

Section A : Reading

Chapter - 1 : Unseen Passages

- Reading section comprises unseen passages to be comprehended by the students. The word 'comprehension' actually means the ability to understand something. To test the students' reading skills, two types of passages have been included in the syllabus :
 - (a) **Factual Passages** (300-350 words) : Passages which focus completely on details or facts are called factual passages. These kind of passages generally include instructions, reports or descriptions.
 - (b) **Discursive Passages** (350-400 words) : Passages which involve the opinion of a person through reasoning are called discursive passages. These passages involve opinions which are generally argumentative, persuasive or interpretative.

What to do?

- The Factual Passage, has eight very short answer type questions which requires thorough understanding of the passage and carry one mark each. They generally, have to be answered in one word, phrase or sentence.
- The Discursive Passage, four short answer type questions will be asked to test inference, evaluation and analysis skill of the student. These questions carry two marks each and should be answered using one's own language and not be simply copied from the text. Answers should not be of more than 2-3 sentences. Discursive passages also include 4 MCQ's to test vocabulary. The answer has to be selected from the four given options with utmost care and using reasoning with utmost care.

How to score maximum marks in Comprehension passages?

- Scoring maximum marks in comprehension passages is a skill which can be mastered by constant practice. Before answering the question, a student must read the passage carefully and then try to find the answer from the passage itself by focusing mainly on what is required in the answer. Answers must be written in one's own language and not copied from the text.

Marking Scheme

Objective	:	Local and global comprehension of a text. To identify the main points of the text.
Marking	:	20 marks–1 mark for each correct answer. No penalty for spelling, punctuation or grammatical mistakes.

Some Useful Tips

Tips for solving comprehension passages :

1. Read the passage thoroughly. The reading should be quick.
2. Focus on the relevant details and underline them with a pen or pencil.
3. Read the questions carefully and go back to the passage to find the answers.
4. The answers are generally in a logical sequence.
5. Try to write the answers in your own words.
6. To find answers to the vocabulary based questions like synonyms, etc., replace the word with the meaning. If you find that it is the same in meaning, the answer is correct.
7. To find the correct option in Multiple Choice Questions, go through all the options. Re-read the passage and then tick the correct option.

Section B : Writing & Grammar

Chapter - 1 : Letter Writing

Introduction :

Writing a formal Letter is a great way to engage with a topic you are passionate about and to influence public opinion.

To know how to write a formal letter :

1. Properly write your Postal address, e-mail address, phone number or any other contact information.
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.

Format : Sample Letter (Letter to the Editor)

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

<i>Sender's Address</i>	50-C, Pushp Vihar, New Delhi	<i>Leave one line (Spacing)</i>
<i>Date</i>	26 August 20××	<i>Leave one line (Spacing)</i>
<i>Receiver's Designation and address; Subject Statement should not be very long</i>	The Editor, India Today, New Delhi Subject : Ban Poly Bags	<i>(Spacing)</i>
<i>Salutation</i>	Sir,	<i>Salutation</i>
<i>Change in paragraph with the change in point.</i>	I totally agree with the views, published in the article 'Ban Poly Bags'. 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.	<i>Details</i>
<i>Never use apostrophe in Yours</i>	I wish that people at large, in their own interest and in the interest of mother earth, should wake up to this problem. Everyone should stop using poly bags. Jute bags, paper bags etc., should take their place.	<i>Why ban poly bags ?</i>
<i>Write full name if it is given</i>	Thank you. Yours truly Kavita Khanna	<i>Measures that should be taken</i>

Marking Scheme

Objective Marking	:	To use the given input in a short sustained piece of writing.
Content	:	5 marks (the given information in question to be included)
Format	:	Includes date, subject, addresses and complimentary closing line. Format to be treated as part of the content.
Expression	:	3 marks (fluency and accuracy to be taken into account)

Chapter - 2 : Articles

Introduction

Article writing needs creativity, good vocabulary, good knowledge of the subject and skill to organize ideas.

Some Useful Tips

1. Read the Question carefully
2. Make some points to be covered
3. Expand the points.
4. Take care of Grammar.
5. Plan, organize and present ideas coherently.
6. Use proper layout.

Format

- Heading/Title must be catchy and sharp.
- By-name of the author.
- Body.

1. Sample Article

(8 marks each)

You don't approve of the ways of people as they waste a lot of water. To spread awareness among students, write an article 'conserve water' to be published in the school magazine.

Never forget to write the heading which should be eye catching

Heading

Water, water everywhere
Not a single drop to drink.

These lines are proving true as the scarcity of water is catching on all around the world. This is the result of man's undue harvesting of the normal resource.

We need water not only for our personal need but also for agriculture and industries. When there is plenty of water we tend to waste it by leaving the taps open. Our carelessness leads to a lot of waste.

We have to conserve each and every drop of water which is being wasted today.

Schemes like water harvesting need to be launched on a big scale. Eco clubs should be established in all the schools of the country to bring awareness among the students about the need to save water. Only then can we ensure a safe future for our coming generations, otherwise the day is not far when we may witness another world war not for land, but for water.

Beginning should be such so as to draw reader's attention.

Expose the topics by giving reasons, how water is wasted.

Suggestions on how to save, conserve water.

Give your ideas suggest measures.

Conclusion (either hope or warning)

Marking Scheme

Content	:	6 marks
Fluency	:	1 mark
Accuracy	:	1 mark

Under content, credit should be given for the candidates 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 :

- Habitual actions :** He **gets up** early in the morning.
- Scientific facts :** Water **boils** at 1000 Centigrade.
- 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 :

- Action taking place at the time of speaking.**
 - I am teaching : The Rime of the Ancient Mariner' by S.T. Coleridge at present.
 - 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-finites)

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.'
 - 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.

- 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**.
- 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,

- We have removed the comma in the indirect sentence and put the conjunction that in its place.
- We have removed the inverted commas of the reported speech.
- The pronoun I of the reported speech has been changed to he.
- The verb am is changed to was.
- The adverb tomorrow has been changed to the next day.

Rules for changing Direct Speech into Indirect

- 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 simple present becomes a simple past.**
 - *Direct :* He said, " I am quite well."
Indirect : He said that he was quite well.
- 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 Textbooks and Extended Reading Text

Chapter - 1 : A Letter God

SUMMARY—

Lencho was a poor but hardworking farmer. His house was on the top of a hill and that was the only house in the valley. He hoped for a good crop, but his fields needed rain or at least a shower. He waited for the rain and it did come. One day it started drizzling. In the beginning, Lencho felt the falling rain drops as 'new silver coins' falling from the sky. But gradually the rain changed into a hail storm. The hailstones fell for an hour. It destroyed his crop completely. Lencho's soul was filled with sadness. He thought that they would go hungry the whole year unless they found someone who could help them. Suddenly his heart was filled with hope. He had firm faith in God. Lencho knew how to read and write. The following Sunday, he wrote a letter to God mentioning his destroyed crop and asked him to sow his field again. Then he put the letter in an envelope; addressed it to 'God' and went to the post-office. He affixed a stamp on it and dropped it in the mail-box.

The postman, who took the letter out of the mail-box saw the letter and showed it to the postmaster. Everyone in the post office had a hearty laugh. But immediately the postmaster realised the man's unshakable faith in God. He decided to help the man. He discussed with his colleagues and all of them decided to part with some money for an act of charity. They collected money, put it in an envelope and addressed it to Lencho. This letter contained a single word in the form of a signature : God.

The next Sunday Lencho went to the post-office. The postmaster handed him the letter. Lencho was not at all surprised on receiving a letter from God. He had full faith that God would reply back in the form of money and he did receive it. He opened the envelope but became angry on counting it. There were only seventy pesos in the envelope, whereas he had asked for one hundred. He knew God could not have made a mistake. Immediately, he wrote another letter to God, put it in the mail-box and went out. The postmaster took out the letter from the mail-box and opened it. Lencho had requested God to send the rest of the money *i.e.*, thirty pesos as he had received only seventy pesos. Lencho had a feeling that the people at the post office had cheated him by taking out some money from God's envelope. So, he wrote that God should not send money through the mail as according to him, the post office employees were a bunch of crooks.

Chapter - 2 : Nelson Mandela

SUMMARY—

The oath taking ceremony of Nelson Mandela, the first black President of South Africa, and his colleagues took place on 10th May. It was a historic occasion. Dignitaries and representatives of 140 countries came to attend it. The ceremony took place in the lovely sandstone amphitheatre, formed by the Union Buildings in Pretoria. First, Mr. De Klerk the 2nd Deputy President, then Thabo Mbeki the 1st Deputy President were sworn in. Nelson Mandela took oath as the President. He pledged to obey and uphold constitution and devote himself to the well-being of the republic and its people.

Then President Mandela addressed the guests. He welcomed and thanked them for having come to take possession with the people of his country for a common victory of justice, peace and human dignity.

After getting political freedom, his government pledged to liberate people from the bondage of poverty, deprivation, suffering, gender and other discriminations. He wished the sun of freedom to shine on his country forever.

After the ceremony, the display of military force was carried out. Finally, the jets left off smoke trail of different colours, *e.g.*, black, red, green, blue, and golden colour of the new South African flag. In the end, two National Anthems were sung by the whites and the blacks.

Later on that day, Mandela reformed history. In the first decade of the 20th Century, a few years after Anglo-Boer war before his birth, the white skinned patched up their differences and erected a system of racial domination against the dark skinned people of South Africa. It was the birth of Apartheid the harshest in human creation. Now, in the last decade of the 20th century, the system has been overturned forever recognizing the rights of all people irrespective of the colour of their skin or religion.

He remembered the suffering and courage of thousands of patriots who participated in the long struggles but were not there to witness the fruit of their achievement.

It was a reign of oppression and cruelty that created a deep wound in African people. But deep oppression produced the Oliver Tambos, the Walter Sisulus, the Yusuf Dadoos. The Chief Luthulis, the Bram Fischers, the Robert Sobukwes, etc.—men of unparallel courage, wisdom and generosity. Mandela thinks South Africa's real wealth is her people who are finer, truer than the purest diamonds.

His comrades taught him what courage meant.

It is not the absence of fear but victory over it. No one is born to hate another on the basis of colour of skin or religion. If they can learn to hate, then why not learn to love which comes naturally. He believes in the goodness of man that never dies.

Every man has twin obligations, one is towards his family and the other towards his people and his country. In the reign of Apartheid if one tried to fulfill his duty towards his people, he was ripped off his family and home.

Mandela said he was born free. He had the freedom to run in the fields, swim in the stream and ride on a bull. Boyhood freedom was an illusion. As a student he wanted transitory freedom—freedom to stay out at night, to read books of his choice. As a young man, he yearned for basic honorable freedoms of achieving his potential, of earning, of marrying and having a family. When he became a young man and joined the African National Congress Party, he first wanted freedom only for himself and then for all his people and his country.

Both need to be liberated. The oppressor is a prisoner of hatred, prejudice and narrow mindedness. The oppressor and the oppressed, both are robbed of their humanity.

Chapter - 3 : Two Stories About Flying

(A) His First Flight

SUMMARY—

The young seagull was alone on his ledge. His two brothers and his sister had already flown away. When he wanted to fly, he could not do so. He was very much afraid of flying. When his brothers and sister flew he failed to gather the courage to fly. He was really very sad. His father and mother came to him. They asked him to fly. They even rebuked him. They threatened if he did not fly, he would die of hunger there. But he could not move.

That was twenty-four hours ago. Since then, no one had come near him. He had watched his parents and brothers and sisters flying. His parents had been perfecting his brothers and sister how to dive for fish. They called him to fly. But he could not.

The sun was rising. It was getting very hot. He felt the heat. He had not eaten for long. He had found a dried piece of a fish tail. But it was not enough. There was not even a single piece of food anywhere for him. He had gone forward and backward on the ledge. But he couldn't fly. He wanted to reach his parents. There was a deep sea below. The ridge was high.

The seagull closed his eyes standing on one leg. He had the other leg hidden under his wing. He pretended to sleep. He thought that his parents didn't take notice of him. However, mother was looking at him. He saw her tearing at a piece of fish at her feet. He was mad to see the food. He gave out a sound to get it. His mother replied in a sound and looked at him. She picked a piece of the fish. She flew across to him with it. He leaned out tapping the rock with his feet. His mother flew across trying to get nearer to him. The seagull had the food within the reach of his beak. But he could not get at it.

The seagull waited a moment in surprise. He wondered why his mother did not come nearer. He was so mad with hunger that he dived at the fish. He fell outwards with a scream and downwards into space. His mother had swooped upwards. As he passed beneath her, he heard the swish of her wings. Then a great fear caught him. His heart stood still. He could hear nothing. But it only lasted for a moment. The next moment, he felt his wings spread outwards. He felt the wind rushing against his breast feathers. It rushed under his stomach, and against his wings. He was not falling headlong now. He was soaring slowly downwards and upwards. He was no longer afraid.

The seagull gave out a joyous scream. He soared higher calling 'ga, ga, ga'. His mother gave out 'gaw col-ah'. Then his father flew over him screaming. Then he saw his brothers and sister flying around him. They were roaring and diving.

Then he completely forgot that he had not always been able to fly. He commended himself to dive and soar. He was near the sea now, flying straight over it. He saw a vast green sea beneath him. His parents and his brothers and sister had landed on the green surface of water ahead of him. They were calling him to do the same thing. He dropped his leg to stand on the green sea. But his legs sank into it. He cried with fear. He tried to rise again flapping his wings. But he was tired and weak with hunger. He could not rise. His feet sank into the green sea. His belly touched it but he sank no further. He was floating on it. Around him was his family, crying and praising him. It was offering him scraps of dog-fish.

He had made his first flight.

(B) Black Aeroplane

SUMMARY—

The author says that he was flying an aeroplane at 1 o'clock at night. The moon was coming up in the east behind him. Stars were shining in the clear sky above him. He was flying his old Dakota aeroplane over France, back to England. He was dreaming of his holiday. He was looking forward to being with his family.

He decided to call Paris control. He then radioed to it. He told it that he was on his way to England. Paris control duly acknowledged. It advised him to turn twelve degrees west.

He duly turned to that direction. Everything was going well. Paris was about 150 kilometres behind him. Then he saw the storm clouds. They looked like black mountains in front of him. He knew he could not fly up and over them.

He decided to go back to Paris. But he also wanted to get home. So, he took the risk and flew into the storm. He could see nothing outside his aeroplane. Everything was black. The old aeroplane jumped and twisted in the air. He looked at the compass. It was gone. He tried to contact Paris control. He was lost in the storm.

Then in the black clouds he saw another aeroplane. It had no lights on its wings. He could see it flying next to him in the storm. He was glad to see another person. He was signaling to follow him. The author thought he was trying to help him. So, he followed him. He flew for half an hour. He had fuel to last for five or ten minutes. He began to feel frightened. Then he started to go down.

Suddenly he was on the runway. He looked for his friend in the black aeroplane. He wanted to thank him. But the sky was empty. He went into the control tower. He asked a woman where he was. She looked at him strangely and then she laughed. She told that there was no other aeroplane except his.

The author was wonderstruck. He wondered who had helped him to arrive there. He was without a compass or a radio and without any more fuel in his tanks, who was the pilot on the strange black aeroplane, flying in the storm without lights.

Chapter - 4 : From The Diary of Anne frank

SUMMARY—

A thirteen year old school girl, Anne Frank was under some depression and despair. She thought of the saying, "Paper has more patience than people." Then she started writing a diary but she was in need of a real friend and who could be more than a diary.

The writer explains that no one believed that the girl was alone in the world because she was not alone. She had her loving parents, a sister and thirty other people. She had a decent family except her one true friend. With friends one can have a good time. We can talk of ordinary things everyday but we won't get closer. Even we cannot confide in one another. Since the written facts cannot be changed, the writer started writing the diary. That was her everlasting friend. She called that friend 'Kitty'.

Anne wrote that her father was the most adorable person. At the age of thirty six, he got married to Anne's mother, Edith. In 1926, her sister Margot was born. Then she was born on 12th June, 1929. Then they lived in Germany. In 1933, her father emigrated to Holland. She along with Margot, went to Aachen to stay with their grandmother. By December both the sisters went to Holland. There she started studying at the Montessary Nursery School. When she was in sixth class, Mrs. Kuperus was her headmistress. At the end of the year, there was a farewell function. The separation from head mistress was full of tears.

Anne loved her grandmother very much. She fell ill in the summer of 1941. She had an operation but she died in January, 1942. Her death was all the more troublesome. At Anne's birthday celebrations, a separate candle was lit for the grandmother. In her diary Anne wrote that all the four members were doing well. She was much dedicated to her diary. This event was written by Anne on 20th June, 1942 on Saturday.

In her diary, Anne made a mention of her school-experience. The complete class was nervous about their going to the next form. Some of the students had made bets and staked all their savings. Regarding her, they were declaring 'Pass' but Anne was not sure of maths. All had been telling one another not to lose heart.

There were nine teachers. Mr. Keesing taught Maths. He remained annoyed with Anne because of her talkative nature. So, he had given her some extra work to write an essay on 'A Chatter Box'.

After the homework, Anne started thinking on the essay. An idea flashed in her mind. She wrote "Talking is a student's trait and I would do my best to control it. But I won't be able to cure this habit since my mother is also talkative. So moving from the inherited trait cannot be done." Hearing her arguments, Mr. Keesing had a good laugh.

Then the teacher gave her another essay. 'An Incurable Chatter Box'. Thus, passed two lessons. During the third lesson, he asked her to write on "Quack, Quack, Quack, said Mistress Chatter Box." It was a sort of punishment for Anne for talking in class. At this topic, the whole class roared. Anne too laughed. Though Anne tried for this essay but her friend Sanne became ready to help her. In a way the teacher was playing a joke on her but in other words it was a joke on him. So Anne wrote this essay like a poem. Anne read the poem in the class. It stated, "There was a mother duck and a father Swan with three ducklings. The ducklings were beaten to death by the father since they quacked too much". It was Anne's good luck that the teacher took it in the right way. He read the poem, gave his own comments. After that Anne was allowed to talk and no extra work was given. Since then, Mr. Keesing too started making jokes.

Chapter - 5 : The Hundred Dresses-I, II

SUMMARY—

The Hundred Dresses—I

Wanda Petronski was a poor Polish girl. She lived on Boggins Heights. She joined an American school. She was different from other girls in many ways—her name was uncommon, she was a quiet girl and had no friends. She wore the same pale blue dress everyday.

Wanda used to sit in the corner on last but one seat of the classroom where noisy and rough boys, who got low marks, sat. There was a lot of dirt, mud and scuffing of feet in that area.

Peggy and Maddie were close friends. Peggy was pretty, had curly hair and wore beautiful dresses. She was the most liked girl of Wanda's class. She often made fun of Wanda by asking her questions about her hundred dresses in a mocking, polite voice. Maddie wanted Peggy to stop teasing Wanda but she could never muster (gather) courage to tell her that. She used to feel uncomfortable of that. Perhaps it reminded her of her own poverty.

Wanda, though a quiet girl, spoke a lot about her hundred dresses. She told the girls that her dresses were made of velvet or silk. All had different colours and designs. She specially mentioned her two dresses—one pale blue with coloured trimmings and the other bright, green with red sash.

Wanda's absence from school was not noticed for two days but on the third day Peggy and Maddie who missed the fun of laughing at her, waited for her at the corner of the Oliver street where they used to meet her on their way to school. But Wanda did not turn up and they got late for school.

Next day, it was drizzling. Peggy and Maddie did not wait for Wanda. They never wanted to be late for the school because they were anxious to know the result of the competition. It was to be announced that day.

As they entered their classroom, they stopped and gasped. Hundred drawings of bright and beautiful and differently designed dresses were displayed all over the room. Everyone, who entered the room, murmured with admiration.

Miss Mason announced the result. Among the boys, Jack Boggles had won and among the girls Wanda Petronski. She asked the students to give her a special applause (though she was not present to enjoy it). She had submitted hundred sketches and every sketch was worth winning the best price.

The Hundred Dresses—II

While the class was going on, there came a note from the Principal's office for Miss Mason. She was troubled to read it. Then she asked the class to attend. She was looking tense. She read a letter from Wanda's father. It gave the information about Wanda's leaving the school since they had shifted to a big city.

The note also had an indirect complaint. It said no one would make fun of her name and call her Pollack because there would be many funny names and foreigners like her, in a big city.

The whole class was troubled at Wanda's leaving the school. But Maddie could not focus herself in studies. She felt that it was as bad as what Peggy had done. It was worse, she was thinking if something could be done. She wanted to tell Wanda that she had never meant to hurt her feelings. She looked at Peggy but she did not look up. She decided that she must do something and find Wanda Petronski. She might be still there at her old house. She thought that Peggy would go with her and they would tell Wanda that she had won the contest. They would say that she was smart and the hundred dresses she designed were beautiful.

School was over in the afternoon. Both Peggy and Maddie hurried up towards the Boggins Heights. On the way, Peggy told that she never had called her a foreigner or made fun of her name. Maddie spoke nothing in the way. All she hoped was that they would find Wanda. She would tell her that they had been sorry. They would request her not to move away and they would fight anybody who was not nice. Both were proceeding rapidly. On seeing a little white house, they thought it to be the Petronski house but there was not a sign of life. They knocked at the door but there was no answer. They thought that the Petronski had gone. They turned to go back down the hill. Peggy told that they had gone and nothing could be done. But Maddie thought if anything could be done.

That night Maddie could not sleep. She thought about Wanda and the little house she lived in. She also thought of her hundred pictures, made and all lined up in the classroom. As she was unable to sleep, she sat up in the bed and started thinking. After long she took an important decision. She was never going to stand up and say anything to anyone again. If she heard anyone treated unkindly because of her strange name, she would speak up. She would not worry if it meant losing Peggy's friendship. She would never make anybody unhappy again.

On Saturday both Maddie and Peggy wrote a friendly letter to Wanda telling her about the contest and that she had won. They mailed it. They praised her drawings and asked how she liked the new place. In a way they were feeling sorry. They mailed it to Boggins Heights. Days and weeks passed but there was no reply. Peggy started forgetting Wanda. But Maddie went on thinking about Wanda. The Christmas time arrived. The classroom was decorated with a Christmas tree. The teacher showed the letter of Wanda Petronski to the class. It stated her feelings for Room no. 13. She wrote that girls could keep all those hundred dresses because in her new house she had a hundred new ones. She wished Merry Christmas to all. On the way both the girls held their drawings carefully. The whole atmosphere smiled like Christmas. Maddie reached home but she felt that she would never see Wanda again.

After arriving home Maddie pinned her drawings at the torn places in the pink flowered wall paper in the bed room. The room became full of life and colours. Maddie looked at the drawings and thought that Wanda had been nice to her.

She went on looking at the pictures with tears in her eyes. She noticed the head and the face of the drawings. It was exactly Maddie. She thought that Wanda had drawn for her and she ran to Peggy to show her picture. They went where Wanda's drawing was lying. Maddie raised it and said 'look', she drew you. Peggy said, "She must have liked us." Hearing these words, tears were coming for Wanda. Thus, both the girls realized that, Wanda liked them very much even though they had teased her.

We should never hurt the feelings of others. Nobody can say what may happen.

Chapter - 6 : Glimpses of India

(I) A Baker from Goa

SUMMARY—

Goa is very much influenced by the Portuguese. Their traditional work can be still seen there. The Portuguese are famous for preparing the loaves of bread. We can come across the makers of bread.

The writer tells about his childhood days in Goa when the baker used to visit their friend. He used to visit the house twice a day. In the morning, his jingling sound of the bamboo woke them from sleep. They all ran to meet him. The loaves were purchased by the man-servant of the house. The villagers were much fond of the sweet bread known as 'bol'. The marriage gifts were meaningless without it. So the bakers' furnace in the village was the most essential thing. The lady of the house prepared sandwiches on the occasion of her daughter's engagement. In those days the bread sellers wore a particular dress known as 'Kabai'. It was a single piece long frock up to the knees. Even today, they can be seen wearing a half pant that reaches just below the knees. People usually comment that he is dressed like a 'pader'. Baking was a profitable profession in the old days. The baker and his family never starved and they looked happy and prosperous.

(II) Coorg

SUMMARY—

Coorg is a heavenly place which lies midway between Mysore and Mangalore. It is the smallest district in Karnataka and has evergreen forests, spices and coffee plantations. The best season is between September to March when the weather is perfect for a visit to Coorg.

The people are of Greek or Arabic descent. It is rumoured that a part of Alexander's army drifted here and found it impossible to return. They married among the locals so their traditions and rites may be different from other Indians. Some people say that Coorgi's are of Arabic descent as many people wear a long black coat with embroidered waist belt which is similar to the kuffia worn by the Arabs.

The people of Coorg are known for their hospitality and recount many tales of bravery. General Cariappa, the first Army Chief was a Coorgi. The Kodavus are the only people in India to carry firearms without a license.

A variety of wildlife like the Mahaseer— a large fresh water fish, kingfishers, squirrels, langurs and elephants can be seen here.

Coorg is also well-known for high energy adventures like river rafting, canoeing, rappelling, rock-climbing etc.

The Brahmagiri hills give the climber an awe-inspiring view of Coorg. A walk across the rope bridge leads to the sixty-four acre island of Nisargadhama.

Bylakuppe in Coorg is India's largest settlement of Buddhist monks. These Buddhist monks can be seen here dressed in red, ochre and yellow robes.

(III) Tea from Assam

SUMMARY—

'Tea from Assam' is an interesting story about tea, its history and significance. Two boys Rajvir and Pranjol are travelling to Assam. Rajvir tells Pranjol that over 8,00,000,000 cups of tea are drunk everyday throughout the world.

The train passes through green hills with a sea of tea bushes as far as can be seen. Rajvir is very excited but Pranjol, who has been brought up on a plantation, does not share his excitement. Rajvir then tells him about the various legends—Indian and Chinese—behind tea. He tells him how a Chinese emperor by chance discovered tea back in 2700 BC. Another story was about how ten tea plants grew out of eyelids of Bodhidharma, a Buddhist ascetic.

These words 'Chai' and 'Chini' are Chinese words. It was only in the sixteenth century that tea came to Europe.

By now they had reached Marian junction where they got down and set off for Dhekiabari Tea Estate. On both sides of the road, there were tea bushes with women plucking tea leaves. Pranjol's father told Rajvir that he would tell them many more things about tea plantation.

Chapter - 7 : Mijbil, The Otter

SUMMARY—

Early in 1956, Gavin Maxwell went to Southern Iraq. He decided to keep an otter as a pet instead of a dog as the place, he was living in Camusfearna, was ringed by water. The author's friend suggested that he should get one from 'The Tigris Marshes' as there were plenty of otters there. They went to Basra to collect their mail but the author's mail had not arrived. When his mail finally arrived, he went to his room and found two Arabs there. They had brought an otter for him.

The otter which looked more like a dragon, completely changed his life. The otter was covered with mud, which took months to shed.

The author named it Mijbil.

Alloof at first, the otter soon started taking an interest in his surroundings. He enjoyed playing with water in the bath tub.

Mijbil soon started answering to his name. He would play for hours with a rubber ball. He would often lie on his back and juggle with small objects between his paws.

The author feared how he would fly with Mijbil to England as the British airline would not allow animals. Finally, he booked a flight to Paris and from there to London. Mijbil had to travel in a box.

Mijbil was not used to that and tried to get out by tearing the inner lining. In the process, he had cut himself badly and was covered with blood. The author had to take him on the flight in that very way. He took airhostess in his confidence and she advised him to keep Mijbil on his knee.

Soon Mijbil disappeared from his box and created a commotion in the plane as people thought it was a rat.

Mijbil and the author stayed in London for a month. Mijbil played for hours with toys like ping-pong balls, marbles, rubber, fruits, etc. The author used to exercise Mijbil on a lead outside. Mijbil would often take the author towards a primary school and gallop on its outer wall, much to the amusement of the pupils and distraction of the teacher. People wondered what kind of animal he was. Some thought it was a seal, others a squirrel or walrus, a hippo, a leopard etc.

The author however awarded the highest marks to a labourer who stared at Mijbil and demanded to know exactly what it supposed to be.

Chapter - 8 : Madam Rides the Bus

SUMMARY—

'Madam Rides the Bus' is the story of a young girl who travels for the first time outside her village by a bus.

Valliammai, Valli for short, was an eight year old girl who wanted to know a number of things. She had no one to play with. A bus ran between her village and the nearest town and Valli longed to travel by that bus.

Listening to people who had travelled by the bus, she gathered little details about the trip. She decided to gather enough money to travel by it. When she had the required money, she went on the bus.

The conductor was surprised to see a young girl, travelling by herself but jokingly called her 'Madam' and offered her the front seat. Valli observed everything very carefully the trees that seemed to be running towards them, a cow that suddenly moved in front of the bus and so on.

When they reached the town, Valli gaped at everything in amazement—the big shops and so on. The conductor asked her to get down and have a look at the sights, but Valli refused. She said that she had come only for the bus ride. The conductor offered to buy a cold drink for her but she refused.

On the journey back, Valli saw a young cow dead by the roadside. The conductor told Valli that it was the same cow they had seen earlier. Valli felt sad. The memory of the cow haunted her. When they reached the village, the conductor told her to come again, but to remember to bring the fare. When Valli reached home, she found an aunty with her mother. Her mother asked her where she had been. Valli did not reply but only smiled secretly.

Chapter - 9 : The Sermon at Benares

SUMMARY—

Gautam Buddha (563 B.C to 483 B.C) was a prince. His parents had named him Siddhartha Gautama. He had been shielded from the sufferings of the world. At the age of twenty five he saw a sick man, an aged man and a dead man. He also saw an ascetic begging for alms. Unable to understand that, he went in search for spiritual knowledge.

After wandering for seven years, he sat under a Peepal tree and vowed that he would stay there until he got enlightenment. He got that after a week and named the tree as 'Tree of Wisdom'. He himself came to be known as Buddha.

He gave his first sermon at Benares. This sermon contained ten important points. These points were conveyed through the story about Kisa Gotami whose only son had died. She went to people asking medicine for him. At last a man told her to go to Buddha the Sakyamuni.

Buddha told her that he would cure her son if she brought some mustard seeds from a house where no death had taken place. Kisa went from house to house but was unable to find one where no death had been seen.

She finally realised that death was common to all and no one could avoid dying. No one can save their relatives. People weep over their dead ones. It is only the wise who do not grieve as they have accepted the truth.

If a person weeps, his sufferings only become greater. Those who do not grieve have peace of mind and will overcome sorrow.

Chapter - 10 : The Proposal

SUMMARY—

This play is about how wealthy families seek to tie up with one another through marriages in order to increase their property and wealth. Lomov is a rich bachelor who wishes to marry Natalya, the daughter of Chubukov who himself is a rich man. The play deals with how all the three characters are very quarrelsome. They quarrel over trivial issues and call each other names. Lomov is not really in love with Natalya, but wants to marry her as he feels she is a good house-keeper, beautiful and well educated. He feels it is the time he should settle down. Natalya who doesn't know he has come to propose to her, feels that he has come to claim oxen meadows as his own. This results in a quarrel with her father Chubukov joining in. After much mud-slinging, when Natalya comes to know that he has come to propose her, she becomes willing to marry him. The proposal is made and accepted, with the knowledge that quarrels will take place in life, and important things should not be side-lined because of this.



(Poetry) Chapter - 1 : Dust of Snow

SUMMARY—

'Dust of Snow' is a beautiful short poem written by Robert Frost. This poem tells that even a simple moment has a large significance. The poet has mentioned crow and hemlock tree in this poem. Crow signifies his depressive and sorrowful mood and hemlock tree is a poisonous tree. Both these signify that the poet was not in a good mood and so he describes the dark, depressive and bitter side of nature to present his similar mood.

The poet says that once he was in a sad, depressive mood and was sitting under a hemlock tree. A crow, sitting on the same tree, shook off the dust of snow *i.e.*, small particles of snow that remain on the surface after the snowfall, on the poet. This simple action changed the poet's mood. He realized that he had just wasted a part of his day repenting and being lost in sorrow. But the change in his mood made him realize that he should utilize the rest of the day in some useful activity. His sorrow was washed away by the light shower of snow dust. His spirit was revived and he got ready to utilize the rest of the day.

Chapter - 2 : Fire and Ice

SUMMARY—

'Fire and Ice' is a short poem by Robert Frost. In this poem, the poet refers to two predictions of how the world will end. Some say it will end in fire whereas others say it will end in ice. According to the poet 'fire' stands for desire, greed, avarice or lust. The more you try to satisfy them, the more they grow. There is no end to it. They spread rapidly like fire and engulf your whole life. One becomes selfish and sometimes cruel also. On the other hand, 'ice' according to the poet, stands for hatred, coldness and rigidity. One becomes insensitive and indifferent towards the feelings of others. The poet says that both fire and ice are growing with such a rapid speed that the world would soon perish either way, in fire or in ice.

Chapter - 3 : A Tiger in The Zoo

SUMMARY—

This poem contrasts a tiger in the zoo with the tiger in its natural habitat. The poem moves from the zoo to the jungle, and back again to the zoo. The poem provides a contrast in the mood and environment of a tiger when he is in the zoo and a tiger when he is in the forest. In the zoo, he has no freedom. He is kept in a cemented cell behind the bars. He feels angry, frustrated and helpless. This reminds him of his natural habitat, his hiding and sliding in the long grass near the water hole and pouncing upon the fat deer, the way he terrorised the villagers, displaying his sharp teeth and claws. At night in the zoo he hears the sounds of patrolling cars. The tiger in the zoo appears helpless as to be a mere showpiece and source of entertainment to people. The poet wants to convey that it is cruel to keep wild animals in small enclosures of the zoo, away from their natural habitat. They feel angry, helpless and unhappy in the cage. He pays no attention to the visitors who come to watch him. In the silence of the night, he stares at the brilliant stars with his bright eyes.

Chapter - 4 : How to Tell Wild Animals

SUMMARY—

It is a humorous poem. The poet suggests some dangerous ways of identifying wild animals. The suggested ways create humour. He says if you ever visit the jungles in the east and you happen to encounter a lion, a tiger or a leopard, you'll be able to identify them by the way they attack you. Identifying while dying, the idea makes you laugh.

He also tells you to identify a bear from its friendly, hard bear-hug, a hyena from its laugh and a crocodile from its weeping while swallowing its victim. If you see nothing on the tree then there is a Chameleon as it has the quality to change its colour according to its surroundings.

Chapter - 5 : The Ball Poem

SUMMARY—

Once a boy was playing with his ball. It was bouncing in the street up and down. The boy was happily enjoying the game. While bouncing, suddenly it fell in the water and was lost.

Without the ball the boy became full of grief. The poet said and that there were other balls. He could purchase another since it was not a great loss. There was no need to worry. Since, the boy had that ball for a long time so he was deeply grieved due to his attachment with it. It was linked to his memories. The poet thinks that it is of no use to purchase another ball. He must feel his responsibility of the loss.

Chapter - 6 : Amanda

SUMMARY—

The poem Amanda is about a small child whose parents are forever nagging her about what to do and what not to do. This frequent interference makes her very unhappy. It seems as if she is not free to do anything that she wants to do. She wants freedom from all restrictions. She dreams to lead a life of a mermaid in a Languid, emerald sea with her being the only inhabitant there. She feels that an orphan has more freedom than her. She also wished to lead a calm and quiet life in a tower like that of Rapunzel with nobody to disturb her.

Chapter - 7 : Animals

SUMMARY—

In this poem, Walt Whitman has beautifully brought out the contrast between animals and human beings. Animals are generally simple in nature whereas human beings are generally greedy, selfish and very complicated. He is very happy with the easy going nature of animals and he wants to follow them.

The poet Walt Whitman is desirous to live among the animals as he thinks that they are contented and serene. They are wise and this is the reason why they never bewail of their lot and condition. They do not weep for their sins and they have no care to worship even God. They are always satisfied and do not need to possess things. They respect none including their ancestors and they remain indifferent in their pleasure and pain. For this reason, the poet wishes to learn from animals. They do not have any kind of falsehood. They are free from all types of trivial anxieties, so they are still living their natural life.

Chapter - 8 : The Trees

SUMMARY—

Adrienne Rich's poem 'The Trees' is a voice with a body engaged in activities and sensing intrusions that are not organic to the conventions of a nature poem. This poem narrates the struggle of a population of trees to escape the confines of a green house or container of nature.

The poet tells us that how trees want to break out of the bondage of man-made things and reunite with their natural surroundings. The message is that the forests have disappeared. So people have planted trees in their homes. Trees are revolting as they have lost their natural usefulness. No bird nests in them, nor do they spread their shadows to tired people.

Chapter - 9 : Fog

SUMMARY—

In this poem, the poet has beautifully shown how the fog comes stealing forward just like a cat does. Just as the cat sits on its haunches, the fog too seems to be sitting quietly watching the harbour and the city and then quietly moves onwards.

The poet Carl Sandburg gives a wonderful comparison between the fog and a kitten. When it arrives, it is so slow that you hardly notice it until you see or feel it. The same happens with the fog. No body can predict about the arrival of fog. Fog arrives quietly and engulfs the entire place and stay on for some time. It creates troubles for everyone but stays there. It is not aware of what is happening around it. Fog causes many hurdles and incidents but it does not stay at one place for a long time. [After some time, when problems are over, the fog also disappears and it becomes clear all around.] As problems are over in due course of time' in the same manner fog also disappears and it becomes clear all around.

Chapter - 10 : The Tale of Custard, The Dragon

SUMMARY—

This is a story of a girl Belinda, who has some strange pets. They have queer names. She calls the black kitten Ink, the little grey mouse as Blink, the yellow dog as Mustard and the cowardly dragon Custard. Belinda's, kitten, mouse and dog were very brave but the dragon was a coward. One day, a pirate came armed with a pistol into their house except the dragon, Custard and all the others were terrified of the pirate. Custard attacked the pirate and gobbled him up. Belinda then embraced him while Mustard licked him. Even after this brave incident, Custard did not give up his cowardly ways. He still kept on crying for a safe cage.

Chapter - 11 : For Anne Gregory

SUMMARY—

In this poem, a young man discusses why a person falls in love, that is what determines it. According to them a person is not loved for his basic nature but because of his/her physical feature, *i.e.*, outward physical appearance. It is not possible to love one for oneself. Only God can do so.

The poem 'For Anne Gregory' by W.B. Yeats is a poem of 18 lines in all. In this poem, the poet addresses to young Gregory and tells her that her hair is of the same colour as honey and when it falls, the poet begins to think her beauty spell bound. Her hair is so beautiful that every man falls in love with her. At this Gregory gives response to the poet that man love her only for her outward beauty while this outward appearance may be changed at any time. At this, the poet concludes that it is a truth since time immemorial that man can not easily judge a woman other than her looks. He tells Anne that she can never be ugly inward or outward even if she wishes to be so.

□□

Supplementary Reader : (Footprints without Feet)

Chapter - 1 : A Triumph of Surgery

SUMMARY—

Dr. Herriot had pulled up his car when he saw Mrs. Pumphrey with her little dog on the street. The dog was very fat. He had blood-red and rheumy eyes. His tongue lolled from his jaws. Dr. Herriot was shocked to see his appearance.

Mrs. Pumphrey called Tricki (the little dog) as listless. He had no energy. So she gave him extras between meals. But his health could not be built up. Even the malt, cod liver oil and bowl of Horlicks failed to make him sleepy.

Mrs. Pumphrey cut down on the sweet things but relented when Tricki started getting weaker. She gave him his favourite cream cakes and chocolates. She gave him food at odd and irregular hours. She gave him only little walks and no other exercise.

The doctor advised Mrs. Pumphrey to cut Tricki's food right down and to give him more exercise. Mrs. Pumphrey got determined to adhere to the doctor's stern advice. Dr. Herriot watched Tricki's progress but was not satisfied. Soon after he left eating and kept vomiting and panting. The doctor suggested that Tricki should be kept under observation in the hospital.

Mrs. Pumphrey started wailing when Dr. Herriot took Tricki to his hospital. Everybody in her household, including her maids, were in tears.

Tricki could not even wag his tail or kick with his legs. His eyes too had become dull and he lay down motionless on the carpet. The other dogs at the surgery ignored him as an uninteresting object. The doctor gave him plenty of water. He became a bit energetic after two days. On the third day he trotted out and enjoyed the company of other dogs. He also started eating properly.

The doctor did not give Tricky any medicinal treatment. All day, he frolicked with other dogs cheerfully. He got out of danger and started convalescing rapidly.

Mrs. Pumphrey enquired about Tricky on phone many times a day. She was suffering from the pangs of his separation. Ultimately she was told that Tricky had recovered. She reached the 'surgery' by car to collect him. The doctor brought Tricky in his arms. Tricky jumped into Mrs. Pumphrey's lap and started licking her face. Tears were shining in her eyes. She thanked the doctor with trembling lips.

Chapter - 2 : The Thief's Story

SUMMARY—

Hari Singh is the narrator of this story. He is an artful thief. One day, he met a young man of twenty-five named Anil at a wrestling match. He gave him an artificial smile. He desired to have an acquaintance with him in order to make him his next victim. Anil avoided him. Hari Singh followed Anil after the match was over. He asked Anil for work. He was ready to work for Anil if he could feed him. Anil agreed to engage Hari Singh if he could cook food for both. The thief lied that he was a good cook as Anil had to throw the bad meal, prepared by Hari Singh to dogs, on the first day.

Anil took upon himself to teach him how to cook and read and how to write. The thief made the morning tea and bought the daily supplies. Anil was aware of the fact that Hari Singh made a profit from the purchases.

Anil was not a rich man. He borrowed money sometimes but repaid the loan whenever he earned money through his writings for magazines. The thief thought it a strange way of making money.

One day, Anil sold a book to a publisher and brought home a bundle of notes. He put the money under his mattress. The thief had not stolen anything since a month of his working there. He had no desire to rob a careless person who trusted him blindly. However, he could not resist the temptation of getting the bundles of notes. The thief got up quietly when Anil had gone to sleep. He took the money and slipped out of the room. He had six hundred rupees in his possession. He reached the railway station just as the Lucknow Express was picking up speed. He could have boarded it but something held him back. The train was soon out of his sight. Hari Singh was left alone on the platform. He was in a dilemma where to go. He had no acquaintance there. He did not like to go to a hotel lest he should be suspected.

The thief thought that Anil would be sad not for the loss of money but for the loss of trust he had reposed in him. It was a cold night. It was drizzling when he went to the *maidan* and sat down on a bench. His clothes got drenched. He went back to the bazaar. There he took shelter under the clock tower. It was midnight. He thought and realized that he had let go a chance of being a respectable man. Anil was taking pains to teach him reading and writing. He decided to go back to Anil and reached his home. Anil was still asleep. He slipped the money at its usual place. He slept till late hours.

Anil had made tea before Hari Singh woke up. Anil offered him a fifty rupee note. He also promised him to pay him regularly. The note was still wet. Anil understood everything but he did not expose the thief's doing. Instead, Anil said that they would start writing sentences that day. Hari Singh felt guilty and smiled shame-facedly.

Chapter - 3 : The Midnight Visitor

SUMMARY—

Ausable was a secret agent in an organization. He was a fat man with a strange accent. He was an American and could speak German and French fluently. He lived in a small room on the top floor of a French hotel in Paris.

Fowler was a young and romantic writer. One day, he visited Ausable in the hope of finding some unusual happenings there. He was also a spy and dealt in espionage and danger. However, he felt disappointed at Ausable's sight.

Ausable and Fowler spent the evening in a French music hall. Fowler was feeling bored. Ausable informed him that he would soon receive an important paper. The paper might affect the course of history. It had also made many men and women risk their lives. He had got a telephone call making an appointment in his room.

Ausable switched on the light after closing the door. There was a man with a pistol standing half way across the room. Fowler was thrilled. Ausable was surprised to see Max (another secret agent belonging to another agent's organization) in his room. On being asked, Max informed him that he had come there at the odd hour to take from him the prospective report about some new missiles.

Ausable sat in an armchair in a serious and angry mood. He started saying that it was the second time in a month that somebody had got into his room through a balcony. Max had no knowledge about the balcony. He reported that he had a passkey. Ausable explained that the balcony belonged to the next apartment which used to be the living room. The balcony extended under his window. The management had not still blocked it off and intruders could get in from the apartment.

Max asked Fowler to sit down, rather than stand stiffly for half an hour till the report arrived. Ausable was at a loss to find how Max had learnt about the incoming report. Just then, there was a knock at the door. Fowler jumped at it. Ausable concocted another story that the Police might have come to provide him security for the important paper. Ausable told Max that the Police would enter the room any way and shoot if he did not open the door. Max got unnerved.

Max got infuriated and started backing swiftly towards the window. He opened the window with one hand behind. He wanted to escape through the balcony. He informed Ausable that he would wait on the balcony. He would shoot and take his chances if Ausable did not send the Police away. The knocking became louder. Somebody called Ausable repeatedly. Max dropped to the balcony, screamed loudly and died.

A waiter entered the room with a bottle and two glasses set on a tray, the drink ordered by Ausable. Fowler got perplexed. Ausable explained that he was waiting for the waiter and not for the Police. Fowler was afraid lest Max should shoot them from the balcony. Ausable assured Fowler that Max would never return.

Chapter - 4 : A Question of Trust

SUMMARY—

Horace Danby : He was generally considered to be a good and respectable citizen. He was a fifty year old bachelor. He lived with a housekeeper. He was an expert lock maker. However, he was not completely honest. He had been to prison, fifteen years ago for stealing jewels. He had no desire to become honest. He was careful lest he should run into difficulties for his dishonesty.

Horace Danby hated prison. He was heartily fond of rare and expensive books. He used to commit one theft a year on the average. The stolen money lasted for the year. He chose the house at Shotover Grange to commit his next burglary. He studied the design of the house carefully for a fortnight. He found that the family had gone to London and the servants to the movies. He broke into the house one afternoon. He hoped to get fifteen thousand pounds worth of jewels from the safe. The jewellery would enable him to buy the books he wanted. He put on his gloves. He took the key from its usual place. He pacified the pet dog by addressing it with love. He reached the safe, placed in the drawing room behind a painting. He was suffering from hay fever. The smell of the flowers at the table made him sneeze.

Just then, a young beautiful woman in red clothes entered the house. She posed to be the mistress of the house. She suggested him that he should see a doctor if he was serious about his work. His sneezing had brought her down from the top of the house. She thanked her stars that she had returned in time not expecting to see a burglar in the house. To avoid trouble, Horace started conversing with her in a pleasant manner. He replied that he too had not expected to find her there. She got furious when he asked her to let him go. She threatened to get him arrested. The thought of going to prison made Horace shudder. He pledged that he would never repeat such kind of thing if he was let off.

The woman took a cigarette from a silver box. Horace took off his gloves and held his lighter towards her. She promised to let him go if he did something for her. Horace readily consented to the proposal. The woman said that she had come to take her jewels as she had to attend a party. She had forgotten the numbers to open the safe. She bade Horace to open it. She would get the safe repaired. Horace broke the safe open and gave her the jewels. Then he was allowed to go.

Horace's fingerprints were found on the safe. He was arrested for the jewel robbery on the third day. The house lady was an aged woman of sixty. He realised that he was befooled by a lady who was also a thief.

Chapter - 5 : Footprints without Feet

SUMMARY—

Griffin was a brilliant scientist. He carried on experiments for years to prove that human body could become invisible. He swallowed certain rare drugs and became an invisible person. He had a quarrel with

his landlord. In revenge he set fire to the house. He removed his clothes, became invisible and got away without being seen. He began to wander about the streets of London, without clothes, without money and invisible.

He happened to be in some mud. As a result, his footprints were left behind as he walked. Two boys were fascinated by the footprints without feet. They followed the foot-marks. However, Griffin easily dodged them.

It was mid-winter. The air was bitterly cold and he was without clothes. When the cold became unbearable he slipped into a big London store. When the store was closed he broke open boxes and found warm clothes for himself. On wearing them he became a visible person. He found cold meat and coffee in the kitchen. Then he took sweets and wine. At last, he slept on a pile of quilts. When he woke up next morning, the assistants had already arrived, he got nervous and began to run. They chased. He quickly took off his clothes, became invisible and escaped from there.

This time he entered a theatrical company. He made his way upstairs. Nobody could see him because he was invisible. A little later when he came out, he was wearing bandages round his forehead, dark glasses, false nose, big bushy six whiskers and a large hat. He attacked the shopkeeper from behind and robbed him of all that he could find.

Griffin was eager to get away from crowded London. He went to the village of Iping and booked two rooms at a local inn. His uncommon appearance attracted everybody's attention. Mrs. Hall, the landlord's wife made every possible effort to be friendly with him. But he told her frankly that he had come there to work in solitude and did not want to be disturbed. She was satisfied. She thought he was an eccentric scientist. Moreover, he had paid the rent in advance. When his stolen money was spent, he admitted that he had no ready cash. He said that he was expecting a cheque and then he would make the payment. Thus, he satisfied the landlord.

Griffin took off his clothes and became invisible. He entered the clergyman's home with an intention to steal money from there. The clergyman and his wife woke up when they heard noises in the study-room. The clergyman entered the room with a poker in his hand. To his surprise the room appeared to be empty. He and his wife searched everywhere, but there was no trace of the burglar. Yet the desk had been opened and the money had been stolen.

That morning the landlord and his wife got up early. They were surprised to find the scientist's door wide open, because it was usually shut and locked. He did not allow anybody to enter his room. They entered the room, the scientist was missing. The clothes and bandages that he always wore were lying in the room. In the meantime, the invisible scientist entered the room. He attacked Mrs. Hall with the bedroom chair. She and her husband left the room in terror.

Mrs. Hall was convinced that the room was haunted by spirits. She held the strange scientist responsible for that. The neighbours felt that the trouble was caused by witchcraft. When they came to know of the burglary at the clergyman's home, they suspected the strange scientist. Their suspicion was strengthened when he suddenly produced some ready cash. Only a day before, he had admitted that he had no money. They secretly sent for the village constable. When Mrs. Hall saw the scientist emerging from his empty room, she demanded explanation. The scientist became furious. He threw off his bandages, whiskers, spectacles and false nose. The space above his shoulders was now empty. The people in the bar were horrified to see a headless man.

In the meantime, Mr. Jaffers, the constable, arrived there. He was surprised to find that he had to arrest a headless man. He tried to get hold of the man who was becoming invisible. The constable was struggling with someone whom he could not see at all. Some people who tried to assist him also received blows from the invisible scientist. The constable was knocked unconscious. Griffin had shaken himself free. In their nervousness, people tried to hold him, but they did not know from where to catch him.

Chapter - 6 : The Making of a Scientist

SUMMARY—

'The Making of a Scientist' is the incredible story of Richard Ebright, a scientist who has done wonders in the field of science. He was the only child of his parents, who had a great fascination for butterflies, right from when he was very young. His mother always encouraged him and he soon had a wonderful collection of fossils, rocks, coins and butterflies. Guided by Dr. Uргу Hart he started tagging Monarch butterflies, but when there was no feedback, he started losing interest. Right from the eighth grade, he started doing real experiments. He soon started winning award after award. He then realised the importance of cells and showed how a cell would divide and develop into normal butterfly wing scales. He won first prize at the International fair. Then he got a new blue print of its DNA. DNA is the blueprint for life. Other than science, Ebright was a good debater, canoeist as well as an expert photographer.

Chapter - 7 : The Necklace

SUMMARY—

Matilda was a pretty lady, born in a poor family. She was married to a clerk. She suffered a lot of misery as she felt that she had been born for better things. All day, she would daydreaming of luxurious houses, dainty dinners, elegant dresses and beautiful jewellery.

One day, her husband came home very happy. He had an invitation to dinner for both of them from the Minister of Public Instruction. He thought his wife would be happy, but she only got angry and threw the invitation card on the table. On being asked why she reacted in such a manner, she replied that she did not have a proper gown or jewellery, fit for the party. Her loving husband gave her all the money he had set aside to buy a gown.

When the dress was ready, Matilda's husband saw that still she was not happy. On being asked the reason, she said that she had no jewels. Exasperated, her husband asked her to wear fresh flowers. When she refused to do so, in desperation he told her to borrow jewellery from her dear friend — Mrs. Forestier.

Matilda borrowed a diamond necklace from her. She was a great hit at the party. Everyone admired her. She danced till 4 a.m. in the morning and then went home, tired but happy.

On reaching home, she decided to take a final look at herself. She was shocked when she found the necklace was missing. They looked everywhere for it, but it was nowhere to be found. They went to the police and also put an advertisement in the papers. In the meantime they wrote to Madame Forestier that the clasp was broken and also that they would get the necklace repaired and return it.

When the necklace was not found, they decided to replace it with a similar necklace. They bought it for forty thousand francs, and had to take a loan for it.

In order to repay the loan, they took a rented room and turned away the maid. All the household work was done by Matilda. Mr. Loisel took up overtime work to save money. This life continued for almost ten years, by the end of which Mrs. Loisel looked old and scruffy.

One day she happened to meet Mrs. Forestier who still looked young. Matilda told her the whole story. Shocked at the story, Mrs. Forestier told her a shocking truth, the diamond necklace that she had lent to Matilda had been made of artificial diamonds and was worth only five hundred francs.

Chapter - 8 : The Hack Driver

SUMMARY—

This story is about a junior assistant clerk. His job was to serve summons. As he hated this work, he thought about running away to his own home town, and become a lawyer right away. One day, he was asked to serve summons on a man, called Oliver Lutkins as he was a witness in a law suit.

On reaching New Mullion, he found that a delivery man (hack driver) was willing to help him find him the person in quarry. He would charge two dollars an hour for that work, as it would be very difficult to locate Lutkins. The hackman started talking to him and said that Lutkins never parted with his money.

Wherever they went, he told the narrator to keep out of sight, while he enquired for Lutkins. They went to Fritz's where Lutkins played poker and from there to a barber and then a poolroom. They were not able to find Lutkins.

In the afternoon as the narrator was feeling hungry, he decided to buy lunch and offered to pay for the hack driver's lunch also. The driver got the lunch prepared by his wife and charged him half a dollar for it.

Finally, the hack driver took him to Lutkin's house. When Lutkin's mother heard that they had come to serve summons on her son, she seized an iron rod and marched on them. She also threatened to burn them if they did not go away. Although the narrator was frightened, they searched all over, but were unable to locate Lutkins. The narrator returned to his city.

As the case was coming up for hearing the next day, he was asked to go back and somehow serve summons on Lutkins. A man who knew Lutkins went with him.

On reaching New Mullion, the narrator was shocked to find that the hack driver himself was Oliver Lutkins. Lutkins and his mother laughed at him. Feeling insulted and humiliated, the narrator served summons on Lutkins.

Chapter - 9 : Bholi

SUMMARY—

The main character of this story is a simple girl, named Bholi. Her real name is Sulekha and she is the fourth daughter of Numberdar Ramlal. She fell out of her cot when she was ten months old and, may be, a part of her brain was damaged. Pretty at the time of her birth, her body was disfigured and at the age of two, by an attack of smallpox. Only her eyes were saved. As late speaker, she could not speak clearly and so children made fun of her.

Bholi was the weakest child, while her brother and sisters were healthy. Her sisters, who were good looking, were married off and her brothers were sent to the city to study. When a primary school was opened in their village, Bholi's father who was a revenue officer, wanted her to study there. He sent Bholi to school even though her mother protested against it.

Dressed in new clothes, she was sent to school. Happy to see other girls there, she hoped that one of them would become her friend. The teacher asked her, her name but Bholi was too scared to answer. The teacher smilingly encouraged her to speak. She also asked Bholi to come to the school daily. She gave her a book with many colourful pictures in it. She also told Bholi that she would soon be able to read it and everyone would treat her with respect. Bholi was filled with hope.

As the village progressed, the primary school became a high school. Soon a cinema house came up and then a cotton spinning mill.

When Bholi was of marriageable age, her father fixed her match with a person named Bishamber, as he had a big shop, house and a large bank balance. Nearly fifty years old, he also walked with a limp. Not only that, he was a widower and had grown up children.

Bholi was not consulted when this marriage was fixed. The day of the marriage came, and Bishamber arrived with a big baraat. He was pleased with the arrangements but when Bholi's silken veil was removed, he was shocked to see her pock-marked face.

He refused to garland her, and said that the marriage would go through only if an additional five thousand rupees were given to him. Ramlal brought the money, and as Bishamber was going to garland her, Bholi flung the garland into the fire. She very clearly told her father that she would not marry that man, who was not just only old and lame but also a mean and greedy person. She took a vow never to get married. She decided that she would become a teacher and serve her parents in their old age.

Chapter - 10 : The Book That Saved The Earth

SUMMARY—

This play is set in the twenty-fifth century at the museum of Ancient History. A historian tells the students how Earth had been invaded by Martians in the twenty-first century, but was saved by a book of nursery rhymes.

The ruler of Mars, 'Think-Tank' was an arrogant fool. He planned to invade Earth. He confided his plan to Noodle and instructed him to gather information of where his crew was on the Earth. Noodle found out that they, *i.e.*, Captain Omega, Lieutenant Iota and Sergeant Oop were in the Centerville Public Library. They were trying to identify the objects there, but as they had never seen books, could not identify them. Think-Tank thought that the books were a kind of crude refreshment—may be sandwiches. Iota and Omega were ordered to eat them.

Then Think-Tank guessed that it was a communication satellite. He ordered them to take vitamins to help them transcribe the code.

Omega managed to read some of the nursery rhymes like—'The Cat and the Fiddle', 'Mistress Mary' and 'Humpty-Dumpty'. Think-Tank interpreted the dreams in his own way and concluded that the earthlings were more powerful than them and that they were planning to attack them.

Think-Tank got scared and decided to migrate to Alpha Century, which was one hundred million miles away from Mars. Noodle who had become friendly with the people on Earth, took over as the leader. In that way, a book of nursery rhymes was able to save the world.

Novels / Extended Reading Text

Chapter - 1 : The Story of My Life

ABOUT THE AUTHOR—

Helen Adam Keller was born on June 27, 1880. She was an American author, political activist and lecturer. Her father's name was Arthur H. Keller. He was a captain, a former officer of the Confederate Army. Her mother was Kate Adams Keller. The Keller family originated from Switzerland. Helen contracted an illness when she was nineteen months old. It was an acute congestion of the stomach and brain which could have been scarlet fever or meningitis. She did not suffer long from this illness but it left her deaf and blind. Helen started communicating through hand signs to her family. In 1886, she was taken to Dr. J. Julian Chisolm who was an eye, ear, nose and throat specialist for advice who further sent them to Alexandar Graham Bell who was working with the deaf children at that time. Bell advised them to contact the Perkins Institute for the Blind. On reaching there, the school's director put Helen under the charge of their former student Anne Sullivan who herself was visually impaired.

Anne Sullivan began to teach Helen to communicate by spelling words into her hands which Helen quickly learnt. In 1894, both of them moved to New York to attend Wright-Humason School for the Deaf and Horace Mann School for the Deaf. In 1900, Helen got admission in Redcliffe College. At the age of 24, in 1904, she graduated from the same college and became the first deaf-blind person to earn a Bachelor of Arts' Degree. Anne Sullivan stayed as a companion for 20 long years with Helen but after marriage, her health started falling and Polly Thompson was hired to keep house.

Polly was young woman from Scotland who had no experience with deaf or blind people but she became a constant companion to Keller. Anne died in 1936 and Helen moved to Connecticut with Polly. Both travelled worldwide and raised funds for the Blind. Polly suffered a stroke and died in 1960. After her death Winnie Corbally remained Keller's companion for the rest of her life.

Keller became a world-famous speaker and author. She is still remembered as an advocate for people with disabilities and numerous other causes. In 1915 she founded the HKI-Helen Keller Institutional Organization which is devoted to research in vision, health and nutrition. Helen travelled almost more than 39 countries and became a favourite of the Japanese. In 1912, she joined the IWW-Industrial Workers of the World.

Helen wrote several pieces of writing. The earliest was the Frost King (1891). She published her auto-biography. 'The Story of My Life' (1903), 'The World I live In' (1980), 'Out of the Dark' (1913) and 'My Religion' (1927). She wrote 12 published books. On September 14, 1964, President Lyndon B. Johnson awarded her the Presidential Medal of Freedom-one of the United States, highest civilian honour. She devoted much of her later life to raising funds for the American Foundation for the Blind. Helen left this world on June 1, 1968 at her home in Connecticut.

Her life has always been a source of inspiration to many. She became the subject of many movies and TV serials. She was listed in the Gallup's Most Widely Admired People in 1999 and her statue was unveiled in 2009 at the United States Capital Building. Her life-story is unusual as well as inspiring.



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, and settled in Maryland. Her grandfather, Caspar Keller's son, also entered 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 who 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 servant 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 humming birds 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 as 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 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 was not long lived. 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 her eyes and ears. The whole world to her was dark and silent.

CHAPTER-2

In the first months after her illness, Helen either sat in her mother's lap or cling to her dress when she went about doing her house-hold 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 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 but 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 got exhausted.

Helen was a naughty girl. She used to kick her nurse Ella and dominated her cook's daughter Martha Washington. Both of them egg-hunted in the long grass which Helen communicated to Martha by doubling her hands and putting them on the ground. Her sources of interest were the sheds where the corn was stored, the stable where horses were kept and the yards where the cows were milked. Once she was saved from 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. Then Miss Sullivan was appointed as his teacher. But Helen locked her too and hid the key under the wardrobe in the hall. Miss Sullivan was taken out through the window.

Helen's father was the most loving member and devoted to his home. Apart from this he was a great hunter. He loved being hospitable and thus, seldom came home without bringing a guest. He raised watermelons and strawberries in his special big garden. Her father was a story-teller also 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 near 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 underwent outbursts of passion and generally broke down in tears and physical exhaustion. Her parents were deeply grieved to see her in such condition and had lost all hope of getting her taught as they lived in out of the way place as Tuscumbia. But Dicken's '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. Christohlem received them kindly but further told them to consult Dr. Alexander Graham Bell of Washington to get more information about schools and teachers of deaf or blind children. They met Dr. Bell who understood Helen's signs and left a deep impression on her 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 the 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 3 March, 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 from the house. Then Miss Anne Manefield Sullivan arrived who 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 learnt 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, to the banks of Tennessee River to learn about nature. Helen started enjoying the world she lived in. Miss Sullivan made her feel 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 only. Helen agreed to the proposal and Miss Sullivan went home to bring the lunch. Helen was left alone there. Suddenly Helen felt the heat of sun lessening and a terrible shaking of 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 on 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 learnt 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 could be felt and not to be 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 can't learn any lesson within a month or in an year as an ordinary child can by imitating or repeating as these exchange of ideas are denied to the deaf. But Miss Sullivan came to her help here also and told her to repeat as far 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 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 a frame also 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 also. She had no regular lesson. Her teacher taught her by illustrating a story or a poem and she kept on learning grammar, hard sums, definition, etc. She learnt all those lessons in the lap of nature-sometimes among the flowers and sometimes in the orchard. Helen learnt geography, arithmetic, zoology and botany—all in a leisurely manner. Arithmetic seemed a 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 delighted 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 the 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's 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, 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 give 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 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 woman and became one of Helen's good friends whom she always remembered.

CHAPTER-10

The Perkins Institution used to close in the summers. It was almost time for the summer vacation and it was decided that Helen and her teacher would spend their vacation at Brewstar, 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 its roar. On reaching there, she was helped into the bathing suit. Without having any thought of fear, she jumped into the cool water and felt the great billows rock and sank. 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 went in vain. Suddenly the sea threw her back on the shore. It was a terrible experience for her but still she recovered out of it and sat on a big rock to feel the waves dashing 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 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 Tusculumbia. 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 in the 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 the heavy steps of hunters in the morning as they were getting ready to go out for hunting. Meanwhile the others made preparation 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 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 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 crying "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 snow fall. The earth seemed benumbed by its icy touch. The grass and bushes were turned into icicles. They all sat around the great fire and told merry tales to each other. The snow-fall 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 to bogganing. 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 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, an 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 if she was not giving expression to someone else's ideas that had appeared before her, 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 her emotions produced in her heart while she stood near the Niagara Falls and felt that the air vibrated and the earth trembled'. 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 Ganesh, pyramids of Egypt, the lagoons of Italy, and many other things which are dragging to 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 the real world was 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 French grammar. She framed small sentences without caring for the rules of grammar and with the help of her teacher, she learnt the correct pronunciation of French language. She also studied La Fontain's Fables.

Besides this, she 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 '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 of 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 vocal culture and training in lip reading. In addition to these two, she studied there 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. She did not make much progress in French as she made in German. She read 'Lo Medicin Malgre Lui' again but it did not interest her so well as 'William Tell'.

Helen's progress in lip-reading and speech was not what her teachers and she had expected and hoped for. 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, those disappointments caused her great depression at times, she pursued her further 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 mountains and in what way 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. Spanlding 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 a gap in her life as could never be filled.

CHAPTER-18

In October, 1896, Helen entered the Cambridge school for young ladies, 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 Cambridge. The plan was to have Miss Sullivan attend the class with her (Helen) and interpret to her what was taught to the class. It was not an easy task for a handicapped child to acquire knowledge in that way. But her dedication to education and Miss Sullivan's co-operation made it easy for her to accomplish her goal, yet she had to face many difficulties. But she overcame the hurdles. Miss Sullivan could not spell out in her hand all that the books required and it was very difficult to make her available the embossed books in short time. But the proverb 'where there is a will, there is way' came true to 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'. Macaulay's 'Life of Samuel Johnson' made her a great admirer of Dr. Johnson. She rejoiced his success, and ignored his failures.

At Cambridge, Helen was delighted to have lived 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 learnt to speak to her and so Miss Sullivan did not have to repeat their conversation.

Her preliminary examination for Radcliffe started on 29th of June and continued till the 3rd of July. The student was required to pass in sixteen hours. Twelve hours were called elementary and four advanced. 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 typewriter, 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. 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 school for the preparation of Radcliffe. She had completed the first year successfully and entered the second year with hope and determination. Mr. Gilman had agreed that that year she should study Mathematics as a major subject. She, therefore, took Algebra, Geometry, Physics, Astronomy, Greek and Latin for her study. In the beginning of the session, she had to face many difficulties, *i.e.*, 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 the questions were solved. 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 necessary apparatus were made available to her. That made her study easy and she overcame many of her difficulties. But just then an incident that troubled both Helen and Miss Sullivan took place. Mr. Gilman told Miss Sullivan that she (Helen) was working very 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. Difference between Miss Sullivan and Mr. Gilman took such a turn that Helen's mother had to withdraw her and Mildred from Gilman school. A qualified and experienced teacher was appointed to teach her at home. He used to 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 examination. The authorities of the college did not allow Miss Sullivan to read papers to her. Those, who were appointed to discharge that duty, were strangers to her. They did not talk to her in the way as she could understand them. Besides, she had many other obstacles to overcome. But she successfully overcame them, 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 true to Helen. She had formed an ideal of the college life in her mind. But she did not know that these ideals were formed only to be shattered and that it was unwise to expect perfection in that 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 she had imagined. She was disillusioned and began to realize 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 learn 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 Schiller. 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 prescribed books were not available in embossed letters. It took Helen more time in preparing her lessons than the other girls. She was left with no time for anything else. She got rebellious to think that she had so many difficulties to solve and complete her work while other girls passed their time in singing and laughing. There were lack of pleasures to her because of her being impaired.

Some times, Helen lost heart and thought that she could not compete with those who have eyes and 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 that 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 Latin comedy. She enjoyed studying composition and literature the most. The study of literature opened to her the door of a treasure of pleasure. She writes of literature, "For one short hour, you are permitted to drink 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 students. A college has its own limitation. The main emphasis is laid on the completion of course and attaining success in the examinations. This does not meet great wisdom face to face, one does 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 students was that they failed to preserve their (Professor's) laborious explanations in their mind. 'The mind drops them as a branch drops its over ripe 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 in 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 realized that she had been much benefitted at college. She gained knowledge and learnt 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 heart throb 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 climbing to tall ladder of knowledge the rungs of which were great books. Seeing her fondness of books, one is reminded of the following lines by Robert Southy.

*"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 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 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 the 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 it was their religious book. That is why it did not interest her much when her cousin spelled the story of Joseph on 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 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 learnt how men made progress. How they spread from land to land and built cities. She learnt how men attained excellence in art and craft, how nations grew, civilizations progressed and degeneration occurred and finally 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 Goethe's 'Faust'.

Helen's favourite French writer were Moliere and Raane. She also admired Victor Hugo. She held that Hugo, Goethe and Schiller and all great poets of all great nations as '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 company of them, 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, hobbies and activities that amused her most.

In the previous chapter, we have read a great about Helen's love for nature and country sight. 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 utmost pleasure. She would spend 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 skilfully go along in the water.

Helen loved to go canoeing on moon lit 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.

Helen's interest of rowing and swimming was not confined to ponds and lakes. She equally enjoyed the delights of sailing in 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 gates. Once when she and Miss Sullivan were returning from the North-West Arm, after watching the races of worships, 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 sail boat 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 Chamberlin family at Red Form. There she had many 'tree friends'. She introduced her friends to her tree friends. A splendid oak and a Linden that grew in the dear yard at Red Form. The children of Chamberlin family made her stay specially enjoyable and later she would recall to her memory the sports and wandering with them.

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

Helen had wonderful sense of feeling and smelling. She could easily distinguish between city and 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 poet lived in dingy places. She was particularly saddened to see the ill fed and ill dad children leading a life of utter penury and neglect. She got angry to think of the vast differences between haves and have not. The rich enjoyed a pleasant life, while the poor were not provided with basic necessities of life.

Helen visited museum and art stores for statues, pictures and the other articles of art. They were a source of great pleasure and inspiration to her. She was gifted with a high sense of touch and could feel even lightly traced line and curve. Merely by touching a picture, she would come to know of the thought and emotion that the artist had portrayed. Whenever she touched, a medallion of Homer, she remembered his immortal songs—songs of live, love and war.

Helen would visit the theatre and enjoyed having a play described to her when it was being performed on the stage. It was twelve years ago when she visited the theatre first time. 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. At that time Elsie Leslie was in Boston, and Miss Sullivan took her to see Lashie 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 deprived 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 the maximum 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 religions. 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 the most.

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Chapter - 1 : The Story of My Life

ABOUT THE AUTHOR—

Anne Frank was born on 12 June, 1929 at Frankfurt in Germany. She was the second daughter of Otto Frank and Edith Frank – Hollander. Her elder sister was Margot Frank. The Franks did not observe all the customs and traditions of Judaism as they were liberal Jews. Both the parents encouraged the children to read. In February 1934, Edith and her children arrived in Amsterdam and the two girls were enrolled in school – Margot in public school and Anne in a Montessori school. Margot was good at Arithmetic whereas Anne showed aptitude for reading and writing. Both the sisters had highly distinct personalities – Margot was well mannered, reserved and studious whereas Anne was outspoken, energetic and extroverted.

In 1940, Germany invaded the Netherlands. At that time, the sisters were excelling in their studies. They had many friends. They got enrolled at the Jewish Lyceum as a decree was introduced that Jewish children could attend only Jewish schools. Anne became friendly with Jacqueline Van Maarsen in the Lyceum.

Anne Frank received an autograph book, bound with red and white checkered cloth for her thirteenth birthday. This book had a lock on the front and Frank decided to use it as a diary. She began writing in it almost immediately. In her diary, she wrote about the changes that had taken place in the Netherlands since the Germans occupied. She listed the death of her grandmother and the effect of restriction on Dutch Jewish population. Anne loved watching movies but the Dutch Jewish were forbidden to go movie theatres from January 1941 onwards. In July 1942, Margot Frank received a callup notice from the central office for Jewish Emigration which ordered her to report for relocation to a work camp. The notice forced them to relocate several weeks earlier than anticipated and they moved into their hiding place, a secret annexe on 6 July, 1942. They were helped by a few dedicated people who were even aware of the fact if they were caught, they might face the death penalty for sheltering Jews. They stayed there for two years. On 4th August 1944, following a tip from an informer, the German uniformed police stormed the annexe. All of them were arrested and sent to the punishment Barracks for hard labour. They were treated badly. In March 1945, a typhus epidemic spread through the camp, killing 17000 prisoners. Margot had also fallen ill. She died in her weakened state and a few days later Anne also died. They were buried in a mass grave as the camp was burnt in an effort to prevent further spread of the disease.

The only survivor of the Frank family was Otto Frank. After the war ended he returned to Amsterdam where he was given the diary of Anne Frank, retrieved by Miep Gies, in which Anne had recorded her sufferings and feelings. The diary has been published in more than 60 languages. It is in several lists of the top books of the 20th century.

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SUMMARY—

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 listing her feelings and happenings around her as she never had a good friend. Kitty turned to be 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 in 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 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 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 girls as well as boys. Her best friend in her class was Jacqueline Van Maarsen but later that she realized that she never had a real friend and was mistaken about Jacqueline.

Anne had many friends. Betty Bloemendaal looked 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 where as 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, smart but there were others who were quite boring.

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

June, 20, 1942

Anne's father, Otto Frank, was an adorable father. He got married to 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 grown 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 to Germany and took a safe 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 forced to wear a yellow star, forbidden to use street-cars not even own or ride them. Their shopping time was fixed between 3 and 5 p.m. there were so many restrictions but life went on. Meanwhile Anne's grandmother got sick and she died in January 1942. Anne loved her very much and when Anne celebrated her birthday in 1942, grandma's candle was lit with the others.

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 as she talked too much. One day he assigned her an extra home work—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 incorrigible chatterbox". Then in the third class, the topic was "Quack Quack Quack....." Anne had exhausted her ingenuity on the topic of chatter boxes. So, she took the help of her friend Sanne who was good at poetry. They wrote the essay from 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.

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 Ursul and not Anne but Anne could feel that Hello was in love with her and not with Ursul. Even Margot and Anne's mother had grown a liking to Hello which Anne liked. Though she knew in her hearts that it was Peter and not Hello whom she loved. Hello was just a friend or as her mother put it—a suitor.

July 9-11, 1942

After 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 and for it, 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 to be into their clutches. Anne got scared.

On July 8, 1942 Margot informed Anne that father had received a call up notice from the SS. The call-up notice brought the vision of concentration camps and lonely cells and that was frightening. Another terrible jolt came when they realized that the call-up notice was not for Otto but for Margot. After much discussion, it was decided to 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 curler, 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- all were 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 store room. 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 Annex' 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 place of living. They found the annexe to be an ideal and comfortable hiding place. Otto plastered the walls with postcards, movie star collection, 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.

July 12, 1942

Life at the annexe was not comfortable. Remaining indoors, the whole day was quite boring. By this time Anne had a feeling that her mother did not like her. She loved Margot more than Anne. Though she praised her when she worked hard but she used to 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 defense also when she required one.

August 14, 1942 : August 14, 1942 brought a change in the life of the Franks as Van Daans also shifted with them. Germans had sent call-up notices to them also but they had no other option except hiding

like the Franks. Now there were seven of them- the Franks, Mrs. and Mr. Van Dan and Peter Van Daan, their son. They wanted to know from Van Daans what had happened after they left their apartment. Mr. Van Daan told them that their land lord 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 lazy boy. He did not have access to the books that Mr. Van Daan read as it was meant only for adults. This had piqued Peter's curiosity and he caught hold of one of the books. When Mr. Van Daan came to know about it, there was a great quarrel between the two 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.

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. Anne's mother still scolded her, thus and she grew a disliking towards her. Sometimes she used to burst into tears. There were hot discussions between Mrs. Frank and Mr. Van Daan on petty topics like maids, which always ended both of them in real bad moods. Sometimes there were bickering between the two ladies but most of the time Anne's mother had to step back as Mrs. Van Daan seemed to be born debater. While in hiding, these people faced another problem and that was of taking bath. 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 bath in the spacious office bathroom. Anne liked the idea as well as the place better than anything else. On other days, Anne used to think about the days when they would 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 were shifted to a big camp in Drenthe. The Gestapo was treating all of them badly. Miep told them that a person had managed to escape from there and informed 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 thousand people. It was quite depressing and dismal when Anne heard about it.

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 at 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. Margot and Anne started exchanging 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 fill the five fire extinguishers in the building. The office staff forgot to inform them. But somehow Anne could make it when she heard the hammering on the landing. She informed 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 got 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', Then all of them heaved a sigh of relief. They opened the door at once.

Actually, the hook fastener of the book case (against the door) had got stuck. The carpenter had left after finishing his work and at the same time Mr. Kleiman arrived to get Bep but he couldn't open the bookcase. For Anne, it was a terrible day as she had 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 again came to its previous tone. On October 29, 1942 they got the information that the furniture had been removed from Van Daan's apartment but they didn't inform Mrs. Van Daan as she already had grown nervous the last few days. Anne spent most of the time reading books, written by well known German author. Her mother also gave her a prayer book to read. She read them but wondered why 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 used to find something or the other to scold Anne. 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 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 might 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, Father hid a basket filled with presents and a mask of Black Peter in a cabinet.

Van Daan made sausages to preserve the meat they had bought. Mr. Dussel started a pretend 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 in the streets in hunger. Both Christians and Jews wanted the war to end, and she believed that her family was better off than people outside the annexe. Anne realized 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 got 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 got 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 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 of cancer. He knew he did not have much time 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 sounded in one day as bombs fell relentlessly on Amsterdam. The residents of the annexe got 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 tampered 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 get 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 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.

15 March – 24 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 telephone as there was a long line of patients.

Anne had started resenting the idea of sharing a room with Mr. Alfred Dussel where as 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. It 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 her 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, Jacques.

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 father got angry with Anne and told her to do Algebra. Margot cleared her heart's 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.

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 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 female body with Peter but somehow she didn't find courage enough to do it. So, she made the entry in her diary.

25 March – 31 March, 1944

Anne found a drastic change in herself. She blamed it upon her parents. They were never friendly where as Anne wanted peace, and calm. She neither wanted to quarrel nor gossip. She had realized 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 policies. 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 Chuserwill. 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 Daan 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 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 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, ean do calogive and a cake from Miep. 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.

1 April - 15 April 1944

Anne was fond of Peter but now she started asking herself question whether Peter considered her just a friend and nothing else. She realised that she had to put a control over her emotions so 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 in every meal because of 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, making genealogical charts, reading biographies and history, Greek and Roman mythology, watching 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 shouted 'police' and the burglars 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 all that in the morning. Tap and Miep came. Everything was put in order. Some 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 in 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. 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 Hagne had been bombed. All Dutch people would be issued new ration cards.

16 April - 30 April 1944

16 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 relationship with Peter. Margot would never have done this, if she had been at 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.

20 April was Fuhrer's (Hitler's) fifty-fifth birthday and 21 April was the eighteenth birthday of the Royal Highness Princess Elizabeth of York. They were facing one disaster after another. They called someone to estimate their chest and he put only 400 guilders for it. It was too lan 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 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 Van Daan and wanted to feel the same longing for this from 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 heart and mind which she found very hard.

1 May - 15 May 1944

Anne took Peter's consent and told her father about her relationship with Peter. 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 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 into it.

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 a good manner 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 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 nineteenth wedding anniversary. Mr. Frank received many gifts.

16 May - 31 May 1944

Anne suffered from headache, stomachache etc. but felt better the next day. Her relation 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 the secrets to the Germans, being 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 good health.

Mr. Van Hoewan, who supplied potatoes to them, got arrested on the charge of hiding two Jews in his house. That 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.

1 June - 15 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 some places were 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 that 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 used to have and should be respected for their difficult role and suffering.

16 June - 30 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's 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. Annexed 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 possessed a harbour and so now got free to bring anything on shore. 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 got a root-canal treatment of her tooth. There were more reports of victories by the Allies, leaving the annexed residents in cheerful and optimistic mood.

1 July - 30 July 1944

Anne was worried about Peter's behaviour. He talked about becoming a criminal which Anne never liked. She wanted 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 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 wrongs."

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

"What do you think of the modern young girl", said Anne thinking about herself. After reading that 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. Fahrner (Hitler) 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 other officers so that no other soldier could dare 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 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

AFTERWARDS—

On the morning of August 4, 1944, Security Police armed but in civilian clothes emerged outside the Annexed as someone had tipped them off. All the eight people hiding in the annexed along with Mr. Kugler and Mr. Kleiman were arrested. They took all the valuables and cash they could find in the Annexed. Miep and Bep Voskuijl were, however, not arrested. After the arrest Mr. Kugler and Mr. Kleiman 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 forced labourers and died in Toronto in 1989. Bep Voskuijl died in Amsterdam in 1983. Miep was 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 north of Holland. According to Otto Frank, Mr. Van Daan was gassed to death. Mrs. Van Daan was transported to various concentration camps. She could not survive. Peter Van Daan was forced to take part in 'death march' on January 16, 1945 where 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 condition. 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 to the people all over the world until his death on August 19, 1980.