devotion of the two boys. He could see a ray of hope for human society. Then all three of them came back to Verona.

Chapter - 2 : Mrs. Packletide's Tiger

Introduction

Mrs. Packletide's Tiger is written by Saki who was considered a master of short story. This story is a satire on high-class people who go up to any extent to gain popularity. In this story, Mrs. Packletide is one such character who wants to kill a tiger just to let down Loona Bimberton.

Summary

Mrs. Packletide, the main character of the story, is jealous of Loona Bimberton, who talked of nothing else but her recent travel in an aeroplane by an Algerian aviator. Mrs. Packletide became jealous and decided at that moment to kill a tiger and gift a tiger-claw brooch to Loona on her next birthday. For this, she even offered one thousand rupees to the villagers to arrange the shooting of a tiger, without much risk or exertion. The villagers were excited at the prospect of one thousand rupees and were ready to help her. The great night arrived when the killing was to be done. Mrs. Packletide, along with a paid companion, Miss Mebbin, crouched on a platform constructed specially for this purpose on a tree. A goat was fastened as bait for the tiger and everyone started waiting for the tiger. They had to wait for sometime and then they heard the footsteps of the tiger. Mrs. Packletide fired a shot using her rifle and the tiger was dead. Everyone rejoiced over the killing, when they came down from the tree. Miss Mebbin drew Mrs. Packletide's attention towards the bullet wound on the goat and not the tiger. Actually, the bullet from the rifle had hit the goat which died instantly whereas, the tiger being an old one, just succumbed to heart-failure at the mere sound of a bullet. Anyhow, Mrs. Packletide was everywhere on the pages of the weekly newspapers and she sent the tiger-claw brooch to Loona Bimberton also. As for Miss Mebbin, she never forgot about the bullet-injury on the goat due to which Mrs. Packletide had to do something so that she didn't give her away. She had to buy a weekend cottage for her near Darking in which Louisa Mebbin lived happily.

Chapter - 3 : The Letter

Introduction

'The Letter' is an emotional and touching story depicting the love of a father for his daughter. The story imparts the message that one must pay respect to the feelings of others as well and should not make fun of others.

Summary

'The Letter' written by Dhumaketu is the story of an old coachman whose daughter Miriam, married a soldier and went to live with him. Ali missed her and gave up hunting after he realized the pain of separation. Five years passed, but he kept on waiting for Miriam's letter. He went to the nearby post-office daily in the hope of getting a letter from her. But no letter ever came for him. Rather the clerks and other officials made fun of him. They would call out his name in mischief and when Ali would go to the window they would laugh at him. Ali used to feel bad about all this. The postman started taking him to be a mad man. But Ali, not bothering about all this, returned every day to the post-office just to hear a word from his daughter or about her well-being.

Towards the end of his life, his ill-health prevented him from visiting the post-office daily. He couldn't breathe properly. So, one day, when he visited the post-office, he told one of the clerks to do him a favour by forwarding Miriam's letter to his grave. He offered him five golden guineas for this. There were tears in his eyes. He was never seen after that and then nobody bothered to enquire about him.

Time passed. One day, the postmaster had a problem. His daughter, who lived in another town, fell ill. He anxiously waited for news of her but there was none. It was at this moment that he was reminded of Ali and his anxiety of getting a letter from his daughter. This realisation made him truly repentant of his rude behaviour towards Ali. Meanwhile there was a letter addressed to Ali. He decided to hand over the letter to Ali himself at 4 o'clock.

That night the postmaster could not sleep. At five, he heard a soft knock at the door. He opened the door only to find Ali standing there. The postmaster handed him the letter. Ali immediately disappeared.

Just then, Lakshmi Das, the clerk who had taken the guineas from Ali, came there and saw the postmaster talking to someone. He was astonished to hear Ali's name and so informed the postmaster that Ali had died three months ago. The postmaster could not believe this. That evening, both of them went to visit coachman Ali's grave and placed the letter there. Now, the postmaster realised the value of human feelings and emotions in terms of letters and envelopes. Now, they were not mere postcards but much more than what anyone could realize.

Chapter - 4 : A Shady Plot

Introduction

The title 'A Shady Plot' is most appropriate because most of the situations and characters remain unclear and foggy. At first the writer is plagued by doubts regarding the plot of the story. He tries really hard and it appears that he is chasing the shadows in search of a ghost story. The appearance of the ghost is open to interpretation. Is it there, or is it not there? There is doubt regarding the existence of Helen, she is spooky and gives rise to apprehensions. The existence of Helen is questionable no one else will believe it, as it is beyond the realm of reality. Moreover, doubts are cast over John's character, his honesty is questioned, his relationship with Helen is hidden, concealed and he alone knows it. The appearance of Helen upsets John's life. His wife and cook threaten to quit and shadows of divorce loom large over his relationship with his wife. The plot for a new story remained "unclear" for a long time. It is only in the end, that John can visualise an excellent plot in its perfection. Moreover, the ghost and apparitions are always believed to remain concealed, relegated to shady and dark areas. The appearance of Helen from darkness and her retreat to darkness highlights the relevance of the title.

What exactly is a OUIJA BOARD ? : It is pronounced as wee-ja, wee-je. It is known as spirit board or a talking board. It is a flat board marked with letters, numbers and other symbols supposedly used to communicate with spirits. It uses a movable indicator to indicate the spirits' message by spelling it out on the board. It is a very popular game among some sections because it gives an imaginary thrill of communicating with spirits.

Summary

The writer, Mr. Hallock, was told by his employer Mr. Jenkins to write a ghost story. He told Mr Hallock to write a very horrifying story with supernatural elements because the public liked those kind of stories. The writer agreed to this proposal for no one else printed his stuff. He was surprised how he could have written the earlier ghost stories for he

was not a specialist in this genre. Whenever he had decided to write a ghost story, surprisingly the plot had appeared from nowhere. The writer sat down to pen the story, though no idea occurred to him. In fact his mind was wandering towards his wife's shopping trips and other unghostly things. The writer loudly said, "This writing business is delightful, isn't it?" and to his surprise a voice at the other end of the room said, "Yes it is." The writer was surprised to see a figure taking shape gradually. It was a woman, tall and angular, with enormous fishy eyes, wearing spectacles.

She came and stood before the writer. The writer wished to know why that woman had come. She gave a very surprising answer that the writer had only called her to help him in writing a story. Moreover she said that the ghosts were going on strike so the writer should stop bothering her for another plot. She further elaborated that all the other stories that had been a hit had come from her only.

The ghost explained that she had been a writer in her earlier birth but now she had collected other ghosts like her and set up a 'Writers' Inspiration Bureau'. Now they extended their help to a writer who had no ideas. The writer disagreed with the ghost's views for he had never seen her before so how could she have inspired him. She explained that she had sat on the writer's shoulder and had given him the plots. But now they were all fed up at being pulled out of their beds at all times and had decided to go on strike. The ghost wanted the writer to call all his friends and stop using the Ouija board.

The conversation of the writer and the ghostly figure was interrupted by the arrival of the writer's wife who is surprised to see her husband sitting in the dark and talking loudly to himself. However, she was going gaga over a recent purchase she had made.

At the writer's query she revealed that she had bought a Ouija board in order to help the writer to write his stories. She said that she wanted to make story-writing easy for the writer from now onwards. The writer tried his best to dissuade his wife from keeping the Ouija board but she refused to listen. The writer thought that he would reason with his wife later.

Next day the writer set out for his job. He worked as an accountant for a lumber company and could not give up his job and take to full-time story-writing due to financial problems. On reaching back home he was told by his cook to get ready and come down as his wife had invited some guests. When he came down eventually, he was surprised to see that their parlour was full of women belonging to his wife's book club. They were sitting in two's and between two friends there was a Ouija board. Immediately his wife appeared and she wanted the writer to be the partner of Miss Hinkle, who was without any other friend.

Miss Hinkle took the writer's fingers and started moving them on the Ouija board. Surprisingly the words spelt on the board were 'TRAITOR.' Miss Hinkle wanted the board to clarify as to who was a traitor. The Ouija board spelled out that it was Mr Hallock. On enquiring what was the identity of the speaker, the board revealed that it was someone with the name of Helen.

This fact created a furore in the entire room and the ladies along with the writer's wife gathered around the writer and looked at him accusingly. All the Ouija boards signalled towards the writer. The writer could not answer. He fled the scene and went to sleep. Next morning, he noticed a slip of paper with the message that his wife was leaving him for good and that her lawyer would communicate with him. The writer was shocked and surprised at this development. Meanwhile Helen, the ghost, reappeared and told the writer that she had been sent to ensure that his wife was going to get rid of that Ouija board. The writer was very angry and he retorted that the ghost had made the writer lose his wife, his home and his happiness. The writer's wife Lavinia entered and told the writer that she was moving out. The writer was trying to shield and cover Helen, when his wife remarked that he was behaving very strangely. The Cook barged in and announced that she was not going to serve in a place where there were Ouija boards and activities relating to curses and charms.

Lavinia was in no mood to be pacified. She sprang quickly to see who was standing behind her husband. Helen did not disappear this time and boldly announced to Lavinia that she indeed was Helen. Lavinia felt very miserable at having created such a ruckus and at having accused her husband of infidelity. The writer felt inspired and realised that he had indeed hit upon an excellent plot for a ghost story.

Chapter - 5 : Patol Babu

Introduction

Through the lesson, Patol Babu, the writer depicts the dreams and aspirations of the small timers and the apathy of film-makers for whom making films is a business. Patol Babu, a talented and emotional artist, who is an artist at heart and full of dramatic skills, was asked to perform a role after 52 years. Quite excited, he rehearsed the single word (oh) he was asked to speak. Everybody praised his performance but he did not wait there to collect his remuneration. Naresh Dutt asked for him but next minute all that was forgotten and the camera started rolling for another shot.

Summary

This story depicts the dreams and aspirations of the small timers and the apathy of film people for whom making films is a business. Patol Babu was a middle-aged man of about fifty years with a bald head. His neighbour, Nishikanto Ghosh informed him that his brother-in-law Naresh Dutt, a film producer, was looking around for an actor for a scene in a film, with looks like that of Patol Babu. Patol Babu was so excited to hear this news that in his excitement, he made the wrong purchases in the vegetable market. Patol Babu remembered fondly that he always had a great passion for the stage and in his youth he had acted in many 'Jatras'. Indeed there was a time when people bought tickets especially to see him.

It was in the year 1934, when he lived in Kanchrapara and worked as a clerk with Hudson and Kimberley. He had thought of floating his own theatrical club but he lost his job. Ever since Patol Babu had to struggle a lot to make a living. He worked in a Bengali film, worked as an insurance salesman but nothing lasted.

He paid regular visits to various offices for jobs but nothing worked. He still remembered some of the dialogues of the plays he had acted in. A new offer to work in films sparked his interest. Naresh Dutt duly arrived and told Patol Babu to report at Faraday House, next morning. On enquiry, Naresh Dutt told Patol Babu that it was a speaking role and he had to play an absent-minded pedestrian. Patol Babu was extremely happy and confided to his wife that he was aware that it wasn't a big role, but one rose from small roles only and this might prove to be the beginning of a great career. His wife expressed her reservations but Patol Babu was in no mood to listen. Next morning, Patol Babu reported on time at Faraday Building. He saw a big crowd with instruments and cameras being shifted here and there. He was instructed by Naresh Dutt to wait for his turn. Patol Babu was quite nervous since he had no idea about his dialogues and he didn't want to make a spectacle of himself in front of the lead actors. In the meantime, the shooting of the movie started and one scene was shot. Patol Babu couldn't wait any longer. He went to Naresh Dutt and asked for his dialogues. On glancing at the paper, Patol Babu was really depressed, since he was required to speak just one word 'Oh!' Patol Babu was supposed to act like an absentminded pedestrian and collide with the lead actor, Chanchal Kumar, utter 'Oh' and resume walking. He was instructed to go and wait on one side. Patol Babu felt humiliated and let down. He felt that the entire Sunday was lost in the false anticipation of a good role.

A faint memory stirred his mind. He remembered his mentor, Gogon Pakrashi's advice that as an artist, one must make the most of one's opportunity, whatever it might be. This thought drove away his depression and he started rehearsing all kinds of exclamations 'Oh's' that could be given at different occasions.

Finally Patol Babu was called after an hour. Patol Babu suggested to the director that the scene would look more realistic, if the collision took place, while he had his eyes on the newspaper. A newspaper was immediately arranged. The director suggested that a moustache on Patol Babu would really look more interesting. A moustache was stuck on his face. During the shot, Patol Babu packed in his best effort mixing 25 parts of anguish and 25 parts of surprise, in a single "Oh!" Everyone around praised Patol Babu's acting skills and he went back satisfied near the paan shop. Patol Babu was tremendously pleased and felt that his acting skills were not blurred even after so many years. But now he felt dejected because there was no one who had appreciated his dedication. For the film-people it was a moment's work and the next minute they had promptly forgotten about it. He knew he would be paid, it would be a very small amount and he did need money very badly.

But could twenty rupees measure against the intense satisfaction of doing a job perfectly? Ten minutes later Naresh Dutt was surprised to find Patol Babu missing, without collecting his remuneration. Next minute, all that was forgotten and the camera started rolling for another shot.

Chapter - 6 : Virtually True

Introduction

Virtually true is a story based on the virtual world which takes its reader to a world of technological advancement. It tells in that there are two advanced intelligence as the earth which he justifies through his story.

Summary

The story starts with a boy named Michael who reads an article in the newspaper about a "Miracle Recovery." A boy, whose condition was critical but stable, had recovered from coma. Michael recollected that the boy who was mentioned in the newspaper was in fact Sebastian Shultz whom he had met weeks ago while playing. This all started at the Computer Fair, when Michael's father who was nutty about computers, bought him a new computer preloaded with games. When he played the game 'Wild West', he became a Sheriff and was challenged by "Black eyed Jed" to a duel. He then met a Second Sheriff whom he was asked to go with. Unfortunately, the Second Sheriff was shot by the villains and the game ends. Later on, he got a printout which read "I'm Sebastian Shultz. Try playing Dragon Quest".

In Dragon Quest his task was to save Princess Aurora from the wicked dragon and collect the wicked creature's treasure along the way. He had the help of the second knight who was revealed to be Sebastian. Later on in the game, Sebastian was killed. The game ended with the printer displaying a message asking him not to give up and to try playing "Jailbreak."

In Jailbreak, his mission was to escape with the prisoner, and he knew that it was Sebastian again. They broke out of jail, and ran to the roof as the doors shut behind them. The helicopter arrived as they reached the roof. They got into the helicopter. As they took off, Sebastian fell off the helicopter and the game ended. Later on, he played the game many times but the printout did not come.

Then one day, the printer showed a message telling him that the helicopter was a better choice, and to try playing "War Zone", Sebastian had also promised not to trouble him again if this did not work out.

He jumped right into the game. He found himself in some kind of a city scarred by battle wounds. He knew he had to save Sebastian. They ran together to an abandoned jeep they found amidst the rubble. They went towards a helicopter as a tank chased them. As soon as it came to their view, Sebastian stopped the car. The jeep went into a spin and Michael leapt into the helicopter. Sebastian did not enter the helicopter at this point. Michael waited and yelled at him to come into helicopter but Sebastian did not move. Moments later, the tank collided with the jeep and Sebastian was thrown into the helicopter. They flew into clouds and the game ended, saving him. When he removed his visor he came to know that he had got the High Score.

The narrator wanted now to cross-check the facts. He surfed the net for some details. He found out what he was looking for. Apparently at the time of the accident, Sebastian was using his laptop to play one of the psycho-drive games that the narrator had bought.

The narrator realised that Sebastian's memory had been stored on disk because the computer had saved Sebastian's memory, when Sebastian had banged his head in the accident. But how did it end up in the narrator's computer? This was also solved later because the narrator came to know that when Sebastian had been in the hospital, someone had stolen the games and sold them and the narrator had ended up buying them. There was a message from Sebastian that said, "DEAR MICHAEL, THANK YOU. I'M NOT SURE HOW IT HAPPENED. BUT YOU SAVED MY LIFE. LET'S MEET UP SOON, CHEERS. SEB. PL. KEEP THE GAMES. YOU'VE EARNED THEM".

This was a real and direct message from Sebastian. It was clear that by reliving the accident, something wonderful had happened. But then again, what can someone say about miracles. And what is true or what is virtually true - no one can say with finality. The narrator had undergone an experience that had proved to be virtually true.

□□

Poetry

Chapter - 1 : The Frog and The Nightingale

Introduction

'The Frog and the Nightingale' by a well-known poet Vikram Seth is an interesting fable which focuses on the cunningness of the so-called musicians and critics. It shows the fact that how some people kill the creativity of others in the name of rules and conventions. In this poem, two contrasting characters—The Frog and the Nightingale, are beautifully portrayed. The frog represents the domineering and boastful behaviour of such people and the nightingale is a tender, meek and nervous bird who obeys the Frog's commands innocently. Nightingale, the timid bird is so much impressed by the frog that she starts taking training from him. In order to exploit the nightingale, the frog overexerts her to death and succeeds in his tricks of getting rid of his rival.

Quick Review

'The Frog and the Nightingale' is a story in verse. It describes how a frog exploits a nightingale to earn money. This fable shows how the bad training given by the frog causes the death of the nightingale. The moral is that one should have confidence in oneself and believe in one's own talent.

Once upon a time, a frog croaked in the Bingle Bog. Other creatures hated his voice but they had no choice. The loud and unpleasant noise of the frog continued from the sumac tree. He croaked there from dusk to dawn. Neither stones, prayers, nor insults, or complaints could stop him from his strong determination. He was determined to express his elation through his song. One moonlit night, a nightingale perched upon the sumac tree started singing. Other creatures in the bog clapped and admired her melodious sweet song. Being surprised at the sweet melody of the nightingale, the frog feared that he would not be heard any more. As the nightingale sang beautifully, ducks swam to her, toads, tiddlers and teals were delighted and called the song 'divine'. But the frog was not happy.

Next night as the nightingale was ready to sing, the frog interrupted and introduced himself as the owner of the tree and said that he was known for his splendid baritone. The nightingale inquired about her song. As a critic, he replied that it was not too bad but was far too long. The technique was fine but the song lacked certain force. The nightingale was flattered that such a reputed critic had discussed her art.

Being jealous, the frog took the nightingale into confidence and made an evil plan to get rid of her. He became her trainer and made her sing excessively for long hours. He started pointing out her mistakes and drawbacks. The nightingale received a huge response. Animals from miles gathered around to listen to her sweet song, and the cunning frog took an admission fee from them.

The strain of training and singing was too much for that delicate and innocent bird. She grew sad and pale and miserable. The frog scolded her as she could not sing sweetly any more. The nightingale had to bear his scolding and exploitation. She lost the beauty of her voice. The other creatures stopped coming to hear her sing at the concerts arranged by the wicked frog.

The frog was very angry at the failure of the nightingale. He asked her to puff her lungs to follow the fashion of the stage. The nightingale puffed up, that made her vein burst and she died.

The frog described her as a foolish creature. She was nervous, tense and prone to influence. The frog was victorious and sang unrivalled in the Bingle Bog.

Chapter - 2 : Ozymandias

Introduction

P. B. Shelley was the son of a rich Squire. He was sent to Oxford. Shelley came under the influence of revolutionary ideas of the English philosopher William Godwin whose daughter, Mary Godwin, he ultimately married.

The poet uses a shattered statue to highlight the ephemeral nature of fame, popularity and power. The great king's proud, boast (I king of kings, look on my work, ye mighty and despair) has been ironically disproved. Ozymandias' works and might have crumbled and disappeared, his civilization has disappeared, all has been razed to the ground by the impersonal, and indiscriminate destructive power of history. The ruined statue is merely a monument of one man's 'hubris' and a powerful statement about the insignificance of human beings to the passage of time. Ozymandias is first and foremost a metaphor for the ephemeral nature of political power. So, this becomes Shelley's most dominant sonnet with political overtones. Ozymandias not only symbolizes political power but the statue is a metaphor for the pride and 'hubris' of all mankind. It is worth noting that all that remains of Ozymandias, a work of art and a group of words. As Shakespeare has stated in his sonnet, this demonstrates the fact that art and language long outlive the other legacies of power.

Summary

The speaker recalls having met a traveller from an ancient land who told him a story about the ruins of a statue in the desert of his native country. The traveller said that two vast legs of stone stand without a body and near this, a massive crumbling and broken stone-head lies, which is half sunk in the sand. The statue has a bitter and cruel expression of 'sneer and cold command' and this indicates that the sculptor had understood the passions of his subject really well. It was obvious that the statue was of a man who sneered with contempt for those who were weaker than himself, yet fed his people because of something in his heart. On the pedestal of the statue these words are inscribed, "My name is Ozymandias, I am the king of kings. If anyone wishes to know how great I am, then let him surpass any of my works." Around the decaying ruin of the statue, nothing remains, only the 'lone' and level sands' which stretch out around it, far away.

Chapter - 3 : The Rime of the Ancient Mariner

Introduction

'The Rime of the Ancient Mariner' is one of the best known classical poems written in English, containing some very beautiful and very memorable lines. The poet Samuel Taylor Coleridge has written this poem in the form of a ballad, i.e., it tells a story and includes archaic words and spellings. The poem is a skilful mixture of the natural and the supernatural. It is a psychological study of the Mariner, how he tries to pray but couldn't. How he feels the horror of the curse and suffers acute mental agony.

The poem highlights the Christian concept of sin, punishment and redemption through the story of the old Mariner. The Mariner, on his voyage happens to kill an Albatross causing suffering to himself and other Mariners. The dead Albatross round his neck is a continual reminder of his guilt and the narration of his story to the wedding guest gives some mental relief which is perhaps redemption.

Summary

Part-I : An elderly Mariner with grey beard and a glittering eye stopped one of the three persons going to attend a wedding feast. The wedding guest told the Mariner that he was a close relative of the bridegroom and everything was ready for the feast. But transfixed by the 'glittering eye' of the Mariner, he had to sit on a stone to listen to the sailor.

He started narrating the story. When they started their voyage, they were given a warm send-off. All went well for some days. Then weather was clear and they sailed south for many days. The weather changed. A violent storm arose and drove the ship southward very fast. The mast stooped forward and the fore-part of the ship also dipped a little into the sea. There were both mist and snow. It became extremely cold. Green icebergs came floating. There was ice all around them.

There came an Albatross—a huge sea bird. The sailors welcomed it as the bird of good omen and offered it food. As it flew round the ship the ice split. They were able to steer the ship. The favourable south wind began to blow. The bird followed them. It came at the Mariners' call for food and play every day. One day the Ancient Mariner shot the Albatross with his crossbow without any provocation.

Part-II : The weather was still fine. The south wind was still favourable. But no bird followed the ship. The Mariner repented his misdeed of killing the bird. His companions blamed him for killing the bird that had made the breeze blow. The sun rose upon the right out of the sea and went down into the left. The other Mariners said that he had done the right thing for killing the bird that brought the mist and fog. Then the breeze stopped blowing. This made them sad. It was intensely hot. The sun looked bloody. They were stuck and could not move. The ship was stranded. There was no water to drink, the sailors fell silent. They held the old Mariner responsible for their suffering. Their tongues were dry for want of water. They snatched the cross from the old Mariner's neck and hung the dead albatross around his neck which was a constant reminder of his guilt.

Message : The 'Rime of the Ancient Mariner' is an exploration of evil, both that of men and of nature, and of salvation. The poem is full of Christian symbolism, which is also a departure from the romantic poetry. The slaughtered Albatross, emerging spirits from beneath the murky water, slimy creatures of the sea, all are images of sin and evil, and its consequences. The whole poem is based on the Christian concept of sin, its punishment and redemption. The Albatross can be seen as a symbol of God's favour, bringing good results. The mariner, mortal and fallible, succumbs to his paranoia and fear, when he kills the innocent creature, thereby tainting himself with sin and losing connection with God and all things good. Coleridge uses dramatically mystical elements to express the consequences of the mariner's colossal mistake. By destroying one of God's creatures, the mariner is exposed to the darker aspects of the world.

Defying God leads to worse results. The crew hanged the dead albatross around the Mariner's neck. The Mariner is symbolic of a Christ-like figure and the cross-like Albatross, a symbol of sin, is borne only by the Mariner. Though the crew also suffer, but punishment is borne only by the Mariner. In the end, the Mariner is truly remorseful and is able to pray to God. As he prays, he is filled with God's grace and Albatross, a symbol of sin, falls from him. The moral of the poem is sublime, "he prayeth well, who loveth well."

So Coleridge's fascination with natural evil and salvation is clear in the poem. The slimy and ghastly creatures are fantastical, but they are a direct result of a very realistic moral failing on the part of the Mariner connecting between the dark and mystical with ordinary, mundane life. Coleridge, like the other romantics, sees the beautiful and compelling in both the good and bad sides of nature, and wants the reader to accept them, rather than succumb to fear as the Mariner did.

Chapter - 4 : Not Marble, Nor the Gilded Monuments

Introduction

William Shakespeare wrote 154 sonnets. 'Not Marble, Nor the Gilded Monuments' is one of them. In this poem, he has used poetic means to create aesthetic effects.

Summary

In this poem, Shakespeare tries to convey the message that nothing in this world can outlive his poetic verses, be it marble or the monuments, that are covered with gold. The monuments wear away with the passage of time but his poetry written for his friend, will live longer than the stone monument which has been left uncared for. Next he has contrasted his verses with the ravages of time on monuments. The fighting, wars all overturn the monuments. They get demolished forever and everybody forgets about them after sometime. But neither Mars, the God of war, nor fire can erase the written memory of his friend's life. It will continue even after his death. The future generations will also admire him and he will live in the hearts of people till the doomsday, *i.e.*, the day of the last judgement.

Chapter - 5 : Snake

Introduction

This poem by D.H. Lawrence gives rise to both horror and fascination at the sight of a snake. The poem presents a conflict between civilized social education and natural human instincts. D.H. Lawrence developed a personal philosophy

that instincts are superior to the reasoning of the mind. He was essentially a moralist, who believed that man was becoming divorced from his natural feelings. He points out in the poem how our feelings of affections are crushed by society and we are misled to the path of ignorance, cruelty and barbarity. But we have no right to deprive others of the right to live. Mexican mythology and the Bible treat snakes as evil. So, the poem represents the poet's desire to free himself from sinful behaviour. The poem arouses sympathy for all creations of God and respects their right to exist, on a symbolic level the snake could also represent the conflicts in our mind. There is a constant debate between what man wants and what society wants. So, the poem represents the instability of man's mind but champions the fact that it is our instinctive behaviour that generally prompts us to do good.

Summary

D. H. Lawrence is well-known as a novelist, critic, poet, story-writer and painter. He composed this poem in 1923 and gives the details when he was confronted by a snake in Sicily. The poem is written in free verse and is unrhymed.

A snake visited the poet's water-trough on a hot afternoon to quench his thirst. The poet had also gone there to fill water in a pitcher. He waited for the snake since he had come at the trough prior to the poet. The snake sipped water into his long body. As he was drinking water, the poet was reminded of his education and social conventions which said that the golden brown poisonous snake must be killed.

However, the poet instinctively liked the snake, treated him like a guest and did not kill him. The voice of education inside the poet told him that it was the fear of the snake that made him refrain from killing him.

After drinking water to its satisfaction, the snake raised his head, looked around and proceeded to curve round and move away from the water trough. As he put his head into the hole to retreat into the earth, the poet was filled with a protest against the idea of the snake withdrawing into his hole. The poet put down his pitcher, picked up a log and hurled it at the snake. The snake twisted violently and vanished into the hole.

The poet instantly felt sorry for this act and cursed the voice that had urged him to kill the snake. He felt much like the Ancient Mariner who had killed the Albatross for no reason. He wished that the snake would come back. He regretted having missed the opportunity of knowing one of the lords of life. He was guilt-ridden and felt that he had to atone for the measure of his action of throwing a log at the snake.



DRAMA

Chapter - 1 : The Dear Departed

Introduction

'The Dear Departed' is written by William Stanley Houghton who was a famous English dramatist. The drama satirises the degradation of moral values in the British middle-class. The dialogues of the drama clearly depict the dramatists' remarkable gift for dialogues.

Summary

'The Dear Departed' is dedicated to the old people who are neglected due to the increasing materialism of their families. Abel Merryweather is an old man who had two daughters, Mrs. Slater and Mrs. Jordan. One day, Mrs. Slater 'found him dead'. She informed Mrs. Jordan and her husband Ben and began waiting for them. Meanwhile, she discussed with her husband what to do about a clock and the bureau – a writing desk with drawers, which she always liked and wanted to possess. Suddenly, an idea struck her mind and she decided to bring the clock and the bureau down to her room before the arrival of Mrs. Jordan. Henry did not approve of it but later helped in getting the bureau down. It was at the moment of shifting that the Jordans arrived. But they never realized what had happened. All of them sat to have tea. They discussed the obituary announcement in the papers and insurance premium payment. The little daughter of the Slaters – Victoria put them in a doubt when she said that she saw grandfather going to 'Ring-O-Bells' instead of the insurance office. She was told by her mother to bring the keys so that they could find the premium receipt in the drawers. Victoria went up reluctantly but the next moment she was back when she saw grandfather rising from his bed. She informed everyone downstairs. By the time they came out of their shock, grandfather came down. He told them that he had a headache and so was a bit dazed. It was here during the discussion that he noticed that his clock and bureau were in Henry's room. He became annoyed and asked for the reason. Then Mrs. Jordan informed him that Mrs. Slater was perhaps deceiving everybody by trying to steal the clock and the bureau before anybody arrived. Grandfather got angry. He told them that he had decided to change his will. He further added that he would give away

everything to somebody who cared for him and not his daughters who considered him to be a burden. The sisters were unable to digest this. They apologised but grandfather didn't listen to them. Then he told them about his plans, that he was going to marry Mrs. John Shorrocks, the keeper of 'Ring-O-Bells' and alter his will in her name. He invited them to attend his marriage on Monday, twelve o'clock at St. Philip's Church and left the house.

Theme

'The Dear Departed' brings out the materialistic attitude of children. It focuses on the greed of children who are more interested in inheriting a lion share from their parents' property than for their welfare. They show no feelings towards their elders who, in turn, feel cut off from life. Children behave in an irresponsible manner and do not have any respect for their parents. They have become self centred but one must realise that greed is never satiated. It is love which teaches you to give and makes you selfless.

Major Characters

- Abel Merry Weather – Grandfather
- Mrs. Slater – Daughters of Abel Merry Weather
- Mrs. Jordan – Both of them are materialistic
- Henry Slater – Sons-in-law of Abel Merry Weather
- Ben Jordan
- Victoria Slater – Daughter of Henry and Amelia Slater. She is ten year old and quite attached to her grandfather.

Chapter - 2 : Julius Caesar

Introduction

William Shakespeare, one of the greatest English dramatists, is known for his plays like Hamlet, Macbeth, Othello, As You Like It, Twelfth Night, The Merchant of Venice, Julius Caesar etc. His plays are written in verses.

Julius Caesar is a historical play : The play a Roman tragedy by Shakespeare was probably written and performed in 1599. It begins with the events of the year 44BC. Caesar, already endowed with dictatorship, had returned to Rome from a successful campaign in Spain, and when there were fears that he could allow himself to be a crowned king. Jealous of Caesar's growing power and afraid that he may one day become a dictator, Cassius instigates a conspiracy to murder Caesar. He realises that to gain legitimacy in the eyes of Romans, he must win over the noble Brutus to his side, for Brutus is the most trusted and respected man in Rome. Brutus, the idealist, joins the conspiracy feeling everyone is driven by motives as honourable as his own. Ironically Caesar is murdered at the foot of Pompey's statue. Caesar's friend Antony then stirred the people to fury against the conspirators by a skilful speech at Caesar's funeral. Motivated by Antony's speech they mourn the death of Caesar and decided to bury Caesar's body in the sacred place. People rise to burn the traitors's houses.

Summary

The Romans are preparing to welcome Julius Caesar, who is returning home after achieving a victory over the followers of Pompey. The people are rejoicing and are in holiday mood. The Tribunes do not feel that the people should feel happy. They are opposed to Caesar whom they consider to be a dictator.

The scene takes place at Caesar's house. Caesar is scheduled to go to the Senate where he is going to be crowned. Caesar says that there has been a great commotion in the earth and in the sky tonight. Calpurnia, Caesar's wife has cried thrice in her sleep. She has dreamt that Caesar has been murdered.

Calpurnia requests Caesar not to go out of the house today. But Caesar tries to console her that the troubles will disappear as they see Caesar's face. His wife is still adamant. She argues as she has been scared by what she has seen in the dream. A lioness has delivered a baby in the streets. Graves have opened up and thrown their dead bodies out. Terrible warriors have been fighting in the sky. Blood has fallen upon the Capitol. Horses have neighed and dead men have been heard groaning.

At these words, Caesar only remarks that cowards die many times before their death, but the brave die only once. Caesar is firm like a pole star. Meanwhile, Decius Brutus comes to fetch Caesar to the Senate. Caesar refused to go out but Decius wants to know the reason. Caesar tells him about Calpurnia's dream. Decius cleverly twists the interpretation of this dream to his advantage and calls it auspicious. He says that Romans bathing their hand in Caesar's blood can be the sign of prosperity. Thus, his blood shall turn out to be a thing of great respect. Being impressed

by Decius' interpretation Caesar decides to go to the Senate House. Cassius has personal grudge against Caesar and organises the conspiracy against Caesar. Cassius begins to flatter Brutus with the intention of having his moral support for the conspiracy since Decius is the dearest friend of Caesar. Cassius cleverly puts into his mind the fear that Rome is in danger of losing its freedom as a Republic. At the Senate House, the conspirators present to him a petition on behalf of Cimber who has been banished by Caesar. When Caesar turns down their request, they stab him and kill him. Seeing Brutus, Caesar is shocked and says, "Et-tu-Brute".

The conspirators shout, 'Liberty, freedom and enfranchisement'. But Mark Antony is extremely shocked to see Caesar stabbed. He asks the conspirators to kill him as well, but Brutus says that they can't kill him as they have killed Caesar in the larger interest of Rome. Mark Antony senses the situation at once and begins to flatter them. He proposes for peace and begs to be pardoned by Caesar's dead body in doing so. He seeks permission from Brutus to produce Caesar's body at the market place and perform the last rites later. Brutus consents but Cassius asks Brutus not to oblige him. Brutus gives permission only after he justifies Caesar's murder.

Brutus goes to the pulpit to explain the murder. He tells the crowd that Caesar has been put to death because of his ambition to become the king of Rome. After Brutus finishes his address, Antony is given an opportunity to speak. Antony, being one of the followers of Caesar exposes the claim of the conspirators. He incites the mob to mutiny. He also shows them Caesar's will in which Caesar has generously gifted money to every Roman citizen. The people rise up in revolt against the conspirators, burn their houses, Cassius and Brutus are defeated in a battle. Both commit suicide.

Theme of The Play

(a) Heroes vs. Villains : Caesar and Brutus both are perceived to be heroes and villains in Julius Caesar. At the opening of the play, Caesar is hailed for his conquests and is admired for his apparent humility upon refusing the crown. However, once murdered, Caesar is painted (by Brutus et al) as a power hungry leader with the intentions of enslaving all of Rome. Brutus' speech, which follows Caesar's death, successfully manipulates the plebeian perspective. By the end of his speech, the crowd is hailing Brutus for killing Caesar, whom they now perceive as a great villain. But, the crowd is easily swayed once again when Antony speaks. Following Brutus' remarks, Antony gives Caesar's eulogy, manipulating the crowd with stories of Caesar's kindness, and sharing the details of Caesar's will, which leaves money to every Roman. At the end of Antony's speech, the crowd is once again supportive of Caesar, mourns his death, and seeks to kill Brutus, Cassius, and the other murderers. The swaying opinions of the plebeians, and the great differences in opinion that the play presents leave the audience to determine who, if anyone, is the hero of the play, and who, if anyone, is the villain.

(b) Omens : The seriousness with which the Romans looked towards omens is evident throughout Julius Caesar; however ominous warnings and negative omens are often overlooked or misinterpreted. For example, Caesar ignores the soothsayer's warning to "beware the ides of March", ignores Calpurnia's detailed dream of his death, and ignores the negative omen of the sacrificial animal who has no heart. After ignoring these omens, Caesar dies. In addition, after the festival of Lupercalia, Casca sees many strange omens, such as a man with a burning hand, a lion roaming on the streets, and an owl screeching during the day time. Cicero, with whom Casca confers regarding these matters, explains that people will interpret omens as they see fit, inventing their own explanations. True to form, Casca interprets these strange omens as warnings of Caesar's wish to rule all of Rome with an iron hand, and to destroy the Republic.

(c) Idealism : Brutus wishes for an ideal world. He is happily married, lives in a beautiful home, and is successful according to all measures of Roman living. However, Brutus wishes for perfection in his life, and although he loves Caesar, Brutus fears Caesar is too power hungry, and might possibly destroy the Republic. Cassius understands Brutus' idealism and takes advantage of it in order to manipulate Brutus into joining the conspiracy against Caesar. At heart, it is Brutus' idealism that causes his ultimate downfall. Antony recognises this fact when addressing Brutus' dead body at the conclusion of the play, saying "This was the noblest Roman of them all".

(d) Identities, both Public and Private : In Julius Caesar, the audience is able to see both the private and public sides of Caesar and Brutus. Caesar is a powerful confident man who leads great armies and effectively rules the Roman Empire, yet he is not without his weakness. He is highly superstitious, suffers from epilepsy, and ultimately proves to be human when murdered by his closest friend. Similarly, Brutus is strong and refuses to show weakness when in public, whether it be while speaking to the plebeians or leading an army into battle. However, we see through his intimate conversations with his wife Portia and with Cassius, that Brutus is often unsure and greatly pained. Specifically, after fleeing Rome, Brutus learns that his wife has committed suicide, and is heartbroken when discussing it with Cassius. However, as soon as soldiers enter his tent, he pretends to not know of her death, and when told of it he does not react with great emotion.

(e) Ambition and Conflict : Caesar is a great, and an ambitious man. His ambition is what worries Brutus, and ultimately leads to Brutus joining the conspiracy to murder Caesar. Cassius is also a very ambitious man, and because he is so jealous of Caesar's power, wishes to kill him to gain more power for himself. Ultimately, the ambition of these two men leads to their downfalls and to virtual anarchy in the streets of Rome. Great ambition leads to great conflict.

(f) Power of Speech : Speech plays a very important role in the plot developments of Julius Caesar. The plebeians are easily swayed into greatly opposing viewpoints through Brutus' and Antony's speeches. Antony's great manipulation of the crowd causes anarchy in the streets of Rome and creates the support for a mission to avenge Caesar's death. In addition, Brutus is hesitant at first to join the conspiracy against Caesar but after speaking with the highly manipulative Cassius, Brutus is more convinced. Then, after receiving an anonymous letter (actually written by Cassius) that decries the rule of Caesar, Brutus is convinced he must take action and agrees to join Cassius' murderous plot.

Major Characters

- **Julius Caesar** – Emperor of Rome; assassinated by Cassius, Marcus Brutus and many others who were jealous of him.
- **Calpurnia** – Caesar's wife. She had advised Caesar not to go out on 15th March. Caesar failed to listen her.
- **Marcus Brutus** – Caesar's best friend. He later joined the conspirators and stabbed Caesar.
- **Cassius** – The villain. He was jealous of Caesar. He poisoned Brutus' mind and convinced him that Caesar would become a disaster for Rome.
- **Mark Antony** – A loyal friend of Caesar. He had no involvement in Caesar's assassination. He turned the mob against Cassius and Brutus.
- **Conspirators** – Cassius, Brutus, Casca, Cinna, Trebonius, Metellus, Publius, Decius Brutus and many others.

Important Quotes (Explanation)

1. **Et tu Brute?**
Brutus was one of Caesar's best loved friends. Caesar had always placed his trust in Brutus than in any one else. But the sight of this very Brutus among the conspirators was more than a shock for Caesar. 'Et tu Brute' reveals a betrayed friend's helpless situation demanding an explanation for his friend's turning against him for whatever reasons.
2. **"And you have come in happy time."**
On the day when the Senate had planned to crown Julius Caesar as the emperor of Rome, Calpurnia, Caesar's wife stopped him from going out of home due to her personal fears resulting from her dreams. Unwillingly thinking of sending Mark Antony to send this message to the Senate, Caesar was cheered by the unexpected coming of Marcus Brutus and therefore exclaimed that he had come at the right time.
3. **"I never stood on Ceremonies."**
Calpurnia, Caesar's wife, had bad dreams which foretold her that something was amiss for Caesar and she wanted Caesar to stay at home. She told that she had never believed in superstitions as the others had, yet was forced to believe the warnings in the dreams she had.
4. **"When beggars die there are no comets seen; the heavens themselves blaze forth the death of princess."**
When ordinary people die there will be no change in the sky but when great people die there will be a lot of turmoil and commotion in the sky. Comets may fall, storms may blow and thunder and lightning will fill the sky.
5. **"Cowards die many times before their deaths; the valiant never tastes death but once."**
Due to the fear of death the cowards experience a lot of death during their lifetime while the really brave people die only once.
6. **"Of all the wonders that I yet have heard, It seems to me most strange that men should fear seeing that death, a necessary end will come when it will come."**
I have heard about many wonders in the world but I do not consider any of them more amazing than people's fear of death. Everyone knows that one day he has to die and that no one can escape from death yet he is still afraid of it.
7. **"Shall Caesar send a lie? Have I in conquests stretched mine arm so far to tell the grey beards the truth?"**
When Decius Brutus came to call Caesar, Calpurnia told him that Caesar was not feeling well so as to stop Caesar from going to the Senate House. But Caesar found it cowardly to tell a lie to the old senators. He found it cowardly because he was a warrior who defeated any one he attacked and one whom no mighty king could defeat.
8. **"Most mighty Caesar, let me know some cause, Lest I be laughed at when I tell them so."**
Decius Brutus didn't know why Caesar was not coming to the Senate House. As his mission was to take Caesar out of his house at any cost, he demanded a reason for his not coming so that he could manipulate it for his own end.
9. **"From you great Rome shall suck reviving blood and that great men shall press for tinctures, stains, relics and cognizance."**
Decius Brutus misinterpreted Calpurnia's dream in such a way that the tactful of man removed all fears from mind the Caesar's. He said that the blood that came from Caesar signified the new spirit and life that Rome would get if Caesar became the new emperor. He also said that Caesar's fame would reach the whole world and great men of the would love to keep the objects used by Caesar in honour of his memory.
10. **"That every like is not the same, O Caesar, the heart of Brutus yearns to think upon."**
Brutus and Caesar were great friends and Caesar was not aware of the fact that his friend had turned against him and joined the conspirators to kill him. Brutus wants Caesar to understand that one cannot judge a person's mind from his appearance.
11. **"These couching and lowly courtesies might fire the blood of ordinary men, and turn pre-ordinance and first decree into law of children."**
Metellus Cimber was showing all kinds of respect to Caesar by bending and crying for the release of his brother Publius Cimber who had been banished by Caesar. Caesar wants Metellus to understand that he was not like the other men about decision making. Their decisions keep on changing in tune with situations whereas Caesar's decisions cannot be changed for the sake of their dear and near ones because they do not know how important the rules are for nation.

NOVEL/EXTENDED READING TEXT**THE STORY OF MY LIFE****Summary****Chapter - 1**

Helen Keller was born on June 27, 1880 in Tuscumbia, a little town of northern Alabama. The family on her father's side descended from Casper Keller, a native of Switzerland, who had settled in Maryland. Her grandfather, Caspar Keller's son, also acquired large tracts of land in Alabama and finally settled there. Her grandmother Keller was the daughter of Alexander Moore and second cousin to Robert E Lee. Her father's name was Arthur H. Keller and he was a captain in the Confederate Army and her mother was Kate Adams who was many years younger to her husband as she was his second wife.

Helen Keller lived in a small house which consisted of a large square room and a small one in which the servants slept. There was a custom in the South to build a small house near the homestead as an annex to be used on occasion and such a house was built by her father after the Civil War. After his marriage to Kate, Helen's mother, he shifted to that house. The house was covered with vines, climbing roses and honeysuckles. There was a screen of yellow roses and Southern Smilax which hid the little porch. It was the favourite haunt of hummingbirds and bees. The family lived in the Keller Homestead, also known as 'Ivy Green' because the house, the surrounding trees and fences were covered with ivy. Helen considered the house to be the paradise of her childhood.

Helen's life began on a simple note. The very naming of the child, *i.e.*, Helen was an emphatic one. Her father suggested the name of Mildred Campbell whom he regarded highly but her mother put an end to all discussions by saying that she would be called after her mother, Helen Everett. Helen was taken to the church for christening but on the way, her father lost the name. He just remembered that it had to be after Helen's grandmother so he gave her the name Helen Adams.

In her childhood, Helen was an eager and self-asserting child. She imitated everyone and learnt walking as well as talking at an early age. But her happiness did not last long. One day in the month of February, she fell ill. The doctors termed it as an acute congestion of the stomach and brain. They even thought that she would not live. It was a mysterious fever which left her suddenly and mysteriously. But it took her eye-sight along with it. With each passing day, her eyes turned dry and hot and became dimmer and she felt silence all around. It was a nightmare for her when she realised that she had lost both her eyes and ears. The whole world to her was dark and silent.

Chapter - 2

In the initial months after her illness, Helen either sat in her mother's lap or clung to her dress when she went about doing her household chores. She touched every object and observed every motion thus, enabling her to understand the outer world. She started communicating using sign language. A shake of her head meant 'No' and a nod 'Yes', a pull meant 'Come' and a push 'Go'. Her mother was of great help to her and she turned her long dark nights into bright and good ones with her wisdom. She was always sent for when they had guests and she waved her hand to them when they took their leave.

But after sometime, Helen started realising that she was different from others. She noticed that sign language was not used by other people, that they used their lips to talk. She used to touch their lips and then hers. She could feel the difference and sometimes she used to get so angry that she kicked and screamed till she became exhausted.

Helen was a naughty girl. She used to kick her nurse Ella and dominated her cook's daughter Martha Washington. Her sources of interest were the sheds where the corn was stored, the stable where the horses were kept and the yards where the cows were milked. Once she was saved from a fire by her old nurse, Viny. In this way her mischiefs kept on increasing. By this time, she had found out the use of a key and locked her mother in the pantry for three hours. Her mother kept on pounding on the door, while she sat outside on the steps and laughed. This was the naughtiest prank ever done by Helen and when Miss Sullivan was appointed as her teacher, Helen locked even her and hid the key under the wardrobe in the hall. Miss Sullivan was taken out through the window.

Helen's father was most loving and devoted to his home. Apart from this he was a great hunter. He loved being hospitable and seldom came home without bringing a guest. He raised watermelons and strawberries in his special big garden. Her father was a story-teller as well and used to spell clumsily into Helen's hands some of his cleverest anecdotes. But unfortunately after a short illness, he died in 1896.

Helen's mother was equally close to Helen's heart. So much so that she regarded her little sister as an intruder out of jealousy. Once she overturned the cradle in which her little sister was sleeping just because it belonged to Nancy, Helen's doll. She was saved from falling by her mother. Later on, both of them became good friends.

Chapter - 3

With the passage of time, Helen started feeling uncomfortable and inadequate with her sign language. She often had outbursts of passion and generally broke down in tears and physical exhaustion. Her parents were deeply grieved to see her in such a condition and had lost all hope of getting her educated as they lived in an out of the way place like Tuscumbia. But Dickens' 'American Notes' brought a ray of hope. Her mother read about the story of Laura Bridgman who was deaf and blind, yet had been educated. But Dr. Howe, who had discovered the ways to teach such children, had been dead many years.

It was only when Helen reached the age of six that they heard of an eminent oculist in Baltimore who had treated many such cases. They immediately decided to meet him. They caught a train and reached Baltimore. Dr. Chisholm received them kindly but told them to consult Dr. Alexander Graham Bell of Washington to get more information about schools and teachers for deaf or blind children. They met Dr. Bell who understood her signs and left a deep impression on Helen's mind. He advised Helen's father to write to Mr. Anagnos, director of the Perkins Institution in Boston to ask him about a teacher who could teach Helen. They received a reply telling them about Miss Sullivan who arrived the following March.

Chapter - 4

The day Miss Sullivan arrived was the most important day in Helen's life. It was March 3, 1887 and Helen was around seven years old. On that day, she could feel that something important was going to happen as there was a lot of to and fro in the house. Then Miss Anne Mansfield Sullivan arrived and gave her a doll. The children at the Perkins Institution had sent it for her. When she had played with it a little while, Miss Sullivan slowly spelled the word 'd-o-l-l' which Helen tried to imitate. Later, she learned to spell pin, cup, sit, stand, walk, mug, water, etc. Miss Sullivan taught her the word 'water' in a different way. She took her to a well. There she spelled the word 'water' in one hand and on the other she could feel the cool stream of water flowing over her hand. It was a strange feeling but it left her with a new hope, light and joy. She felt herself to be the happiest child that day and for the first time she waited for a new day to come.

Chapter - 5

The arrival of Miss Sullivan filled Helen's life with confidence and joy. She kept on teaching her something or the other. Her next chapter was nature. She took her to the fields, and to the banks of the Tennessee River to learn about nature. Helen started enjoying the world she lived in. Miss Sullivan made her feel the beauty in the woods, blades of grass, birds, flowers, in fact almost everything. But one stormy day gave Helen a feeling that nature can be cruel also. She was sitting on the branch of a tree and Miss Sullivan proposed to have lunch there. Helen agreed to the proposal and Miss Sullivan went home to bring lunch. Helen was left alone there. Suddenly, Helen felt the heat of the sun lessening and a terrible shaking of the trees. She grew frightened and longed for her teacher's arrival. The feeling of terror kept on increasing and she made up her mind to jump down. Suddenly her teacher seized her hand and helped her down. The experience shook Helen terribly. It took her a long time to gather enough courage to climb another tree. But finally she climbed the mimosa tree which had large branches and rough barks. The feeling of having done something wonderful and unusual filled Helen's mind. She felt like a fairy on a rosy cloud and spent many happy hours in the tree.

Chapter - 6

After learning a few words, Helen was eager to learn how to use them. She knew her vocabulary was insufficient but as she learned more and more words, her field of enquiry widened. She was always eager to know something more. One such word was 'love', she wanted to know the meaning of this word. Miss Sullivan tried to teach her the meaning by kissing her, by gently holding her but somehow she didn't understand it. But one day suddenly when the sun shone after brief showers, she felt the meaning of love. Miss Sullivan told her that love is to be felt and not touched. Immediately she realised what love is. In the same way, she was taught another abstract word 'think' by Miss Sullivan by touching her forehead and spelling it.

By now Helen could make out that a deaf child could not learn any lesson within a month or a year as an ordinary child could by imitating or repeating as these exchanges of ideas are denied to the deaf. But Miss Sullivan came to her help here also and told her to repeat as much as possible. It is difficult for the deaf and the blind to do it as they can neither see the expressions of the speaker nor can they hear the tone of the voice.

Chapter - 7

The next step in Helen's education was learning how to read. For this purpose, her teacher gave her slips of cardboard which had raised letters printed on them and each printed word stood for something like an object, act or a quality. There was also a frame in which she could arrange the words in little sentences. Helen started arranging words like 'doll-is-on-bed', 'girl-is-in-wardrobe', etc. After that she took the book 'Reader for Beginners' and looked for the words she knew. Thus she began to read. She had no regular lessons. Her teacher taught her by illustrating a story or a poem and she kept on learning grammar, hard sums, definition, etc. She learnt all these lessons in the lap of nature sometimes amongst the flowers and sometimes in the orchard. Helen learnt geography, arithmetic, zoology and botany—all in a leisurely manner. Arithmetic seemed to be disinteresting subject to Helen. In science, she was taught the growth of a plant in its actual form. She enjoyed her lessons as she learnt them from life itself. But it was all because of her teacher who was teaching her in such a way that everything around her breathed of love, joy and was full of meaning. Helen was filled with delight in the company of her teacher as she had a great influence on her life.

Chapter - 8

Helen kept on climbing the steps of learning under the expert guidance of Miss Sullivan until Christmas approached. It was her first Christmas with Miss Sullivan. Both of them prepared surprises for all others. Helen's greatest amusement and happiness lay in the mystery that surrounded the gifts which she was to receive. Her curiosity was further aroused by her friends. She kept on playing the guessing game with Miss Sullivan.

On the eve of Christmas, the Tuscumbia School Children invited Helen to a beautiful Christmas tree which provided extreme happiness to Helen. She was told that there was a gift for everyone. She was very excited but she kept on waiting for the real gift that she would get on the day of Christmas. Next morning, with her first 'Merry Christmas', she was presented a canary—a bird which made her extremely happy. She took great care of the bird. But one day while she was away a cat rushed upon it and the bird was gone.

Chapter - 9

In May, 1888, Helen visited Boston with Miss Sullivan. The journey to Boston was very different from her journey to Baltimore which she had made two years before. She sat quietly beside Miss Sullivan who told her about everything that she saw out of the car-window. She told her about the beautiful Tennessee River, the great cotton-fields, the hills, the woods, laughing negroes—in fact each and everything. Helen took her rag doll Nancy also to Boston. On the way, she forced Nancy, the doll, to eat remains of mud pies which covered her with dust. She was carried away to be given a bath at the Perkins Institution which left her in a heap of cotton. It was bad for Nancy. When they reached the Perkins Institution for the Blind, Helen became quiet friendly with the little blind children. She liked the idea of being with the blind and felt one with them. She found that they were all so happy and contented despite being deprived of a precious gift. She herself lost the sense of pain in their company. She had her first lesson in history when they visited Bunker Hill and her first voyage when they went to Plymouth by water. She paid a visit to Miss William Endicott's house with whom she had made friends. She enjoyed her visit to Miss Endicott's Beverly Farms. Mr. Endicott was also a kind-hearted man and became one of Helen's good friends whom she always remembered.

Chapter - 10

The Perkins Institution used to close for the summer. It was almost time for the summer vacation and it was decided that Helen and her teacher would spend their vacation at Brewster, on Cape Cod with Mrs. Sophia Hopkins—a matron at the same institution. Helen was delighted when she heard about her vacation. Actually, she had planned to make her wish come true and her wish was to touch the mighty sea and feel it roar. On reaching there, she was helped into a bathing suit. Without having any thought of fear, she jumped into the cool water and felt the great billows rock and sink. The movement of the water filled her with joy. But suddenly her joy turned into terror when her foot struck against a rock and she felt a rush of water over her hand. She struggled a lot to come out of it but all in vain. Suddenly, the sea threw her back onto the shore and left her. It was a terrible experience for her but still she recovered from it and sat on a big rock to feel the waves dash against it. It was a wonderful experience.

One day, while enjoying the waves, her attention was attracted by Miss Sullivan towards a horseshoe crab. Helen was amazed when she felt the crab 'carrying his house on his back'. She took it home to make her pet. When she reached home, she put the crab in a trough near the well, confident enough that it was secure. The next morning she went to meet her little pet only to realize that it had disappeared. There was no answer to where and how he had escaped. She was disappointed but later felt it was better for the dumb creature as perhaps he had returned to the sea where he belonged.

Chapter - 11

Time passed by and it was autumn when Helen returned to her Southern home. Her heart was full of happy memories of the days spent in the North. Her life there was as full of motion as little insects which crowd a whole existence into one brief day. She spent the autumn months with her family at Fern Quarry – their summer cottage on a mountain about fourteen miles from Tuscumbia. There were small rooms in the cottage and round the house was a wide piazza where they worked, ate and played most of the time. The evenings at Fern Quarry were pleasant as there were many visitors who used to play cards or spent their time in talk by the campfire. Generally, the men talked about their wonderful feats with fowl, fish, ducks, turkeys, etc. They all were hunters and they shouted “Tomorrow to the Chase!” before they went to sleep.

There was a lot of noise of made by the heavy steps of hunters in the morning as they were getting ready to go out for hunting. Meanwhile the others made preparations for a barbeque. When the excitement of the preparation was at its height, the hunters came back hot and weary with not a single kill. They seemed disappointed but soon forgot about it as they fell to a tamer feast of veal and roast pig.

Helen had a pony also at Fern Quarry whom she called Black Beauty and she often went riding on it. She enjoyed the time spent in riding.

At the foot of the mountain there was a railroad which attracted children towards it because of the trains whizzing by. One day Mildred, Miss Sullivan and Helen lost their path in the woods there and wandered for hours to find it. Suddenly, Mildred saw a trestle which would have been a short cut to their home. Helen felt for the rails with her toe, without being afraid and got on very well until she heard Mildred cry “I see the train”. They immediately climbed down and the train rumbled by. It was a narrow escape but she couldn't forget the experience.

Chapter - 12

Helen spent almost every winter in the North after her first visit to Boston. Once she went on a visit to a New England village and there she had her first experience of snowfall. The earth seemed benumbed by its icy touch. The grass and bushes had all been turned into icicles. They all sat around the great fire and told merry tales to each other. The snowfall stopped after three days. Everything looked like figures in a marble freeze. As the days passed on, the trees lost their ice covering and the bushes became bare once the sun shone brightly.

The favourite amusement during the winter was tobogganing. They would get on their toboggan, somebody would shove them and they would swoop down the lake to the opposite bank. It was great fun.

Chapter - 13

In this chapter Helen tells us about how she learned to speak and what efforts she made for it. It was in the spring of 1890 that Helen learned to speak though she had been practicing it for months. The impulse to produce audible sounds had always been strong within her. She would put one hand on her throat and with the other hand she tried to feel the movements of her lips. When she was in her mother's lap, she would move her hand on her face to feel how her lips moved. It gave her immense joy. Before she lost her sight and hearing, she was learning how to speak fast. She also remembered that the first word that she uttered was water. She pronounced it 'wa-wa'. Then her illness snatched her sight and hearing. Then with the help of Miss Sullivan she practiced to communicate by feeling letters with her fingers. But she was not satisfied with it and was very eager to speak with her mouth. At last her efforts bore fruit and she learned to speak in 1890.

In 1890, Mrs. Lamson, who had taught Laura Bridgman and had just returned from a visit to Norway and Sweden, came to meet her. She told Helen how a blind and deaf girl of Norway named Ragnhild Kaata was taught to speak. The story of Mrs. Lamson infused Helen with new hope and she resolved that she would also learn to speak. Her teacher, Miss Sullivan took her for advice and assistance to Miss Sarah Fuller. The kind lady took upon herself the responsibility to teach her. Thus, she began her education under the guidance of Miss Sarah Fuller in March 1890.

Since the teacher and the student were both devoted towards a single aim, they achieved success. After long practice, Helen pronounced the first sentence, “It is too warm”. Her happiness can only be imagined by the deaf and blind children who have uttered a word for the first time.

But, it must not be supposed that she could really speak as we speak. She had learned only the elements of speech. Only Miss Sullivan and Miss Sarah Fuller could understand what she uttered. But most people would not have understood her for hours. She was left only with one way and that was of practice. She practised speaking for hours and Miss Sullivan always assisted her in her practice. Sometimes she was weary and disappointed, but soon hope overcame dejection. The thought that a great and pleasant change was about to occur in her life dispelled the dark clouds of despair in the same way as dew drops disappear at the emergence of the sun. Finally, her efforts and the affection and devotion of her teachers forced fate to bow to her and Helen learned to speak. Now she was impatient to show

her achievements to her parents, sister and friends. And, then came the day when Helen reached Tuscumbia Railway station where her parents, sister and friends were present to receive her. The spring season, bloom, joviality, youthful prank and beauty all returned to their lives. The doors to a new life had been opened to all.

Chapter - 14

In the winter of 1892, there occurred such an incident that blotted out the bright sky of Helen's childhood and for a long time she remained in a state of suspicion, anxiety and dejection. Books lost their charm for her. The main cause of the trouble was a story 'The Frost King' which she wrote to send as a gift to Mr. Anagnos on his birthday. Mr. Anagnos was the Director of the Perkins Institute for the Blind.

Helen wrote this story in the autumn after she had learned to speak. Having returned from Fern Quarry, one day Miss Sullivan told her about the beauty of new foliage. Miss Sullivan's version of new verdure reminded Helen of some story that had been read to her sometime earlier. It occurred to her that the outline of the story had taken shape in her mind and she at once sat down to write it lest the idea should slip from her mind. Words and images flowed from her pen as if they had been on her finger's end. Her only aim in writing the story was to please Mr. Anagnos and to prove to her friends that she could accomplish what many think to do but only few attain, success in putting words in a systematic order. Little did she know that the publication of the story would shatter the glass house of her fantasy and that the splinters of disgrace would continue to prick her conscience for a long time to come. Having completed the story, Helen read it to her friends and the members of her family. They were astonished to know that Helen could write so well. Actually, the story was written so nicely that none believed that it was the product of the brain of someone who was a spring chicken in the field of writing. When someone asked her if it was her own composition, she answered firmly that it was the child of her own imagination. On the suggestion of her friends and teacher, the title of the story was changed from 'Autumn Leaves' to 'The Frost King'.

Helen posted the letter to Mr. Anagnos who was delighted to receive this unexpected gift from a blind and deaf girl. He published the story in a report of the Perkins Institute. The publication of the story was the pinnacle of her happiness. But after the publication of the story, the fact came into light that almost the same story had appeared before her birth in a book named 'Birdie and His Friends', under the title 'The Frost Fairies'. It was written by Miss Margaret T. Canby. The thoughts and language of the two stories were so akin to each other, that it was evident that Helen had heard the story of Miss Canby and that her own story was a plagiarism. It was a great shock to Helen and she felt much disgraced. Her friends began to doubt her talent and looked at her with suspicion. Helen tried her best to recall if she had ever heard Miss Canby's story, but she did not remember. Mr. Anagnos, though deeply troubled, believed her innocence. A few days after this sad incident, Helen went to attend Washington's birthday celebration.

The night before the celebration, a teacher asked her questions related to the Frost King. Though she strongly denied having ever heard Miss Canby's story, she (the teacher) drew the conclusion from her conversation that Miss Sullivan might have told Miss Canby's story to her and Helen remembered the story which she wrote under the title 'The Frost King'.

Now Mr. Anagnos came to believe that he was deceived. He turned a deaf ear to all her pleadings and claims of innocence. He also arrived at the conclusion that Miss Sullivan and Helen stole Miss Canby's story and presented it to him as Helen's own creation in order to influence him and win his favour. Helen was presented before the court of investigation consisting of eight members. She was questioned and cross-questioned. The aim of the judges was to make her acknowledge that she knew Miss Canby's story and she deliberately got it published as her own composition to impress Mr. Anagnos and win his admiration. Though Helen firmly denied their charges, when she came out of the room she did not notice her teacher's caresses and the confidence of her friends. That night she wept bitterly and wished that she might die before the appearance of dawn. But slowly and gradually, time healed her wounds given by disgrace and made her oblivious of what had happened.

Miss Sullivan had never read Miss Canby's story. Later after much investigation and discussion, Miss Sullivan and Dr. Graham Bell reached the conclusion that Helen might have read Miss Canby's story during her stay with Miss Hopkins. Whatever may be, Helen had to accept that she must have read Miss Canby's story and that long after she had forgotten it, it came back to her so naturally that she thought it the child of her own mind.

After this sad incident, many people wrote letters of love and sympathy to her. Miss Canby also wrote to her that someday, she would also write a great book. But she did not write anything new for a long time. Later she came to know that she had actually heard Miss Canby's story because she had used other ideas and sentences of that story in some of her letters. The reality was that she had absorbed the story so much that with the passage of time, she would use its ideas and language in her own compositions considering them to be her own ideas and words. In this context, Helen quotes the view of the famous English essayist and novelist R.L. Stevenson. He writes that a young writer instinctively tries to copy whatever seems most admirable to him. It is after long practice and experience that he becomes able to express his own ideas in his own language. Helen accepted that she had yet not attained that state, but she did not accept defeat. She believed that if others had succeeded before her, she too would attain success.

This incident made her aware of the problems of writing, but it resulted in the loss of one good friend, Mr. Anagnos. After the publication of Helen's 'The Story of My Life', Mr. Anagnos wrote to her that before the court of investigation he cast his vote with those who were not in her favour. For two years Mr. Anagnos held the belief that Helen and Miss Sullivan were innocent but later he changed his view.

Helen wrote this account of 'The Frost King' case because it was important in her life and education. She neither defended herself nor did she lay the blame on anyone else.

Chapter - 15

The winter and summer following 'The Frost King', Helen spent with her family in Alabama. She was very happy. The Frost King was forgotten.

In the autumn, she started to write a sketch of her life a year after she had written 'The Frost King'. But she was frightened and took every precaution in expressing herself while writing. She stopped and reflected whether she was giving expression to someone else's ideas that had appeared before her, and then she would not write anything the whole day. Miss Sullivan motivated her to continue her work. It was her persuasion that she was writing the sketch of her life for Youth's Companion.

The chief incidents of the year 1893 which she describes in this chapter are her trip to Washington during the inauguration of President Cleveland and her visits to Niagara and the World's Fair. She says that it is difficult to describe the emotions produced in her heart while she stood near the Niagara Falls and 'felt the air vibrate and the earth tremble, she was accompanied by Miss Sullivan and Dr. Graham Bell. Whenever she described her visit to Niagara and its beauties, people would ask her in wonder 'What did the beauties of Niagara mean to her when she could neither see the waves rolling up the beach nor hear their roar ?

In the World's Fair, Helen was introduced to the wonders of the world about which she had read in her books. Now she was face to face with them. This visit to the World's Fair transported her from the fairy land of the childhood to the real world. There she saw the idols of Shiva and Ganesha, the pyramids of Egypt, the lagoons of Italy, and many other things from Mexico and the other parts of the world. She came to know of the process of the shining and cutting of diamonds. She visited the ships used by Columbus during his journey to America. She also visited the electrical building and examined telephones, autophones, phonographs and many other scientific inventions. Dr. Graham Bell told her in detail about the functions of these devices. All these things were added to her vocabulary and knowledge. She felt how different the real world was from the world of the fairy tales that greatly fascinated her in her childhood. But in no sense was the real world less beautiful than the fairy world.

Chapter - 16

There is nothing particular about this chapter. Before October, 1893 she had learnt various subjects by herself in a more or less desultory manner. She read the histories of Greece, Rome and the United States. She knew a little French. Now she began to learn the French Grammar. She framed small sentences.

Besides this, she also improved her speech, she read aloud to Miss Sullivan and recited passages from her books, and Miss Sullivan corrected her pronunciation. Having recovered from the fatigue and excitement of world's fair, she undertook a journey to Pennsylvania in the company of Miss Sullivan. There they stayed with the family of Mr. William Wade. His neighbour, Mr. Irons was very kind to Helen. He taught her Latin Grammar and Mathematics. She studied Tennyson's 'In Memoriam'. She had just begun to read the 'Gallic War' when she went to her home in Alabama.

Chapter - 17

In the summer of 1894, Helen attended the meeting at Chautauqua of the American Association. The meeting was held to promote the teaching of speech to the Deaf. There it was suggested that Helen should go to the Wright Humason School for the Deaf in New York City. She went there in October 1894, accompanied by Miss Sullivan. The school was specially chosen for her because it was known for its vocal culture and training in lip reading. In addition to these two works, she studied Arithmetic, Physical Geography, French and German.

Miss Reamy taught her German, because she knew how to use the manual alphabet. Helen acquired good knowledge of German and they (Miss Reamy and Helen) talked in German whenever they had a chance to talk to each other. And she studied 'William Tell' and it amused her greatly. But she did not make much progress in French as she had made in German. She read 'Lo Medicin Malgre Lui' again but it did not interest her as well as 'William Tell'.

Helen's progress in lip reading and speech was not what her teacher had expected it would be. It was her ambition to speak like other people, but in spite of making her best efforts she could not reach her goal. Perhaps, she had expected too much and disappointment was therefore inevitable. Another problem with Helen was that she guessed more than making use of reason and when she was not guessing, she immediately jumped to conclusions. This fault aggravated her difficulties more than it was necessary.

Though these disappointments caused her great depression at times, she pursued her other studies. She took utmost interest in the study of Physical Geography. Different phenomenon of nature such as blowing of winds,

ascending of the vapours from the ends of the earth, origin of rivers from the mountains and in what ways men may overcome many forces of nature mightier than himself, gave her great joy and added greatly to her knowledge. One of the pleasant memories associated with her stay in New York were walks they (Helen and her teacher and friends) took together everyday in the Central Park and her visit to the Hudson River.

But before returning from New York, the bright day was darkened by the greatest sorrow. Her great beneficiary and supporter Mr. John P. Spaulding of Boston died in February, 1896. He was the friend of her father and had provided him with financial help for Helen's education. His death was such huge loss for her.

Chapter - 18

In October, 1896, Helen entered the Cambridge School for young ladies, in order to be prepared for Radcliffe. When she was a little girl, she visited Wellesley and surprised her friends by the announcement that someday she would go to college, but she would have preferred Harvard to Wellesley, with the passage of time, this desire grew stronger and stronger and inspired her to enter into completion of a degree with seeing and hearing girls. It was decided that she would have to go to Cambridge. The plan was to have Miss Sullivan attend the classes with her (Helen) and interpret to her what was being taught to the class. It was not an easy task for a handicapped child to acquire knowledge in this way. But her dedication to education and Miss Sullivan's cooperation made it easy for her to accomplish her-goal. And yet she had to face many difficulties and overcome many hurdles. Miss Sullivan could not spell out in her hand all that the books required and it was very difficult to make available to her the embossed books in a short time. But the proverb 'where there is a will, there is way' came true for her and she surmounted every obstacle. She worked hard with Miss Sullivan and made satisfactory progress in all her chosen subjects. She studied Shakespeare's 'As You Like It'. She was much influenced by Burk's speech on conciliation with America and Macaulay's 'Life of Samuel Johnson'. She wondered about King George and his ministers and their humiliation. Macaulay's 'Life of Samuel Johnson' made her a great admirer of Dr. Johnson. She rejoiced in his success, and ignored his failures.

At Cambridge, Helen was delighted to live with the girls who were able to hear and see. She joined them in many of their games, took long walks with them and discussed her studies and read aloud the things that interested them. Some of the girls learned to speak to her and so Miss Sullivan did not have to repeat their conversation.

Her preliminary examination for Radcliffe started on the 29th of June and continued till the 3rd of July. The students were required to pass in sixteen hours. Each candidate was given a number. She was no. 233. The examination papers were given out at nine o'clock at Harvard and brought to Radcliffe by a special messenger. As Helen used a type writer, an arrangement was made for her to sit in a separate room. A man was placed on guard at the door to prevent interruption. A teacher read to her the examination paper and she wrote answers. While her written test was sent to the examiners, Mr. Gilman, a teacher gave the assurance that she (Helen), candidate no. 233, had written the papers. She took all her preliminary examinations in this way and achieved success in English, History, German, French and other subjects.

Chapter - 19

Helen was studying at Gilman's school for her preparation for Radcliffe she had completed the first year successfully and entered the second year with hope and determination. Mr. Gilman had agreed, that year she should study Mathematics principally. She, therefore, took Algebra, Geometry, Physics, Astronomy, Greek and Latin as subjects for her studies. In the beginning of the session, she had to face many difficulties and she did not have the embossed books of Algebra and Geometry. It was, therefore, very difficult for her to know the geometrical figures and solve the questions of Algebra. The class was very large and there was no special arrangement for her to grasp the instructions of her teachers. She could not know which geometrical figure, the teacher had drawn on the blackboard and how he solved the questions. Miss Sullivan tried to make her understand the geometrical figures by making them on the cushion with the help of wires. But it appeared to Helen that probably it was not easy for Miss Sullivan to interpret to her the problems related to Geometry and Algebra. She was pained to know that Miss Sullivan was blamed for her inability to learn the subject properly.

In a few weeks, the embossed books of Geometry, Algebra and the necessary apparatus were made available to her. This made her studies easy and she overcame many of her difficulties. But just then an incident occurred that troubled both Helen and Miss Sullivan. Mr. Gilman remonstrated with Miss Sullivan that she (Helen) was working too hard and it might affect her health adversely. Seeing her success in the first year it was decided that she could complete her preparation for Radcliffe in two years. But later, Mr. Gilman extended this period to three years. Helen wanted to enter Radcliffe with her class completing her course in two years. Differences between Miss Sullivan and Mr. Gilman took such a turn that Helen's mother had to withdraw her and Mildred from Gilman's school. A qualified and experienced teacher was appointed to teach her at home. He would come to give her necessary instructions at her home. This made her work easy and she made steady progress in her studies.

Helen had to face many difficulties in the examination. The authorities of the college did not allow Miss Sullivan to read the papers to her. Those who were appointed to discharge this duty, were strangers to her. They did not talk to her in the way that she could understand them. Besides, she had many other obstacles to overcome. But she successfully overcame them and completed her studies and got success in the examination.

Chapter - 20

It has been rightly said, "To travel hopefully is better than to arrive." It came to be true for Helen. She had formed an ideal of college life in her mind. But she did not know that these ideals are formed only to be shattered and that it is unwise to expect perfection in this imperfect world. When she entered the college and her ideals struck against the harsh realities of practical college life, it (the ideal) toppled down like a castle in the air.

Helen was full of enthusiasm when she entered Radcliffe. By now she had been taught individually and was much appreciated for her achievements. But in the college, she was to compete with other students who were able to see and hear. She had to prove her worth. She had to prove to her professors and students, that though impaired, she was second to none.

A new world with beauty and light was before her. The lecture halls seemed filled with the spirit of great wisdom. But she soon discovered that college was not the romantic dream-land that she had imagined. She was disillusioned and began to realise that there were disadvantages too in going to college.

She felt that she had no time to reflect. In her solitude she used to communicate with her thoughts. In college, too much emphasis was laid on learning. She was forced to keep her dearest pleasures solitude, books and imagination outside with the whispering pines.

Helen chose French, German, History and English composition for her study in first year. She read the works of the eminent French writers such as Corneille, Moliere and Racine. In German, she studied Goethe and Sheller. She went through the whole period of History from the fall of the Roman Empire to the eighteenth century. In English literature she read poems by Milton.

Helen faced many difficulties in the classroom. The professor was as remote as if he were speaking from a far off place. The lecture was spelled into her hand and it was very difficult for Miss Sullivan to keep pace with the fluency of the professor. Much of his individuality of the lecture was lost to her in the effort to keep her in the race.

Another difficulty that Helen faced was that the prescribed books were not available in embossed letters. It took Helen more time to prepare her lessons than the other girls. She was left with no time for anything else. She becomes rebellious on thinking that she had so many difficulties to solve and complete her work while other girls passed their time in singing and laughing. They were pleasures denied to her because of her being impaired.

Some times Helen lost heart and thought that she could not compete with those who had eyes and the power of hearing. But the next moment, the giant hidden in her infused her with new hope whispering to her, 'If winter comes, can spring be far behind?' She believed every struggle was a victory. 'One more effort and I reach the luminous cloud, the blue depths of the sky, the uplands of any desire.'

In her second year at Radcliffe, Helen chose to study English composition, the Bible as English literature, the governments of America and Europe, the Odes of Horace, and the Latin comedy. She enjoyed studying composition and literature the most. The study of literature opened to her the door of a treasure trove of pleasure. She writes of literature, "for one short hour you are permitted to drink in the eternal beauty of the old masters without needless interpretation or exposition."

But Helen was not fully satisfied with the type of education imparted to the students. A college has its own limitations. The main emphasis is laid on the completion of course and attaining success in the examinations. One does not meet great wisdom face to face, one not feel even one's living touch. Most of the professors were the clever imitators of Milton or Issiah. They lacked understanding and appreciation. The difficulty of the students was that they failed to preserve their (Professor's) laborious explanations in their mind. 'The mind drops them as a branch drops its overripe fruit.'

The greatest dread that Helen faced at Radcliffe was that of examination. As the exams came closer, Helen felt her courage oozing out at her finger ends. Before the commencement of examination, Helen spent her days cramming her mind with mystic formulas and indigestible dates. And even then it so happened that the right answer did not strike her mind at the right moment, the entire scenario of examination appeared a mockery of any kind of deep thinking or learning.

Despite difficulties, Helen realised that she had been benefitted much at college. She gained knowledge and learned the science of patience. She drew the conclusion that one must take education like a leisurely walk and allow the opinions of others to be imposed on ones. Knowledge makes man discriminate between true and false objectives. When we gain knowledge, we come to know the thoughts and deeds that have marked man's progress in other words, it is to feel the great heartthrob of humanity through the centuries.

Chapter - 21

Helen begins this chapter by giving an account of her indebtedness to books that played an important role in moulding her life. She owed a great deal to books. Actually, she reached the summit of fame and success by climbing on the tall ladder of knowledge, the rungs of which were great books. Seeing her fondness for books, one is reminded of the following lines by Robert Southey.

*"My days among the Dead are past,
Around one I behold,
Where'er these casual eyes are cast,
The might minds of old;
My never failing friends are they
With whom I converse day by day."*

Helen was deaf and blind. She could not gain knowledge through her eyes and ears. Whatever knowledge she attained was through the books which never betrayed her trust. She read her first corrected story at the age of seven. Since then she had been reading every book that she could get. She did not study regularly and according to any plan. She began with a few books in raised letters. These books contained stories for children. Miss Sullivan spelled into her hands, stories and poems she knew. It was in Boston that she got a chance of extensive study in the library of the institution. She went through many books but the book that interested her most was the 'Little Lord Fauntleroy'. She read it again and again and finally it became her favourite book.

She read "The Scarlet Letter", Shakespeare's 'Macbeth' and 'King Lear' and was much impressed with Lady Macbeth's character. She also read Lamb's, 'Tales from Shakespeare', 'Robinson Crusoe' and 'Little Woman'. 'La Fontaine' and 'Wild Animals' I have known' are some other books that drew her attention.

Helen was equally fascinated by ancient Greece. She fancied the Pagan Gods and Goddesses walking on the earth and talking face to face with men. In her heart she secretly carved the shrines of those Gods and Goddesses. She loved to read of nymphs, demigods etc. It was 'Iliad' that fired her fancy and made Greece the most attractive place for her. She had the unique feeling about spiritual upliftment when she read the Iliad. 'Aeneid' did not impress her so much though Virgil's word painting was excellent. Thus, Helen was greatly in love with the classical literary works whether they were English, French, German or Greek.

Helen was not mature enough to understand the Bible when she started reading it. Perhaps she did not know how important it was for the Christians and that it was their religious book. That is why it did not interest her much when her cousin spelled the story of Joseph into her hands. She preferred the Greek stories of Pagan Gods and Goddesses to the stories of the Bible. She felt that the language and surroundings of the Bible were too artificial.

It was the story of Ruth that impressed Helen the most. She was much inspired by her noblest patriotism. Ruth's words, "If I perish, I perish, but if I live my people shall live" touched her heart. Ruth's simplicity, her loyalty and the brightness of her spirit was a source of inspiration for Helen. Thus, the Bible introduced Helen to divinity and gave her a taste of eternal bliss.

Besides literature, Helen loved to read history. She read many books of history. She read with interest, 'History of Europe', 'Middle Ages', 'World History' etc. From these books, Helen learned how men made progress. How they spread from land to land and built cities. She learned how men attained excellence in arts and crafts, how nations grew, civilizations progressed and degeneration occurred and finally how the ideas of liberty, tolerance and education gained foothold, ushering in salvation, for the rest of the world.

During her stay at college, Helen became familiar with French and German literature. She realized that the German put strength before beauty and truth before convention, both in life and literature. The most redeeming quality in German literature, in the opinion of Helen, was the potency of women's self-sacrificing love, which is also revealed in Goethe's 'Faust'.

Helen's favourite French writers were Moliere and Racine. She also admired Victor Hugo. She held the belief that Hugo, Goethe and Schiller and all great poets of all great nations are the 'interpreters of eternal things'.

Among English poets and writers, Helen admired Wordsworth, Herrick, Mark Twain and Scott the most for different reasons and their style of writing. She liked Carlyle for his realistic approach and hatred for hypocrisy. The works of these great masters were her ideals and with their company she passed her days and nights. They were a source of consolation in her woes.

Chapter - 22

In this chapter, Helen gives us a detailed account of her pleasures and amusements, the hobbies and activities that amused her most.

In the previous chapter we have read about of Helen's love for nature and country side. She would frequently go to fields and hills, lakes and grasslands and enjoyed outdoor sports. She was equally interested in rowing and

swimming and had learnt them early in her life. Rowing a boat gave her the utmost pleasure. She would spend the entire summer in her boat at Wrentham. Whenever her friends visited her, she would gladly take them out for rowing. But she could not do it all alone, so someone would sit in the stern and manage the rudder while she would steer the boat. She was not scared of waves and winds and would skillfully go along in the water.

Helen loved to go canoeing on moonlit nights. She could feel the presence of the moon in the clear blue sky as it made a shining path on the surface of water. While canoeing, she dropped her hand into water and had the sensation of touching lily or a slipper fish that would pass through her fingers. She could have the sensation of emerging from the shelter of a cave and would become conscious of the spaciousness of the air around her. Many times she felt a peculiar warmth that one feels in the midst of a city, and could also experience a storm, at times.

Helen's interest in rowing and swimming was not confined to ponds and lakes. She equally enjoyed the delights of sailing at sea. In 1901, she went to Nova Scotia. In the company of Miss Sullivan, she went to Halifax and had the joy of spending their summer walking along the harbour, and setting sail to many places gave her peculiar joy.

Helen had not always had a pleasant experience in water. Sometimes, she confronted strong gales. Once when she and Miss Sullivan were returning from the North-West Arm, after watching the races of the warships, they faced the fury of the bad weather. The sky was overcast with black clouds and the wind blew hard and the gales tossed their sailboat here and there like a twig. But luckily their skipper was an experienced man and he managed to steer the boat through the storm.

Helen also mentioned the time she spent with the Chamberlin family the Red Farm. There she had many tree friends. She introduced her friends to her tree friends which were a splendid oak and a Linden that grew in the dear yard at Red Farm. The children of the Chamberlin family made her stay specially enjoyable and later she would recall to her memory the sports and the times spent wandering around with them.

In spite of being away in the lap of nature, and enjoying the beauty of the countryside, hills and sea etc. Helen made herself aware of what was going on in the world. She was aware of the alliances, conflicts, fights in the Pacific and also of the struggle between capital and labour. But they did not give much importance to these happenings.

Helen was very sensuous. She had a wonderful sense of feeling and smelling. She could easily distinguish between the city and the country life. She was fully aware of the noisy city life and felt the tumult of wagons, the grinding noise on the pavement and the noise produced by machinery.

Helen had also visited the narrow dirty streets where the people lived in dingy places. She was particularly saddened to see the ill fed and ill-children leading a life of utter penury and neglect. She became angry when she thought of the vast differences between the haves and the have nots. The rich enjoyed a pleasant life, while the poor were not provided with the basic necessities of life.

Helen visited museums and art stores as statues, pictures and the other articles of art were a source of great pleasure and inspiration to her. She derived genuine pleasure by touching great works of art. She was gifted with a high sense of touch and could feel lightly traced lines and curves. Merely by touching a picture, she would come to know of the thought and emotion that the artist had portrayed. They were fresh in her mind, the curves of Venus and many other bronze statues. There hanged a medallion of Homer so low on the wall of her study that she could touch it easily. Whenever she touched it, she remembered his immortal songs-songs of life, love and war.

Helen would visit the theatre and enjoyed having a play described to her when it was being performed on the stage. She was fortunate enough to have met a few great actors and actresses. They were so kind to her that they let her touch their faces and their costumes. Miss Ellen Terry, Henry Irving and Joe Jeffeson were among those whom she touched. It was twelve years ago when she visited the theatre first time. At that time Elsie Leslie was in Boston, and Miss Sullivan took her to see Elsie performing in "The Prince and the Pauper". When Elsie understood the few words that Helen spoke to her, the latter felt elated.

In spite of her limitations, Helen had immense capacity to enjoy life yet sometimes she was overcome by gloom and felt isolation. She felt that fate had been cruel to her and had robbed her of the greatest joys of life. But then she would console herself saying, 'There is joy in forgetfulness'. She found pleasures in others and tried to make the light in others' eyes her sun.

Chapter - 23

This chapter contains the description of some of the people that pleased Helen most and added to her happiness and knowledge. Some of them were known literary persons while others were unknown to the world. Those that were good thrilled her like a poem. Their presence made her oblivious to her worries and cares. When they were away from her, she became sad of course, there were people who bored her and so she avoided them. She did not like newspaper reporters and hypocrites and so she maintained a distance from them.

She learnt from Bishop Brook that love is the base of all religion. It is a universal religion. One should love God sincerely and devotedly. Besides, one should love all human beings as they are the children of God. To love the creations of God is to love God. This creed of love of Bishop Brook influenced her most.

THE DIARY OF A YOUNG GIRL

Summary

Early Life (June 12, 1929–June 15, 1942)

Anne Frank, a courageous girl, was gifted a red and white checkered diary by her friend on her thirteenth birthday. She named it Kitty and started writing her feelings and the happenings around her as she never had a good friend. Kitty turned into her friend, in which she confided everything. Thus, it was a source of comfort and support to her. Apart from Kitty she received many other gifts like a game, a bottle of grape juice and a blue blouse, a puzzle, a jar of cold cream, 2.50 guilders and a gift certificate, two books from her parents. She celebrated her birthday at the school by sharing cookies with her teachers and her classmates. They played volley-ball, danced around Anne in a circle and sang 'Happy Birthday'. Then she went home where her friends Ilse Wagner, Hanneli Goslar and Jacqueline Van Maarsen were waiting for her. They were called Anne, Hanne and Sanne by others. Her friends presented her with a beautiful book—Dutch Sagas and Legends. A puzzle, a darling brooch and a book 'Daisy goes to the Mountains' were some of the other gifts presented to her by her aunts.

Anne celebrated her birthday party on Sunday afternoon. She watched the Rin Tin Tin movie with her friends. It was a big hit. The list of Anne's friends as written in her diary includes her classmates as well as boys. Her best friend in her class was Jacqueline Van Maarsen but later she realized she never had a real friend and was mistaken about Jacqueline.

Anne had many friends. Betty Bloemendaal looked like a kind of a poor girl as she lived in some obscure street in West Amsterdam and was a quiet girl. D.Q. was a nervous girl and the teachers always kept assigning her extra homework as punishment. Henny Mets and Ilse Wagner were nice girls with cheerful dispositions. E. S. talked too much whereas Hanneli Goslar was a shy girl—outspoken at home but reserved around other people. J.R. was a detestable girl who thought she was grown up. She was easily offended and burst into tears at the slightest thing. There were a few nice girls also in the list—Nannie van Praag–Sigaar, Eefje de Jong and G.Z.

Among the boys there were some who admired her friends, some she regarded as funny, and smart but there were others who were quite boring.

But the strange thing was that Anne did not have a true friend. She needed a friend in whom she could confide but there was none. Finally she decided to make 'Kitty' her friend and shared her secrets with her.

Anne and Her Family (June 20, 1942)

Anne's father, Otto Frank, was an adorable father. He had married Anne's mother at the age of thirty-six. Anne had an elder sister, Margot who was born in 1926 and Anne was born on June 29, 1929. They lived at Frankfurt till Anne was four years old. Her father worked in a Dutch Opekta Company, which manufactured products used in making jam. In 1933, her parents immigrated to Holland as her father had become the Managing Director of the company. The daughters, Margot and Anne, were sent to stay with their grandmother at Aachen. Anne was sent to a Montessori Nursery School where she stayed till she was six. Her teacher in the sixth grade was Mrs. Kuperus, the principal. Both of them had developed a liking for each other and were in tears when Anne had to leave the school as she had been accepted at the Jewish Lyceum.

Life in Germany : Anne's family lived a life full of anxieties as their relatives in Germany were suffering under Hitler's anti-Jewish laws. In 1938, her uncles (mother's brothers) fled from Germany and took refuge in North America whereas their elderly grandmother, aged seventy-three came to live with them.

Trouble started for the Jews after May 1940 as a series of anti-Jewish decrees restricted their freedom. According to the Germans, Jews were required to wear a yellow star, forbidden to use street-cars, they could not even own or ride them. Their shopping time was fixed between 3 p.m. and 5 p.m. There were so many restrictions but life went on. Meanwhile Anne's grandmother became sick and she died in January 1942. Anne loved her very much and when Anne celebrated her birthday in 1942, her grandma's candle was lit with the others.

Life at School (June 21, 1942)

Anne and her five friends formed a club called 'The Little Dipper Minus Two'. They used to play a lot of ping-pong. After a lot of games of ping-pong they used to go to the nearest ice-cream parlour that allowed Jews.

June 21, 1942 made Anne a little nervous. Actually, it was the day when they were worried about an upcoming meeting in the school in which the teachers would decide the promotion of students to the next grade. Anne was a bit skeptical about Maths.

There were nine teachers in Anne's school out of which seven were men. Her Maths teacher, Mr. Keesing, had warned her several times that she talked too much. One day, he assigned her extra homework, an essay on 'A Chatterbox'. Anne jotted down the assignment and tried to stay quiet. She decided to write an essay that had convincing arguments to prove the necessity of talking. Mr. Keesing enjoyed the arguments but when she talked again in the class, she was assigned another topic 'An Incurable Chatterbox'. Then in the third class, the topic was 'Quack Quack Quack.....' Anne had exhausted her ingenuity on the topic of chatterboxes. So, she took the help of her friend Sanne who was good at poetry. They wrote the essay from the beginning to end in verse. It was a beautiful poem about a mother duck and father swan with three baby ducklings that were bitten to death by father for quacking too much. Mr. Keesing took the joke in the right way and since then Anne had been allowed to talk and hadn't been assigned any extra homework.

First meeting with Hello (July 1-5, 1942)

Since, Jews were not allowed to make use of cars, they used to walk wherever they went. On June 24, 1942 as Anne passed the bicycle racks, she heard her name being called. When she turned around, she saw her friend Wilmas' second cousin Hello Silberberg, standing there. Anne was surprised and wasn't sure what he wanted but still they walked together to school and it continued afterwards also. On the way Hello told Anne about himself, that he came from Gelsenkirchen and was living with his grandparents. His parents were in Belgium. He used to have a girlfriend named Ursula but later left her as he didn't enjoy her company. On July 1, 1942, Hello told Anne that his grandmother wanted him to meet Ursula and not Anne, but Anne could feel that Hello was in love with her and not Ursula. Even Margot and Anne's mother had developed a liking for Hello which Anne liked. Though she knew in her heart that it was Peter and not Hello whom she loved. Hello was just a friend or as her mother put it—a suitor.

Call-up Notice (July 9-11, 1942)

The results were declared and Anne got her examination results. Anne noticed that her father looked worried about something. When she asked him, he told her that they had to go into hiding. They had already started making preparations by sending their clothes, food and furniture to other people as they neither wanted their belongings to be seized by the Germans nor did they want to be taken into their clutches. Anne was scared.

On July 8, 1942 Margot informed Anne that their father had received a call-up notice from the SS. The call-up notice brought with it the vision of concentration camps and lonely cells and that was frightening. Another terrible jolt came when they realised that the call-up notice was not for Otto but for Margot. After much discussion, it was decided that they would go into hiding even if it had to be a month earlier than what had been planned.

Margot and Anne started packing their belongings. They packed everything from curlers, handkerchiefs to clothes, school-bags and not to forget Anne's diary. Miep and Jan Gies helped them in shifting their baggage and finally at seven-thirty the family left for their hiding place. They left the house in a mess to create an impression that they had left in a hurry.

Hiding Place : As the Jews were not allowed any conveyance, they walked in pouring rain to reach their hiding place, which was located in Otto's office-building. The office people- Mr. Kugler, Mr. Kleiman, Miep and Bep Voskuijl were all informed of their coming. Finally, they reached the building. There was a large warehouse on the ground floor which was used as a workroom and a storeroom. There was a stairway which led to the 'Office'—a very large and light room. There was a kitchen with a hot water heater and two gas burners and a bathroom on the second floor. A wooden staircase led to the third floor. One of its doors led to the 'Secret Annexe' at the back of the house. There were many doors behind that which led to a kitchen, a large spacious room, and a washroom.

After they arrived at 263, Prinsengracht, Miep led them to their rooms which were full of the cardboard boxes which they had been shifting. Anne and her father cleared most of it and turned it into a habitable place. They found the annexe to be an ideal and comfortable hiding place. Otto plastered the walls with postcards, movie star collections, and pictures to make it look good. Anne's mother stitched curtains crookedly with unskilled fingers to hang on the windows and doors so that their neighbours might not hear or see them. They loaded the place with strawberries and cherries. They also had a supply of reading material, and decided to buy lots of games to keep themselves quiet so that the people downstairs could not hear them.

Life At Secret Annexe (July 12, 1942)

Life at the annexe was not comfortable. Remaining indoors the whole day was quiet boring. By this time Anne had a feeling that her mother did not like her, that she loved Margot more than Anne. Though she praised her when she worked hard, she would pick on her again after five minutes. This was not the case with her father. He liked her and always stood by her. He came to her defence also when required.

August 14, 1942 : August 14, 1942 brought a change in the life of the Franks as the Van Daans also joined them. The Germans had sent call-up notices to them also, and they had no other option except hiding like the Franks. Now there were seven of them- the Franks, Mrs. and Mr. van Daan and Peter van Daan, their son. They wanted to know from the van Daans what had happened after they had left their apartment. Mr. Van Daan told them that their landlord Mr. Goldschmidt had called him and showed him the note that the Frank family had left behind and so he was planning to bring the cat. While clearing the things, they found a notepad with an address in Maastricht written on it. Mr. van Daan somehow convinced him that they might have shifted to Maastricht.

September 2, 1942 : Mrs. Van Daan had started behaving in a strange way. She never wanted her household things to be used in the daily routine and so started keeping them under lock and key. Her son Peter was hypersensitive and a lazy boy. He did not have access to the books that Mr. van Daan read as they were meant only for adults. This had piqued Peter's curiosity and he got hold of one of the books. When Mr. van Daan came to know about it, there was a great quarrel between them and Peter didn't take his meals. On the other hand, Margot was allowed to read those books. No restriction was imposed on her. Anne's mother was of the opinion that girls are more mature and hence should be allowed to read the books.

Life Between September And October 1942

Life went on in the same monotonous way. Every other day there was a quarrel or a hot discussion between Anne's mother and Mrs. Van Daan. There was no change at all. Anne started reading some books. She worked hard at French and crammed five irregular verbs. She helped her father with Dutch lessons all. Anne's mother still scolded her and she developed a feeling of dislike towards her. Sometimes she used to burst into tears. There were hot discussions on petty topics like maids, which always ended with both Mrs. Van Daan and Anne's mother in real bad moods. Sometimes there was bickering between the two ladies but most of the time Anne's mother had to step back as Mrs. Van Daan seemed to be a born debater.

While in hiding, these people faced another problem and that was of taking baths. They used to wash themselves in a wash tub as there was no bath tub. It was very inconvenient till one day Peter gave Anne the idea of taking a bath in the spacious office bathroom. Anne liked the idea as well as the place was better than anything else. On other days, Anne used to think about the days when they would be able come out of their hiding. On October 7, 1942 she imagined herself in Switzerland where they had a beautiful house with beautiful new furniture. She bought so many things when she went to the market as her father had given her 150 guilders. But all this was a dream which never came true.

Life At The Jew Camp : On October 9, 1942, Anne Frank noted that many of their Jewish friends and acquaintances had been shifted to a big camp at Drenthe. The Gestapo was treating all of them badly. Miep told them that a person had managed to escape from there and informed them that it was terrible at the camp. The people got almost nothing to eat, much less to drink as water was available only one hour a day. There was only one toilet and sink for a thousand people. It was quite depressing and dismal.

A Scary Incident (October 20, 1942)

Anne continued her studies during her stay at the secret annexe. On October 14, 1942, she translated a chapter, wrote down some vocabulary words, worked on maths problems and also translated three pages of French Grammar. She had started working on short-hand also which she used to enjoy. She read a lot of Korner plays like Hedwig, The Cousin, From Bremer, The Governess, The Green Domino, etc. By now, her relationship with her mother had also improved and Margot and Anne exchanged their diaries with each other to read.

The most frightening thing that happened on October 20, 1942 was that a carpenter had come that day to fit the five fire extinguishers in the building. The office staff forgot to inform them. But somehow Anne could make it out when she heard the hammering on the landing. She informed the others about it. Anne and her father stationed themselves at the door so that they could hear when the man had left. After about fifteen minutes, the carpenter put

his hammer and some other tools on the bookcase (or so they thought) and banged on the door. They turned white with fear presuming that someone had become suspicious about someone living in that place. The knocking, pulling, pushing and jerking at the door continued for some time. Anne fainted out of fear that someone had discovered their wonderful hiding place. It was only after they heard Mr. Kleiman's voice saying, 'Open up, it's me' that they all heaved a sigh of relief. They opened the door at once.

Actually, the hook fastening the book case (against the door) had got stuck. The carpenter had left after finishing his work and at the same time Mr. Kleiman had arrived to get Bep, but he couldn't open the bookcase. For Anne, it was a terrible day as she imagined that a giant, the cruelest fascist in the world, was trying to get inside the secret annexe.

But everyone soon got over it and life returned to its previous tenor. On October 29, 1942 they got the information that the furniture had been removed from the Van Daan's apartment but they didn't inform Mrs. van Daan as she already had grown nervous during the last few days. Anne spent most of the time reading books written by well-known German authors. Her mother also gave her a prayer book to read. She read them but wondered why her mother wanted her to be religious and devout.

November 9, 1942 - November 20, 1942

Mr. Frank became ill, but the family could not call a doctor. That weekend, Bep Voskuijl, another worker in Mr. Frank's office, stayed in the annexe. Anne was not happy with her mother as she found something or the other to scold Anne about. She never passed any judgment on Margot but always found faults in whatever Anne did. Perhaps that was the reason Anne turned to her diary and confided in it. Mr. Frank recovered from his illness, and Peter turned sixteen on 9 November 1942. The residents of the annexe also agreed to take in an eighth person, and Anne was quite excited at the prospect of a new addition. The new entrant was Albert Dussel, a dentist who was married to a Christian woman. Mr. Dussel was excited when Miep informed him of the hiding place, but he asked for some time to put his accounts in order and treat some patients. Mr. Dussel met Mr. Kleiman at an appointed time, and Miep then led him to the annexe. Mr. Dussel was surprised when he met the Frank family because he had heard that they were in Belgium. The van Daans gave Mr. Dussel a list of rules when he arrived. He shared a room with Anne and told her about the shocking things happening outside, including the murders of women and children. Anne thought herself to be lucky to be in hiding, and she thought of the suffering that her friends must undergo merely because they were Jewish. Anne was very upset by the news, but she decided that she could not spend all her time crying. The loneliness of the attic made her feel bad.

November 28, 1942–June 13, 1943

Anne started having a feeling that Mr. Dussel was a strict disciplinarian. Meanwhile, it was time for the celebrations of Hanukkah and St. Nicholas Day which fell on almost the same day. They lighted the Hanukkah candles for only ten minutes as the candles were in short supply. For St. Nicholas Day, her father hid a basket filled with presents and a mask of Black Peter in a cabinet.

The van Daans made sausages to preserve the meat they had bought. Mr. Dussel started a dental practice in the annexe and tried to fix Mrs. van Daan's cavities. Anne got tired of Mrs. Van Daan's incessant complaints and was annoyed that Mr. Dussel constantly told her to be quiet at night. Mr. Kugler brought the residents gravy packets to fill because there was no one else to do the job. According to Anne, however, it was a prisoner's job. Meanwhile so much was happening outside. Jews were being taken from their homes and separated from their families, and non-Jewish children were wandering the streets in hunger. Both Christians and Jews wanted the war to end, and she believed that her family was better off than the people outside the annexe. Anne realised that everyone was always yelling at her and calling her 'exasperating'. Mr. Frank thought the war would end soon, but the level of anxiety in the annexe increased. Anne was frightened by the sound of gunfire one night and crawled into her father's bed for comfort. Another night, Peter also climbed up into the loft and a rat bit his arm. The residents became frightened when they heard the sound of burglars in the building. Later, the residents heard a radio announcement that all Jews must be deported from Utrecht and the other provinces of the Netherlands by the beginning of July. Mr. Dussel received a package for his birthday from his wife. Anne noticed that Mr. Dussel did not share his personal food with the other residents or the Dutch helpers. Anne felt that her family was better off than the vast majority of Jews. She predicted that they would look back and wonder how they had lived for so long under such difficult conditions. Mr. van Daan believed that the war would end in 1943. On Anne's fourteenth birthday, her father wrote a poem for her, and Margot translated it from German to Dutch.

June 15, 1943–November 11, 1943

Mr. Voskuijl did not feel well and was diagnosed with cancer and knew that he did not have long to live. Anne decided that she would not learn shorthand anymore as she was becoming nearsighted and reading glasses could

not be arranged. The group briefly considered sending her out to an ophthalmologist, but Mr. Frank had heard that the British had landed in Sicily, and so the war would end soon. There was another break-in at the office, and this time the robbers took cash and ration coupons for sugar. Anne thought she would be overjoyed when the war would end as she wanted to go back to school again. Two air-raid sirens were sounded in one day as bombs fell relentlessly on Amsterdam. The residents of the annexe were scared, but Anne tried to be brave. They heard the good news that Benito Mussolini, Italy's fascist leader, had been deposed. Italy surrendered unconditionally, but Anne's happiness was tempered by the news that Mr. Kleiman had to undergo a stomach surgery. She was worried that Mr. van Maaren, a man who worked in the warehouse and was not trustworthy, would find out about the hiding place. Anne sometimes used to become frustrated and depression started building in. Anne compared herself to a bird with broken wings, longing for fresh air and sunshine. Margot decided to take a correspondence course in Latin in order to overcome her boredom, but Anne found it too difficult. Mr. Frank asked Mr. Kleiman for a children's Bible so that Anne could learn about the New Testament. Anne was constantly afraid of being discovered, and compared the eight residents to a patch of blue sky surrounded by dark clouds. The clouds were setting in, and they could see both the destruction below them and the peace above them.

November, 1943

Anne had a fountain pen which she valued highly. She had got it when she was nine years old. It had come from her grandmother in a red leather case. When she was ten she took the pen to school and her teachers allowed her to use it. At the age of twelve it was given a new case in honour of the day she started at the Jewish Lyceum. When she turned thirteen, she took the pen to the annexe along with her and now that when she was fourteen it was enjoying its last year. One Friday afternoon, as Anne was busy rubbing beans, she swept the floor and threw the dust into the stove. When she went back to her seat she found her pen missing. Everyone looked for it but all in vain. Next day, the remains of the pen were found when Mr. Frank emptied the stove. There was no trace of the gold nib. Anne was left with one consolation that at least her pen had been cremated just as she would be some day.

Bep had diphtheria and she was not allowed to come into contact with any of them for six weeks. It was very difficult to manage without her. Mr. Kleiman was still in bed and had taken only gruel for three weeks. Mr. Kugler was busy upto his neck in work. Margot started sending Latin lessons to a teacher under the registered name of Bep. The teacher corrected and sent them back. Mr. Dussel was in a state of confusion as Mrs. van Daan wanted a treat from him on his first anniversary in the annexe.

Anne had a vision of Hanneli in her dreams. She saw her thin and worn wearing rags. She looked at her with sadness as if she wanted to ask why Anne had deserted her. Anne felt guilty for not having thought of her for months, in fact she had not forgotten her. She felt helpless as she could not do anything for Hanneli.

December, 1943

It was once again the time to celebrate St. Nicholas Day but this time they could not celebrate it like last year so, Mr. Frank and Anne decided to write a verse for each person. Anne removed the note at quarter to eight from the big laundry basket and read it aloud. She then asked them to look into the basket for his or her shoe. There was a roar of laughter as everyone took out the shoe because inside each shoe was a little wrapped package addressed to its owner.

Anne was not well as she suffered from the flu. She had a bad cough and had to duck under the blanket to try to keep from coughing. They were scared of somebody listening to the coughing. She was given all sorts of treatments to subdue her coughing. Bep was still not well but her sister was a bit better. Everyone got something or the other for Hanukkah. The weather was drizzly and overcast and their spirits were low as there was no sign that the war was ending.

Anne and other residents were quite moody during their stay at the annexe. Sometimes they felt 'on top of the world' and at other times 'in the depths of despair'. Sometimes she used to feel herself fortunate as compared to the other Jewish children. She wished to be out in the fresh air, longed to ride a bike, dance, whistle and feel that she was free. She often missed having a mother who took her seriously.

Anne received her Christmas present. Miep had made a delicious Christmas cake with 'peace 1944' written on top. Bep provided a batch of cookies. There was a jar of yogurt for Peter, Margot and Anne and a bottle of beer for each of the adults.

Anne again dreamt of her grandmother and Hanneli. She thought about her grandma who was so loyal and good. She would never let any of her grandchildren down. She always stuck up for Anne despite her misbehaviour. When she thought of Hanneli she called herself selfish and a coward and thanked God for giving her so much which she didn't even deserve it.

There were fewer squabbles in the annexe. Sometimes there were quarrels but only because of food and that too because of the ridiculous ideas of Mrs. van Daan. For the last few months they had been splitting up the meat, the soup, the potatoes and this time it was the fried potatoes. Anne wished they could split up completely.

January, 1944

Anne went through her diary as she had nothing to do and found that she had shown negative feelings towards her mother. She was shocked and started wondering why she had written such things in her diary. Then she cleared her conscience by telling herself that it was only because her mother did not understand her and she also did not try to be one with her feelings. But that period was now over.

Anne had grown wiser and her mother steadier. She stopped retaliating against her mother and tried to think of better words to write.

Anne realised that her mother tried to be friendly with her whereas she wanted her to be a typical mother tactful and gentle. Once, Anne had gone to a dentist along with her mother and Margot. When the dental job was over, her mother told her to go back while she and Margot decided to shop. Anne didn't like the idea as she also wanted to go shopping. The reason for sending her back was that she had her bike with her. Anne became so annoyed that she rebuked them publicly.

Another thing which she confessed in her diary was her becoming conscious of the changes that were taking place in her body as well as her mind. Her periods had started and she wanted to have a girl-friend to share her secrets with.

Anne liked to have a friend and she decided to select Peter for this role. Once she went to his room but she could not gather the courage to talk to him in a friendly way. She came back to her room and cried a lot. That night she had a dream in which she saw herself with Peter Schiff. When she woke up she could still feel his cheek against her and him staring into her eyes. She had earlier dreamt of her granny (paternal grandmother) grandma (maternal grandmother) and Hanneli but this time it was Peter she dreamt about. His mental image was so clear that she didn't need a photograph of him.

Anne recalls how she was in love with Sally's cousin—Appy. But later she realized that she had an out-and-out crush on Peter. They used to go together through their neighbourhood the whole summer. Years went by and Peter started meeting other girls arousing Anne's jealousy towards those girls. The older she grew, the more she loved Peter. She used to do nothing else but think about Peter.

Bep, Miep and Jan fell ill. Bep had a bad cold whereas, the other two had upset stomachs. Anne kept herself busy practising dance steps every evening. Everyone in the annexe was interested in reading a book called 'A Cloudless Morning' which dealt with a number of adolescent problems. Margot developed nicer feelings and started becoming a nice friend. On the other hand Anne's mother believed that there was no mother like her who had such a good relationship and understanding of her daughters. Anne thought that she was wrong. She kept on thinking about Peter most of the time.

The annexe residents had divided many things like meat, fats and oils. They were frying their own potatoes. The relationships had undergone a change. Mother's birthday was approaching. She had received some extra sugar from Mr. Kugler which made the van Daans jealous of her as Mrs. van Daan had not received such kind of courtesy from anyone.

Anne kept dreaming about Peter and her dreams were less vivid now. She used to be jealous of Margot's relationship with father but gradually this emotion was weakening. Of course, she still felt hurt when her father was being unreasonable towards her but she longed for his affection, hugs and kisses. Her mother received a real mocha cafe, prewar quality from the office and it was a nice day.

Anne found a change in her attitude. She started looking towards the petty quarrels with the van Daans in a different way. She felt that they were not entirely to blame. The fault was on their part also. According to her 'intelligent people' (such as ourselves) should have more insight into how to deal with others. Mother should not have been very hard on the van Daans.

A strange thing had happened. She could feel that people talked about sex in a secretive or disgusting manner. Even her mother told Anne not to discuss sex with anyone especially boys and "if they bring it up, don't answer them". She was learning something about sex from either books or things she picked up in conversations. Mrs. van Daan never discussed this topic with Peter. No one knew how much information did Peter have on this topic but one day, after a discussion about whether Boche was a tomcat or a cat, Peter took Anne downstairs and showed her the sexual organ to confirm that it was a male cat. They had more discussions on this topic but Anne felt that she could discuss the topic normally with Peter, without cracking jokes.

Anne developed a great liking for family trees. She spent her Sundays sorting out and looking over the movie-stars collection. Every Monday, Mr. Kugler brought her a copy of 'Cinema and Theatre' magazine. Others felt that it was a sheer waste of money but Anne's knowledge about films and film stars had increased after reading the magazine. She started doing new hairstyles. But after getting so many remarks from others she used to restore her hair to their normal mass of curls.

Anne's mother and Mrs. van Daan discussed about their childhood quite often and Anne found it very boring. Jan and Mr. Kleiman loved talking about people who had gone underground or into hiding, which had become a routine. There were many resistance groups such as the Free Netherlands, that forged their identity cards, provided financial support to those in hiding, organised hiding places and found work for those young Christians who went underground. Anne felt amazed at the generosity and unselfishness of those people who risked their own lives in order to help and save others. Other bizarre stories were also making the rounds, e.g., Mr. Kleiman reported a soccer match held in the province of Gelderland and new registration cards that had been issued in Hilversum.

It was a Sunday and Anne found it boring as usual. She went downstairs in the dark all by herself. She stood at the top of the stairs while German planes flew back and forth. She was not afraid. She looked up at the sky and trusted in God. All she wanted to do was scream "Let me be, leave me alone".

February 1944

Everywhere, there was talk of invasion. Newspapers were full of invasion news and talk like 'Germans will do what they can to defend the country, even flooding it, if necessary' was driving people crazy. People were trying to find ways out if confronted with such a situation. There were arguments about going hungry, dying, bombs, fire extinguishers, sleeping bags, I-cards, poison gas, etc., but all of them were not pleasant. Anne was the only person who remained calm throughout the discussion. She just hoped that everything would be all right in the end.

Anne had another row with her mother. Actually, something had pricked Margot while she was tucking herself in the wool blanket, when they tried to find out, they found that it was a pin left by their mother. When their mother was informed about it, she became annoyed and criticized Anne for being careless many times.

It was a good day. The shining sun, the deep blue sky, the magnificent breeze, all made Anne long for conversation, freedom, friends, even being alone. She was in a state of utter confusion as she didn't know what to read, what to write and what to do.

Anne felt Peter glancing at her most of the time. He had an argument with Mr. Dussel when he was fidgeting with the knobs of the radio and wanted to share it with someone. He found Anne to be the right person who would not tell anyone about it and told her everything. Anne listened intently and felt that he was the person with whom she could have a strong feeling of fellowship.

Mr. Dussel told Anne's mother that Peter had apologised to him. Anne was surprised at this. She cleared it with Peter who told her that Mr. Dussel had been lying. That evening Mr. van Daan and Peter snubbed Mr. Dussel and said that they never wanted to speak again to each other. Peter had a dental appointment that day.

It was Margot's birthday. Anne wanted to make Margot feel special, so she thought of making coffee and potatoes for her. She went to the attic to collect some potatoes and Peter helped her. Then she spent some time with Peter who told her that he had an inferiority complex and would never tell anyone after the war that he was a Jew. Anne didn't like the dishonesty in him. But Anne could make out that he needed affection. That was the reason he hugged Nouschi so tightly.

Anne read out the stories written by her 'Evas Dream' and 'The Secret Annexe' to Mr. van Daan. Peter also came there and Anne made him read the part where Cady and Haws talked about God. She told him that she wanted him to see that she did not write amusing stories only.

Anne started going to Peter's room frequently. Her mother didn't approve of it and always told her not to bother him. She sometimes looked in an odd way at her when she came out of his room. Anne hated her for this.

Anne longed for Peter all the time. Sometimes she felt like crying and then comforting herself on his shoulder. She went twice upstairs but didn't get any chance to meet him as he was not in his room. She ran to the washroom and cried a lot. Then she realised that she would never reach Peter in that way. She thought that he might not be interested in her. This thought brought more tears to her eyes and it was quite disappointing to have felt that way.

There was not much difference between the routine of the people who were not in hiding and the people living in the annexe except that what they did during the rest of the week happened on Sunday in the annexe, getting up, lighting the stove, washing, cleaning, breakfast, washing up the dishes and laundry were the normal chores.

The weather had turned pleasant. Anne and Peter went to the attic to enjoy the natural air. They could see the blue sky, the chesnut tree, seagulls and other birds and were so wrapped in the beauty that they were unable to speak. Anne realised that the best remedy for those who are frightened, lonely or unhappy is to go outside, where they can be alone with the sky, nature and God. It would bring comfort to them.

P. S. Thoughts : To Peter

They had been missing so many things at the internal level. Anne also longed for freedom and fresh air like Peter.

Anne thought about Peter only. She felt that both of them were struggling with their innermost feelings. Both their mothers had no motherly understanding and treated them badly.

Anne couldn't help herself imagining Peter in front of her eyes all the time. It seemed that Peter Schiff and Peter van Daan had melted into one Peter. All she wanted was to spend maximum time with Peter. According to Anne, she had grown sentimental and foolish.

March 1944

Another burglary attempt took place. Mr. Van Daan found both the glass door and the office door open. Upon moving ahead he found even the doors above open. He checked everything and when he found that nothing was missing he went off to sleep. But the next morning Peter found the front door open and the projector and Mr. Kugler's new briefcase had disappeared from the closet. They could make out that it was another case of burglary. The only explanation was that the burglar must have had a duplicate key since there were no signs of a forced entry.

Bep shared her inner feelings of dejection and depression with the two ladies-Mrs. van Daan and Anne's mother and wanted some help from them to come out of that situation. Anne's mother told her to think of all other people in the world who had been suffering. Anne was annoyed. She felt how could grown-ups be so stupid and foolish. She wanted to tell Bep something but she could not. She talked to Peter in the afternoon. Even he had something on his mind which he wanted to share with someone.

Anne started having a feeling that her love for Peter was growing. She again went to the attic to bring potatoes. On the way back, she met Peter and sat talking with him for the next one hour. Peter asked her if she was in love, and she replied "Why should I be in love?" But deep within her even she knew that she was in love with Peter. It seemed crazy to talk about Peter. It gave her happiness.

Normally, Saturday used to be very boring and dull for Anne but this Saturday her father had a conversation with her in French, and then he read out from Dickens. After having finished the lesson she went downstairs and found Peter waiting for her. She liked it; they talked for almost an hour. Anne wondered whether Peter was also in love with her. Mrs. van Daan asked what was going on between the two of them but she didn't say anything. At one moment Anne protested "I take that as an insult" still, it was only Peter she thought about.

The van Daans scolded Peter for petty things and Anne disliked this because she felt a feeling of responsibility towards him. Anne realised that Peter had no friend in whom he could confide. She wanted to be with him to take away his loneliness. She kept hoping to discover that he was dying to see her and then he would be able to express his feelings to her.

Anne thought about her school days and she felt them to be unreal; she had many friends and admirers. Even Peter said "You were always the centre of attraction". But now there was a drastic change in her. She wanted friends, not admirers. She wanted to be friendly with people who respected her for her character and her deeds and not her flattering smile. That's why she didn't miss the school days. She looked back at her life of 1943 which brought crying spells and loneliness for her but they brought the gradual realization of her faults and shortcomings as well. The second half of 1943 was a bit better. She had become a teenager but was treated more like a grown-up. She wanted to change herself, she didn't want to be with her mother. The New Year brought another change. She longed for a boyfriend and this created a difference between Anne and her mother.

Margot and Anne wrote notes for each other. Anne dreamed of Peter. In one of her dreams she saw Peter giving her a kiss but telling her that he didn't love her. In another dream she found Peter telling her that she was flirting and she told Peter that she was not. She was glad when she woke up to find that it was only a dream and not reality. In one of her dreams, she dreamt that they were kissing each other and realized that Peter had the cheeks of a man who shaved; they were not soft.

10th March was not a good day. Miep caught cold. Mr. Kleiman had not recovered from his illness. The man who used to supply potatoes to them was arrested. Someone scared them by knocking on the wall next door. So, many things happened which made Anne feel sad and dejected. She did not want to do anything not even write the diary pages. She met Peter and they talked and chatted for half an hour in the afternoon.

Anne's desire to be with Peter kept on increasing. She always wanted to be with him, to talk to him. But she was afraid of being a nuisance. Peter had told her that at one time he used to take her as a pain in the neck and according to Anne she also felt the same but the situation had changed now. She wanted both of them to be the best of friends.

Peter was acting as if he was annoyed with Anne and it was becoming unbearable for Anne. She used to have the hardest time trying to maintain a normal appearance when she was feeling sad and miserable. She wanted to go outside and talk to someone and sometimes she just wished to be alone. The news from the outside world had made her condition worse. Margot sometimes asked her what was wrong but she didn't confide in her.

The people who had supplied them food coupons were arrested and there were only five blackmarket ration cards with no coupons, no food and no oil. Since Miep and Mr. Kleiman were sick again it was difficult for Bep to manage the shopping. Now their lunch was washed potatoes and pickled kale. The whole house smelt of them. Mr. Van Daan was irritated as well as annoyed. Mr. Van Daan wanted to smoke only. Mr. Frank wanted to stay calm and quiet whereas Mr. Dussel had to complete his assignment.

15th March – 31th March 1944

Bep was down with a bad cold. Mr. Kleiman's stomach bled so much that he lost consciousness. They wanted Mr. Kugler to go to a reliable doctor to get a medical certificate of ill health. Doctors, on the other hand, attended even serious patients on the telephone as there was a long line of patients. Anne had started resenting the idea of sharing a room with Mr. Alfred Dussel whereas Peter had a room of his own. She didn't like the idea of not talking to Peter. She wanted to share her inner thoughts with him. The entire annexe breathed a sigh of relief when everything started going well. Bep just had a sore throat and Mr. Kugler got a medical certificate which excused him from the work detail. Margot and Anne were tired of their parents, interfering and nosey attitude. There was no longer a close and harmonious family which it used to be when they were at their own home. Anne felt neither respect nor admiration for mother. She just loved and admired one person and that was Peter. She found him decent and clever. Anne was of the opinion that parents should discuss sex and marriage with their children. They should not leave them on their own to find out the details. Anne came upon many such details from her friend Jacqueline. This day was important for Anne as her mother gave her a sausage to give to Peter who refused to accept it. Anne thought that it was only because of his annoyance that he was not accepting it. Later, Peter told her that he had not accepted it as it was bad manners to show eagerness for something. Anne had a sigh of relief. Then they discussed many things like their quarrels, parents, Margot. Anne was happy to be in the company of Peter.

Anne realised that Margot felt hurt every time Anne met Peter but she didn't say anything to her. Even her father got angry with Anne and told her to do Algebra. Margot cleared her hearts feelings through a letter in which she wrote that Anne should not bother about her. She hoped that some day her goodness and father's goodness would rub off on her as they both were alike. Anne answered her letter Margot wrote in reply that she thought of Peter as a kind brother and they were sending brotherly and sisterly affection towards each other. Anne was sure that Peter loved her. That night she waited for Peter who paced up and down his room and then went to bed early. She waited for Peter but all in vain. She would tell Peter that Margot was fond of him and that she was free to join them in the attic. The day before a plane crashed nearby. The crew was able to parachute out in time. It had crashed on top of a school but luckily there were no children inside. A couple of people were killed. As the airman made their descent, Germans fired on them. Anne talked about many things related with sex to Peter but was shocked when Peter told her that he had found her making fun of him along with Margot in the bathroom. Anne didn't like the idea of it but somehow could not convince him that they were not talking about him.

Anne's frequent visits to Peter's room raised a suspicion in the minds of elders but both of them didn't care. She felt comfortable with him and enjoyed his company. Anne wanted to discuss the female body with Peter but somehow she didn't find courage enough to do it. So she made the entry in her diary. Anne found a drastic change in herself. She blamed it upon her parents. They were never friendly whereas Anne wanted peace, and calm. She neither wanted to quarrel nor gossip. She had realised that Mrs. van Daan could be won easily with gentle talks. Anne told Peter that she wanted to write later on and if she couldn't be a writer, she would write in addition to her work. Anne devoted this entire letter to politics. The topic which least interested her. The mood never varied in the annexe and the talks about invasions, air raids, speeches, etc., were always there. It continued the whole day and they never got tired of it. The radio was switched on every morning at eight and was listened to every hour till nine, ten or even eleven at night. A speech was made by Winston Churchill. Everyone, except Peter, Margot and Anne, listened to it with great concentration. Anne's mother forbade her from going to Peter's room as Mrs. van Daans felt jealous. Her mother thought that Peter was in love with her. Anne felt herself in a difficult position. Both, she and her mother, were against each other. Anne didn't want to stop meeting Peter she kept on dreaming and fancying about him. One day, Anne was told by Peter to keep smiling all the time as she looked pretty with dimples in her cheeks while smiling.

The Cabinet Minister Mr. Prockestein spoke on the Dutch broadcast and said that after the war a collection would be made of the diaries and letters dealing with the war. Everyone pounced on Anne's diary. Even Anne thought how amusing it would be when the people would come to know how they had lived, what they ate and what they talked about as Jews in hiding or how many epidemics were raging there. Life was so difficult. Doctors could not visit their patients since their cars and bikes were stolen the moment they turned their backs. Burglaries and thefts were so common. Little children between the age of eight and eleven would break the windows and steal whatever they could. Public phones were stripped down to the last wire. Morale among the Dutch could not be good. The men were being shipped off to Germany, the children were sick or undernourished. Everyone wore worn-out clothes and run-down stores. The acts of sabotage against the authorities were increasing. The weather had turned cold and yet people had been without coal for nearly a month. The Russians had reached the police border and the Pent river in Romania. They were close to Odesca. Hungary had been occupied by German Troops. It was Mr. van Daan's birthday and he received two packets of tobacco, one serving of coffee sardines from Miep, *ean do calogive* and a cake. The talk about Peter and Anne had died then. Anne's life had become much better. God had not deserted her and she knew he never would.

1st April – 15th April 1944

Anne was fond of Peter but now she started asking herself the question as to whether Peter considered her as a friend and nothing else. She realized that she had to put a control over her emotions as far as Peter was concerned. The food situation had worsened and there were food cycles in the annexe. For a long time they had nothing to eat but endive. Later it was spinach, Kohlrabi, salsify, cucumbers, tomatoes, etc. They started having potatoes at every meal because of the shortage of bread.

Anne didn't feel like doing her school work as the end of war seemed unreal and far. She kept on longing for Peter. She wanted to be a journalist as she knew she could write. She wanted to do something in her life and not be like her mother or any other women, she felt grateful to God for the gift of writing. She felt her worries, tensions going away from her when she started writing. She hadn't worked on 'Cady's Life' for ages and felt she never might be able to finish it.

Anne had many hobbies like writing, genealogical charts, reading biographies and history, Greek and Roman mythology, movie stars, and family photographs.

On Sunday evening, she sat with Peter in the attic and took Mr. Dussel's cushion, which he used as a pillow, with her to get comfortable. Mr. Dussel got annoyed with her. Their fun was short-lived as they came to know that there was another break-in in the warehouse. All the four men went downstairs to find out. Peter informed them that Mr. Van Daan had shouted 'police' and the burglars had fled away but they were expecting police would come any time and would come to know about their hide out. A man and a woman had also entered the warehouse with a torch. The whole night, everyone sat tense. They informed Mr. Kleiman about in the morning. Bep and Miep came and everything was put in order and changes were made so that it didn't happen again. Restrictions were imposed on the residents.

Anne felt upset as she felt that Jews were in chains. God had made them the way they were but she would become a Dutch citizen, work and get more from life than her mother.

Because of the restrictions, Mr. van Daan was very upset. Mr. Dussel was also annoyed so there was an atmosphere of tension in the annexe. Mr. Kugler was angry at Peter as he had forgotten to unbolt the door and he had to enter after swashing the kitchen window and vegetables had become scarce.

The Russians were in possession of more than half the Crimea. There had been a lot of unbelievably heavy air raids. The Central Registry of Births, Deaths and Marriages in the Hagen had been bombed. All Dutch people would be issued new ration cards.

6st April – 30th April 1944

16th April was a red-letter day for Anne as Peter sat close to her. Anne felt intense pleasure. She felt her happiness was too much for words and even Peter was happy. Anne wondered whether her parents would approve of such a relationship with Peter. Margot would never have done this, if she had been in Anne's place. But then she decided to look out for her own interests. She just wondered whether she should share it with her father or with a third person.

20th April was Fuhrer's (Hitler's) fifty-fifth birthday and 21st April was the eighteenth birthday of the Royal Highness Princess Elizabeth of York. They were facing one disaster after another the shady character. They called someone to estimate their chest and he put only 400 guilders for it. It was too degrees in their opinion. Anne wanted to contact the magazine 'The Prince' to take one of her fairy tales under a pseudonym. The condition of Mr. Voskuijl was getting worse, for more than ten days he had been running a hundred and four degrees temperature. The doctors had declared his condition to be hopeless as according to them cancer had spread to his lungs. Only God could help him.

Anne wrote an amusing story called 'Bhirry, the explorer' which was a big hit with her three listeners.

Anne still thought about her dream of Peter Schiff and wanted to feel the same longing for this Peter. She was

getting intimate with him and wondered if he wanted to marry her, what would her answer be. Surprisingly, she felt that he had too little character, too little will power, too little courage and strength. He was still a child. Now, she was afraid of herself. There was an eternal struggle between her and mind which she found very hard.

1st May – 15th May 1944

Anne took Peter's consent and talked about her relationship with Peter to her father. At first he didn't object to her relationship with him but Sunday morning he told her not to meet him frequently. He said that Peter didn't have much strength of character. He could easily be influenced to do good as well as bad. So he advised her not to take him seriously. Anne's father had a talk with Peter also who assured him that they would keep themselves under control.

Mr. Dussel's mood had changed. He had become friendly with Mr. van Daan again. His birthday passed without much pomp and show. Everyone gifted him something and he gave them a treat of an egg each.

On the war front Russians were not doing much so they feared another invasion. Anne was of the opinion that the common man was equally to be blamed for the war otherwise they would have rebelled.

Mr. Frank was not happy with Anne as he realized that she was still meeting Peter but Anne felt that she was independent enough to take her own decisions. Anne wrote a letter to her father to clear herself. The situation outside the annexe had worsened.

Black-marketing, robberies, murders had become a daily routine. Even the policemen and night watchmen were involved.

Mr. Frank talked to Anne about her letter and told her that he had felt hurt after going through the content of the letter but still he forgave her. Anne felt ashamed of herself and her behaviour and promised to behave in the near future.

Anne had finished writing the story about Ellen, the fairy. Mrs. Frank and Margot both had written poems.

The queen addressed the country that she would come back to the Netherlands. Later the Prime Minister Gerbrandy and a clergyman also delivered a speech.

Anne kept herself busy by reading books. She planned to read the Bible also. She wished to become a journalist and publish a book called 'The Secret Annexe' based on her diary.

13 May, was a good day as it was Mr. Frank's birthday as well as his nineteenth wedding anniversary. Mr. Frank received many gifts.

16th May – 31th May 1944

Anne suffered from headache, stomachache etc. but felt better the next day. Her relationship with Peter was going on well but she kept a distance from him.

The invasion had still not begun so Mr. Frank lost his bet to Mr. van Daan. Anne felt that the British were fighting for their own country. According to Anne, while the Germans were rearing themselves everyone else including the Dutch and the British were sleeping. People had started disliking the Jews as some of the Jews were disclosing secrets to the Germans under pressure. Everyone was shocked.

Bep got engaged to Bertus, a labourer, Anne felt she would never be happy as she did not love him but Bep had to do this because her father was not keeping in good health.

Mr. van Hoewan, who supplied potatoes to them got arrested on the charge of hiding two Jews in his house. This was a blow for the annexe residents as their potato-supply was stopped.

The weather changed and it became very hot in the annexe. The heat was unbearable and everyone was grumbling about the terrible weather. But nothing could be done.

1st June – 15th June 1944

Some new problems developed in the annexe with the passage of time. Mr. Dussel and the Franks had a row over butter. On the other hand Mr. Dussel and Mrs. van Daan became friendly. Rome was taken over by the fifth army there were reports of continuous bombing of Pas de Calais and the west coast of France.

The British invasion began. Reports of heavy bombing at same places was received. According to the German news, British paratroopers had landed on the coast of France. 11,000 planes were ready for action whereas 4,000 landing craft and same small boats had started arriving in the area. It seemed that 6 June was D-Day. About 20,000 planes were being used to bomb the French Coast with 5,500 tons of bombs. Dummies were dropped behind German lines which exploded the minute they touched the ground. The annexe residents could see a hope of liberation.

Bayeux, a village on the French coast had been taken over by the allies and now they could bring in whatever they wished.

On 13 June, Anne's fifteenth birthday, she received two honey biscuits, a bouquet of peonies, a pot of jam, history book etc. Smuts, Arnold, Churchill visited the French villages. Some Dutch believed that the British should free Holland and go back.

Anne thought about Peter a lot. She still missed 'the real thing' in him. She just wanted to know why Peter did not share his deepest thoughts with her.

Anne was again attracted towards nature. In fact, she had been cut off from the outside world and this attracted her towards it. The blue sky, the clouds, the rain, the moon all seemed to have a mesmerising effect on her.

Anne never liked the idea of women being considered inferior to men. She felt that women should be given equal rights as men have and should be respected for their difficult roles and sufferings.

16th June – 30th June 1944

Mrs. van Daan's attitude had changed. She talked about getting shot or thrown in prison. She didn't like the idea of Peter confiding in Anne. She indulged in self-pity and was in her worst moods all the time. Anne theory was to laugh of everything and forget everyone also. Mr. Kleiman's stomach needed surgery.

The British had attacked on Cherbourg. It was hoped that they would become free by 10 October. The annexe residents were facing a shortage of potatoes. Mr. Kleiman still could not decide about his operation.

The situation at the war front was taking a positive turn. The British had taken possession a harbour and so now were free to bring anything onshore. They had killed five German Generals. It was raining but there was no effect on the war. The non-working German women were being taken out from the coastal regions.

Anne had started reading 'An Ideal Husband' with the help of a dictionary. Bep had changed her hair and Miep had gone on a week's holiday. Anne underwent a root-canal treatment of her tooth. There were more reports of victories by the Allies leaving the annexe residents in a cheerful and optimistic mood.

1st July – 30th July 1944

Anne was worried about Peter's behaviour. He talked about becoming a criminal which Anne never liked. She believed that a person should try to overcome his weaknesses by fighting them out. Just because it is difficult to do that, they don't even try. According to her Peter did not have a goal. That's why he was suffering from an inferiority complex. Anne wondered "How noble and good everyone could be if, at the end of each day, they were to review their own behaviour and weigh up the rights and wrong."

Mr. Brooks brought twenty-four crates of strawberries. They were both for the annexe as well as the office. After that everyone Miep, Mr. Kugler, Jan-were having strawberries at their meals. Even the annexe residents were enjoying the strawberry jam.

'What do you think of the modern young girl' said Anne thinking about herself. After reading this book she pondered over her upbringing by her parents. She felt that they should have been more friendly so that she could confide in them. However she felt that everything would change, cruelty would end and there would be peace and tranquillity again.

Hitler ran a risk to his life as an assassination attempt had been made on him by a German General. Fuhrer (Hitler) had escaped it but the secret came out that even the Germans were fed up of the war. There was an announcement that any soldier who knew the General who had made an attempt on Hitler's life was free to shoot him at sight. This was only to terrorise the other officers so that no other soldier would dare to do it again.

August 1944

Anne felt herself to be a bundle of contradictions. She was cheerful and optimistic on one side but there was a deeper side of Anne also which no one could feel. People thought that she was happy outside and putting on a new act when she was quiet and serious. She wanted to be deeper and finer both outward and inward but did not succeed in her attempt as nobody understood her well.

Anne's Diary Ends Here

Afterward

On the morning of August 4, 1944, security police armed but in civilian clothes emerged outside the annexe as someone had tipped them off. All the eight people hiding in the annexe long with Mr. Kugler and Mr. Kleiman were

arrested. They took all the valuables and cash they could find in the annexe. Miep and Bep Voskuijl were, however, not arrested. After the arrest Mr. Kugler and Mr. Keiman were taken to a prison in Amsterdam. From there, they were transferred to Holland on September 11, 1944. Kleiman was released on September 18, 1944 because of poor health. He died in 1959.

Kugler escaped his imprisonment on March 28, 1945 while being sent to Germany as a forced labourer and died in Toronto in 1989. Bep Voskuijl died in Amsterdam in 1983. Miep is still living while her husband Jan died in 1993.

The eight residents were first brought to a prison in Amsterdam and then transferred to the transit camp for Jews in the North of Holland. According to Otto Frank, Mr. van Daan was gassed to death. Mrs. van Daan was transported to various concentration camps. She did not survive. Peter van Daan was forced to take part in 'death march' on January 16, 1945 when he died three days before the camp was liberated *i.e.* May 5, 1945.

Edith Frank died from hunger and exhaustion on January 6, 1945. Margot and Anne Frank were transported to a concentration camp near Germany where they got caught in the typhus epidemic due to horrible hygienic conditions. Both of them died. The camp was liberated by British troops on April 12, 1945.

Otto Frank was the only survivor. Later he married Elfriede Markovits Geiringer and devoted himself to sharing the message of his daughter's diary with people all over the world until his death on August 19, 1980.

