

# Unseen Passages

## Summary

### Introduction:

A comprehension passage is a text set which is used to test the reader's ability to understand the meaning which is being forwarded through the text and the title of that particular passage. Comprehension should be understood using one's own critical thinking.

One should be familiar with the entire passage to answer the questions asked in the given comprehension as the questions asked in the passage are generally in chronological relationship with the passage. It basically means that the answer to question 1 should ideally be found earlier in the passage than questions 2.

### Types of Comprehension Passage:

- (i) **Factual Passages:** They contain some facts like historical facts or some achievements attained by somebody. It can also be the report or description of something. It can also contain some instruction regarding something.
- (ii) **Discursive Passages :** These passages are argum-entative in nature as they often involve opinion.
- (iii) **Literary Passages:** These are usually taken from literary pieces.

### Tips to know:

**Here are some important points that should be followed while attempting an unfamiliar passage:**

- (i) The passage should be read quietly.
- (ii) To make out the correct sense the complete sentence should be read. It is important to get the main idea before reading the questions.
- (iii) One should not get nervous with the difficult words used in the passage.
- (iv) Answer to the given questions should be relevant and to the point and should be written in a complete sentence.
- (v) The section of the passage which contain the answer to the asked question should be read twice to draw the correct meaning.
- (vi) The answers should be written in own words as much as possible.
- (vii) For answering the vocabulary questions, same parts of speech should be used as given in the question.
- (viii) The order of the questions should be maintained.

# Letter Writing

## Summary

### Introduction:

A letter should be written keeping in mind to whom it is written. A letter should contain useful information. It should not suggest discourtesy and indifference to the person addressed.

Classification of Letters:

Letters may be divided into following classes:

- (i) **Business or Official Letters:** It is written for registering complaints, for making enquiries, asking for and giving information, placing orders and sending replies.
- (ii) **Letter to the Editor:** It is written for giving suggestions or opinions on the issues which are related to public interest.
- (iii) **Application for a job:** It is written while forwarding the resume for a job opportunity.

### Salutations and Subscriptions:

Family and friends---	Dear...	Yours affectionately/lovingly Or Your loving friend/son etc
Strangers---	Dear Sir/Madam	Yours truly
Business Persons/officials--	Sir	Yours truly/sincerely
Principal/Teachers--	Respected Sir/Madam	Yours obediently Or Yours faithfully
Editors--	Sir	Yours truly/sincerely

### Useful Expressions

<b>Enquiry-</b>	I am writing to enquire about Please let us know We will be glad if you
<b>Complaint-</b>	It is a matter of great regret that.... This is to bring to your notice that... This is to complain....
<b>Request-</b>	I would be grateful if.... Kindly oblige me by.....
<b>For job application-</b>	With reference to your advertisement dated X/X/XXXX, I offer myself as a candidate Through some reliable sources, I have come to know that.....

**Conclusion:**

- Looking forward to your reply
- Thanking you in anticipation for a positive reply.
- With warm regards

**Format of a Formal Letter:**

Sender’s Address

.....  
.....

Date

Receiver’s Address

Subject: Underline the subject

Dear Sir,.....

.....Body.....

.....

....Yours Sincerely

Signature

(NAME)

**Format for Application for a Job:**

**Resume**

(To be attached with job application RESUME/BIO DATA/CV)

<b>Name</b>	-	.....
<b>Father’s Name</b>	-	.....
<b>Date of Birth</b>	-	.....
<b>Educational Qualification</b>	-	.....
<b>Experience</b>	-	.....
<b>Marital Status</b>	-	.....
<b>Corresponding Address</b>	-	.....
<b>Phone No.</b>	-	.....
<b>E-mail ID</b>	-	.....
<b>Language Known</b>	-	.....
<b>Hobbies</b>	-	.....

# Grammar Items

## Summary

### Determiners

Introduction: Determiners are words like my, this, his and any, etc are used to determine nouns. They are more or less grammatically similar. They modify nouns and precede them. They generally precede nouns and a single determiner can determine only one noun.

### Types of Determiners

Articles: An article is a word that is used with a noun to specify grammatical definiteness of the noun and it is placed before a noun. Examples: a, an, the

### Definite Article

This called the definite article because it points out a particular object or class. Like: the

This is the movie I was talking about.

The red panda is extinct.

### Indefinite Article

Articles 'a' and 'an' are called the indefinite article as it points out to an object but not a definite one.

Examples: a book, a dog, a laptop, an owl, an ant, an umbrella etc.

### Demonstrative Determiners

Demonstrative determiners are those which show case a particular person or thing.

Example: This is my motorbike.

Here, 'this' is a demonstrative determiner.

Examples :- this, that, these, those etc.

### Use of demonstratives

Demonstratives can be categorised into:

Distance: near or far

Number: singular or plural

## Here are the main distinctions:

This refers to a singular noun that is generally considered near to the speaker.

That refers to a singular noun that is away from the speaker.

These refers to plural nouns which are again near to the speaker.

Those refers to plural nouns which are placed far from the speaker.

## Possessive Determiners

Possessive determiners are basically possessive pronouns which are placed instead of a noun to establish relationship between the subject and the object. Examples: my, your, his, her, its, our and their. They can also be used as adjectives to describe the meaning of a noun, a pronoun, or a clause

### Examples:

Pronouns	Possessive Adjectives	
<b>Singular</b>	I	my
	You	your
	He	his
	She	her
	It	its
<b>Plural</b>	We	our
	You	your
	They	their

**Numeral Determiners:** are kinds of numeral adjectives which can be categorised into three types:

Definite - one, two, three, 1st, 2nd, single, both, etc.

**Example:** He is the 1st one to reach the destination on time.

Indefinite - some, many, few, all, amount, little, etc.

**Example:** Some may fail, but not all.

Distributive-each, every, neither, etc.

**Example:** Each and every one of you will be taking the examination.

## Quantitative Determiners

Quantitative determiners are commonly used before abstract and mass nouns.

Examples:- some, any, few, little, no, more, much, many, each, every, both, all, enough, half, little, a little, the little, whole, less, etc.

### Examples:

There is some milk in the can.

He has put in more effort to pass the examination.

He has so many friends and therefore he has so many enemies.

## Verbs

A verb is a part of a sentence that denotes an action, an event or a state..

He always **pretends to hide** his emotions.

They always **pretend to hide** their emotions.

He always **pretended to hide** his emotions.

Here different forms of 'pretend' are limited by number, person and time. Hence it is an example of a finite verb where as 'to hide' is not restricted by any of these conditions, hence it is an example of an infinite verb.

## Finite Verbs

- a. Participle form: Adding 'ing' to a verb sometimes makes it an adjective. Similarly sometimes the past form of a verb can also be used an adjective.  
**Examples:** Pressure cooker is a coking device.  
 I saw a devastated building at the end of the street.
- b. Gerund form: When 'ing' is added to a verb, it sometimes turns into a noun.  
 Verb + (ing) = Noun.  
**Example:** Playing is good for the health.
- c. Use of 'to' to showcase the use of infinite verb  
**Example:** She went to get some vegetables.

## Relatives

It provides us information about a person or a thing on basis of position and relation.

- a. Which, whose, whom- Person
- b. Which- Things
- c. That- Things
- d. Where, there-place
- e. What, This- things

## Comparison of degrees

There are generally three types of degrees by which we compare things, persons and places. They are basically adjectives.

1. Positive degree: Where there is no sense of comparison.  
**Examples:** Maya has a **beautiful** face.  
 Life is **beautiful**.
2. Comparative degree: When there is a comparison between two objects or people  
**Examples:** Ramu is **taller than** Shima.  
 Raghu has a **bigger** heart than Shukla.
3. Superlative degree: When the comparison is between two or more objects.  
**Examples:** Raja is the **tallest** in the class.

## There are few things to be noted:

1. Use 'of' than
2. Use of 'the' in case of superlative degree.

## Modals

A type of verb which is usually used with another verb to express ideas, such as possibility, necessity, or permission.

- a. Can- denotes possibility or permission, informal in nature
- b. May- also denotes permission or possibility, formal in nature
- c. Could is a past of 'can'
- d. Might is a past of 'may'
- e. Will, shall- denotes future time, permission, requests etc.
- f. Should- past of 'shall' also denotes permission.

## Tenses:

Tenses are a form of verb which shows the time and state of an action. It comes from the Latin word tempus which means time. Tense is the change of form in a verb to express the time of an action. There are three principal tenses.

### Present Tense:

Henceforth, MV – Main Verb, HV – Helping Verb.

#### 1. Present Indefinite (Simple) Tense

##### Usage:

Everyday Actions: He gets up late in the morning.

Universal Facts: The sun rises in the east.

Scientific Facts: Water freezes at 0 °C.

##### Verb:

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

HV – Do (Plural Subject)/Does (Singular Subject) – Negative and Interrogative

#### 2. Present Progressive/Imperfect/Continuous Tense

##### Usage:

Expressing any course of action that is on-going – I am teaching English in class.

Expressing any course of action that is going on presently, but not necessary that the action is on-going at this moment – I am working with CL nowadays.

##### Verb:

MV – I form + ing, HV – is, am, are

#### 3. Present Perfect Tense

##### Usage:

Expressing any course of action that has completed just now – I have completed my meal just now.

##### Verb:

MV – III form, HV – Has (Singular Subject)/ Have (Plural Subject)

#### 4. Present Perfect Continuous Tense

##### Usage:

Expressing a course of action that begun in the past, but is still on-going – I have been living in Meerut for the last 13 months.

##### Verb:

MV – I form + ing, HV - Has (Singular Subject)/ Have (Plural Subject)

### Past Tense:

#### 1. Past Indefinite (Simple) Tense

##### Usage:

Expressing a course of action that has happened in the past – I ate apples yesterday.

I did not eat apples yesterday.

##### Verb:

MV – II form (affirmative sentences), HV – Did

**2. Past Progressive/Imperfect/Continuous Tense****Usage:**

Expression an action that was going on in the past – He was researching on Romania when we last met.

Expressing any gradual development of something or any incident in the past – The sun was shining brightly when we decided to take a walk.

**Verb:**

MV – I form + ing, HV – was, were

**3. Past Perfect Tense****Usage:**

Expressing an action completed in the past before a said time – I washed the clothes after the rain had stopped.

**Verb :**

MV – III form (earlier past) and II form (Past), HV – had(earlier past)

**4. Past Perfect Continuous Tense****Usage:**

Expressing an action that began in the past and continued for some time in the past–She had playing Fortnite for two hours when I reached her home.

**Verb:**

MV – I form + ing, HV – had been

**Future Tense****1. Future Indefinite (Simple) Tense****Usage:**

Expressing an action that will happen in future – I will go Spain tomorrow.

**Verb:**

MV – I form, HV – will, shall (Modals)

**2. Future Progressive/Imperfect/Continuous Tense****Usage:**

Expressing a course of action that is still going on at some future time – At this time tomorrow, he will be doing the dishes.

**Verb:**

MV – I form + ing, HV – will, shall (Modals) + be

**3. Future Perfect Tense****Usage:**

Expressing an action that will be completed at some point of time in the future – I will have completed baking the cherry pie by Saturday.

**Verb :**

MV – III form, HV – will, shall (Modals) + have

**4. Future Perfect Continuous Tense****Usage:**

Expressing actions that will continue up until a point in the future - In November, I will have been working at my company for one whole year.

**Verb :**

MV – I form + ing, HV – will, shall (Modals) + have been



## Active and Passive Voice:

In English grammar, 'Voice' is that form of the transitive verb which shows whether the subject of the sentence is the doer of the action or has the action been done to it.

**For e.g.:**

(i) **“Arijit played hockey.” -**

This sentence is said to be in the 'active voice'. Here, Arijit is the subject and he is the doer of the action, i.e. 'played hockey'. The action of the subject is transferred to the object 'hockey' because Arijit has done something to the 'hockey'. Thus in a sentence which is in the active voice, the subject is the doer and an action is done on the object.

(ii) **“Hockey was played by Arijit.” -**

Here the subject is 'hockey' which was 'object' in the active sentence. So here something is done to the subject 'hockey', i.e. it suffers the action done by something or someone. Thus is a sentence which is in the passive voice, some action is been done to the subject.

## Some Basic Rules for Voice Change:

- (i) The object of the active sentence becomes the subject of the verb in the passive voice. Usually the preposition 'by' is put before it.
- (ii) The main verb of the active sentence changes into the past participle form.
- (iii) The form of the verb 'to be' (am, is, are, was, were, being, been) is placed before the main verb according to the tense. The auxiliary verb is changed according to the new subject in number and person.

## Changes in Pronoun:

### Personal Pronoun in passive construction

Active	Passive
I	Me
We	Us
He	Him
She	Her
They	them

The personal pronoun 'you' remains unchanged

## Important Rules on Active Passive Voice

Active: He will do the work

Passive: The work will be done by him.

- Active verb denotes the subject, i.e., the person who is performing the action. But, when the objective of the subject in the Active voice becomes the subject we get passive voice.

**NOTE:** However, the use of transitive verb (verb with object) can only be changed into PASSIVE VOICE.

**For Example,**

**Active:** Roman is running.

**Passive:** As the object is missing, this sentence cannot be changed into passive voice.

## To Recognize the Active & Passive Sentence:

- Identifying the action verb
- Identifying the subject
- The relationship between the subject and the verb

**General Form:****Active:** SUBJECT + VERB + OBJECT**Passive:** OBJECT (OF ACTIVE VOICE) + HELPING VERB (FORM OF VERB “BE”) + PAST**Participle of transitive verb + BY + SUBJECT (if required).****NOTE:** In some cases we find that in a passive sentence, the subject is missing but implied.**For Example,****Passive:** The bathroom was washed.**Active:** Someone washed the bathroom.

We often add someone as it is implied in the passive voice (by someone)

Conversion of Active to Passive Sentence in different Tenses

**1. Present Simple Tense****Passive Voice:** Object + is/am/are + Verb (3rd form) + by + Subject**Active voice:** Ravi plays carom.**Passive voice:** Carom is played by Ravi.**2. Past Simple Tense****Passive voice:** Object + was/were + Verb (3rd form) + by + Subject**Active voice:** Rajat killed the bird.**Passive voice:** The bird was killed by Rajat.**3. Future Simple Tense****Passive Voice:** Object + will/shall + be + Verb (3rd form) + by + Subject**Active voice:** Arjun will adopt a kitten.**Passive voice:** A kitten will be adopted by Arjun.**4. Present Continuous Tense****Passive Voice:** Object + is/am/are + being + Verb (3rd form) + by + Subject**Active voice:** She is enjoying a healthy meal**Passive voice:** A healthy meal is being enjoyed is being written by her.**5. Past Continuous Tense****Passive Voice:** Object + was/were + being + Verb (3rd form) + by + Subject**Active voice:** Raghu was driving a bus.**Passive voice:** A bus was being driven by Raghu.**6. Present Perfect Tense****Passive voice:** Object + has/have + been + Verb (3rd form) + by + Subject**Active voice:** Manu has finished her home work**Passive voice:** Home work has been finished by Manu.**7. Past Perfect Tense****Passive Voice:** Object + had + been + Verb (3rd form) + by + Subject**Active voice:** Rohan had completed the project himself.**Passive voice:** The project had been completed by Rohan.**8. Future Perfect Tense****Passive Voice:** Object + shall/will + have + been + Verb (3rd form) + by + Subject**Active voice:** Raju will have started Bharati's career.**Passive voice:** Bharati's career will have been started by Raju.

## Reported Speech:

These are of two types:

- (i) **Direct Speech:** Put simply the reporting of speech by repeating the actual words spoken by someone, for example 'I'm going,' he said.
- (ii) **Indirect Speech:** Reporting someone else's speech in your own words without any change in the meaning of the statement.

**Example:** He told that he is going.

## Some rules:

Changes in Person of Pronouns:

- 1st person pronouns in Speech transform according to the SUBJECT of the Reporting Speech.
- 2nd person pronouns in Speech transform according to the OBJECT of the Reporting Speech.
- 3rd person pronouns in Speech do not change.

## Changes in Verbs:

- In case, the Speech is in PRESENT TENSE or FUTURE TENSE, then you do not need to change the verb of the reported speech.

**For example:**

**Direct Speech:** She says, "I am ill."

**Indirect Speech:** She says that she is ill.

**Direct Speech:** He says, "She drank water"

**Indirect Speech:** He says that he drank water.

**Direct Speech:** They say, "They will visit Lagos."

**Indirect Speech:** They say that they will visit Lagos.

- If Reporting Verb is in the Past Tense, then the Reported Verb will be changed as per the following:  
Present Indefinite Tense is changed into Past Indefinite Tense.

**For example:**

**Direct Speech:** They said, "They take cod liver oil every day."

**Indirect Speech:** They said that they took cod liver oil every day.

**Present Continuous is changed into Past Continuous Tense.**

**For example:**

**Direct Speech:** They said, "They are taking cod liver oil every day."

**Indirect Speech:** They said that they were taking cod liver oil every day.

**Present Perfect is changed into Past Perfect Tense.**

**For example:**

**Direct Speech:** They said, "They have taken cod liver oil."

**Indirect Speech:** They said that they had taken cod liver oil.

**Present Perfect Continuous Tense is changed into Past Perfect Continuous Tense.**

**For example:**

**Direct Speech:** They said, "They have been taking cod liver oil since morning."

**Indirect Speech:** They said that they had been taking cod liver oil since morning.

**Past Indefinite is changed into Past Perfect Tense.****For example:****Direct Speech:** They said, "They took cod liver oil."**Indirect Speech:** They said that they had taken cod liver oil.**Past Continuous Tense is changed into Past Perfect Continuous Tense.****For example:****Direct Speech:** They said, "They were taking cod liver oil."**Indirect Speech:** They said that they had been taking cod liver oil.**No changes are required to be made into Past Perfect and Past Perfect Continuous Tenses.****For example:****Direct Speech:** They said, "They had taken cod liver oil."**Indirect Speech:** They said that they had taken cod liver oil.**In case of Future Tense, no changes are made except SHALL and WILL are changed into WOULD.****For example:****Direct Speech:** They said, "They will take cod liver oil."**Indirect Speech:** They said that they would take cod liver oil.**Transformation of Sentences****Simple to Compound**

There is only one independent clause and no dependent clause in case of a single sentence

**Example:** Watching Sachin Tendulkar bat is my pastime.

In case of a compound sentence there should be at least two independent clauses which are connected with a coordinating conjunction.

**Example:** Watching Sachin bat and eating popcorns are my favourite pastimes.

- In a simple sentence if the person is performing two actions, the compound sentence will join these two courses of action with a conjunction "and" and the tense will follow the doing of the second verb.

**Simple:** Coming to school she had her tiffin.**Compound:** She came to school and had her tiffin.**Simple:** Going to the institution I will finish the pending job.**Compound:** I will go to the institution and will finish the pending job.

- If the simple sentence carries "besides being," phrase, while converting to compound sentence we have to use "not only...but also."

**Simple:** Besides being ugly the dog is sad.**Compound:** The dog is not only ugly but also sad.**Simple:** Besides being an outstanding singer he is a good athlete.**Compound:** He is not only an outstanding singer but also a good athlete.

## Simple to Compound

Complex sentences contain some important connectors which connect two clauses which generally contain two verbs. The connectors for complex sentences are: - Before, after, till, until, when, where, which, who, whom, why, what, that, since, as, because, if, unless, as if, as though, although, even though, as soon as, so that, on condition that, and provided that.

- **Complex** - If Ashish studies well, he will qualify. (Two clauses, two verbs)
- **Simple** – By studying hard, Ashish will qualify.
- If we locate an extra phrase in the simple sentence, the idea is to expand it and create two individual clauses and then connect it via suitable connectors.

**Simple:** Seeing the architect, the labourers stopped working.

**Complex:**

- As the laborers saw the architect, they stopped working.
- Since the laborers saw the architect, they stopped working.
- The laborers stopped working when they saw the architect.

### Compound to Complex

- If a complex sentence has “though”/”Although” in the beginning, the compound sentence will take the conjunction “but”/”yet” to connect the clauses.

**Complex:** Though he is sad, he is brave.

**Compound:** He is sad, but he is brave.

**Complex:** Although Rupa is tired, she completed the work.

**Compound:** Rupa is tired, yet she completed the work.

**Complex:** Though the batch was big, the teacher was enjoyable.

**Compound:** The batch was big, but the teacher was enjoyable.

- If the complex sentence has “As soon as” in the beginning, the compound sentence has to use the conjunction “and” to join the clauses.

**Complex:** As soon as the sun went down, we came back home.

**Compound:** The sun went down and we came back home.

**Complex:** As soon as the mob saw the politician, they started throwing stones.

**Compound:** The mob saw the politician and started throwing stones.

# PROSE

## CHAPTER 1

# Two Gentlemen of Verona

## Summary

A.J. Cronin's story 'Two Gentlemen of Verona' is about the idea of 'selfless help and the importance of dedication towards relationships. The story deals with two boys named Nicola and Jacopo who do various things to earn money only to pay for their sister's treatment who suffers from tuberculosis of the spine.

The story introduces the narrator driving down the foothills of the Alps where he first encounters the two brothers selling wild strawberries. Even after the driver forbade the narrator to buy them, he bought the biggest basket. This establishes the intimacy between the narrator and the two boys.

Next day, the narrator found the boys shining shoes in the public square. This amazed the narrator. Here they reveal the fact that they did numerous kinds of things to earn money. Through this revelation the narrator develops a liking for the lads.

They were then found selling newspapers by the narrator one stormy night. One day, when the narrator asked if he could help them in any way they said they asked him if they can get a lift to the nearby village Poleta. The boys got down in front of a building and requested the narrator to wait in a nearby café till they came back.

Eagerness and curiosity led the narrator to follow the boys up to a place which turned out to be a hospital. On peeping through a room led by a nurse, he realised that the boys were talking to a girl who had similar features to them. He did not feel like intruding. He asked the nurse for details regarding the boys. This is when the nurse recounted for him the heart rendering story about losing their father in a war and their home being destroyed and their sister suffering from tuberculosis. The brothers lived in a shelter and basically starved only so that they could pay for their sister's treatment. The boys keeping a secret and helping their sister showed that the war has failed to weaken their spirit. They were noble and gentle and model human beings in their own special yet nuanced way.

## PREVIOUS YEARS'

### EXAMINATION QUESTION

Answer the following questions in 30-40 words each.

1. What was Luigi's opinion of Nicola and Jacopo?

## Solution

1. He had a low opinion of the boys. He didn't trust them as they were dressed shabbily.

# Mrs. Packletide's Tiger

## Summary

Mrs Packletide, an English woman, who was not a very courageous person by nature, became envious of her neighbour, Loona Bimberton, who had been recently conveyed in a plane by an Algerian pilot. In an attempt to outshine her she wanted to procure tiger skin and flaunt it at her home. By some means, if she succeeded in killing a tiger and she was confident that her photo would appear in the press. She planned that she would throw a party in Curzon Street in honour of Loona Bimberton, but she believed she will grab the limelight and everyone will discuss her accomplishment instead. In addition to this, she wanted to gift a tiger-hook clasp on Loona's next birthday. So, all her actions were governed by her dislike for Loona.

Circumstances proved favourable too as an old and feeble tiger was passing by a neighbouring town looking for food. Mrs Packletide agreed to pay one thousand rupees to anyone who would be able to help her to shoot it. The villagers agreed to help in any way possible since one thousand rupees was a good amount of money. They tried their best to bind the tiger to the town. Youngsters were asked to stay back on the fringes of the nearby wilderness day and night so as to drive the tiger back to town. Some goats were placed in order to attract the tiger. Mothers were asked to avoid singing lullabies to their children loudly so as to not disturb the tiger's sleep. The only anxiety among the villagers had been regarding the fact that the tiger should die due to old age before the hunting.

Mrs Packletide came along with a paid partner Miss Mebbin on the night of the hunt. The villagers built a stage in a strategically located tree. The ladies sat on the stage and a goat with a loud bleat was tied. Soon, the tiger showed up and gradually stalked towards the goat. Mrs Packletide fired a shot and the tiger collapsed. The villagers started celebrating by beating drums and singing. Even Mrs Packletide was very happy.

Miss Mebbin being very clever pointed out to Mrs Packletide that the bullet had hit the goat and the tiger died due to a heart attack. Mrs Packletide was disappointed; but on the other hand, she consoled herself with the fact that she had the tiger-skin. The villagers also agreed not to reveal the mystery as they were joyous on getting the cash.

Mrs Packletide's picture appeared in two magazines. Loona refused to attend the lunch party but with great reluctance accepted the tiger-claw brooch. Miss Mebbin was very greedy. She decided to exploit Mrs Packletide's white lie. She started blackmailing Mrs Packletide by hinting what may happen if Loona got to know that Mrs Packletide had shot the goat and the tiger had actually died of a heart attack. Miss Mebbin indirectly stated Mrs Packletide that she required money to purchase a weekend house near Dorking. Mrs Packletide had no choice but to pay for that cottage. Miss Mebbin in a mocking fashion named the cabin, "The Wild Beasts." Mrs Packletide since then has never liked the idea of big game shooting. She confessed to her friends that "unplanned costs were too heavy for such kind of hunting."

# The Letter

## Summary

“The Letter” is a story written by “Gaurishankar Govardhandas Josh”, popularly known as Dhumaketu, a famous Indian writer.

The story opens with coachman Ali a very old and sickening person who has been visiting the local post office for last five years to receive a letter from her daughter Miriam who is married to a soldier. He goes there in the morning and stays there till the evening. But, alas! The letter doesn't come. Every day he goes back empty handed and dejected. At the post office everyone considers him mad and often mocks him for this weird behaviour of his.

Coachman Ali who is also a hunter has stopped hunting after his daughter left him in distress and sadness. One day a particular incident takes place. Ali reaches the post office in a severe bad condition and he finally becomes impatient. He has an argument with the post master who is seen busy with other preoccupations and calls Ali a ‘pest’ for visiting the post office and irritating him every day. Ali feeling humiliated and crestfallen decides to leave the post office. But before leaving, he meets Laxmi Das, a clerk in the post office and gives her five guineas. He makes her promise that he will deliver his daughter's letter to his grave. After this incident Ali is not seen for a while.

Fate now plays the same game with the postmaster as his daughter falls sick in another town and he has no information of her. He is seen eagerly waiting for her letter just like Ali. While waiting for the letter he finds Miriam's letter written to his father. Postman, now a changed person understands the value of that letter and decides to deliver it personally to Ali. Next morning when he reaches Ali's home, he finds that he has been dead for past three months.

Laxmi Das, the clerk, tells him of Ali's last words to her and the promise which she made. To recompense for their bad conduct, both the postmaster and Laxmi Das visit Ali's grave and place the letter on it.

This ascertains to be a very harrowing experience for the postmaster. This makes him realise that these are not only letters wrapped in envelopes but human emotions which get conveyed. He then curses himself as he is also a father and being one he has failed to understand the crisis of Ali. Another traumatic day passes for the postmaster as he also waits for her daughter's letter.



# A Shady Plot

## Summary

This story is about a writer called John Hallock who is known for his ghost stories. The writer in the story receives assistance from a ghost named Helen. Helen is a member of something called “Writer’s Inspiration Bureau” which aims at helping those writers who do not have an idea how to write stories. But the ghosts are also annoyed at people who play with Ouija boards. They are threatening to start a strike so that they can stop people from using Ouija boards. Helen approaches the writer with this message. Unfortunately the writer’s wife has recently bought an Ouija board which she got hold of in a bargain sale. She thus forces her husband to participate in the Ouija game. The game however fails to reach its conclusion because it is disturbed by Helen the ghost. John Hallock’s wife is then found to be quite angry with him and threatens to leave him forever. The writer’s cook on the other hand also threatens to resign from her job since she is afraid of the Ouija board. The writer’s wife further suspected some affair between her husband and one of her friends during Ouija game. She thus tells the cook to get rid of Ouija board. After that all of them are happy and back to their normal life. The ghost also leaves them forever. Finally, from all these occurrences the writer gets a strong inspiration to work on his next assignment.

## PREVIOUS YEARS’

### EXAMINATION QUESTIONS

Answer any four of the following questions in 30-40 words each.

1. In the story “Shady Plot”, why did Helen appear in bits and pieces ?

[2 marks][CBSE 2018]

2. What kind of woman is Lavinia?

[2 marks][CBSE 2017]

3. Why did John’s wife get angry with him? What did she decide to do?

[2 marks][CBSE 2014]

4. Why did John want his wife to get rid of the Ouija board she had bought?

[2 marks][CBSE 2013]

5. Why does Lavinia feel that the Ouija board would help her husband?

[2 marks][CBSE 2013]

6. We are going on strike! Explain the context.

[2 marks][CBSE 2012]

# Patol Babu

## Summary

This story is written by Satyajit Ray, the eminent film director from Bengal. It is a short story depicting an incident that takes place in the life of Patol Babu, through which the author tries to portray the dream of a small timer in the film industry which concentrates on profit making only. Patol Babu a bald middle aged person is informed by Nishikanta Ghosh about a role for a scene in a film which is being directed by his brother in law. Patol Babu's passion has always been acting and this makes him excited. He makes all the wrong purchases in the vegetable market. He then remembers his past when he used to act in several 'jatras' and there was a time when people attended these 'jatras' to witness Patol Babu's acting skills.

The author then goes back in time and projects light on Patol Babu's past. He used to work as a clerk in a company at Kanchpara in 1934. Just when he was about to consider theatre seriously, he lost his job. Ever since for Patol Babu, life has been a struggle. He worked in a Bengali film, worked as an insurance salesman but nothing persisted. But, on the contrary he still remembers all his dialogues.

Therefore this new offer to work in films sparked his interest. Naresh Dutt, the producer tells Patol Babu to report at Faraday House, next morning. On enquiry, Patol Babu understands that it is a speaking role and he has to act as an unconscious pedestrian. When he tells his wife about this his wife shows least interest in the project. But Patol Babu is extremely happy because he knows that these small roles one day will help him to brag a bigger one. This could be the start of a great acting career.

Next morning, Patol Babu reaches the Faraday Building on time. He is being instructed by Naresh Dutt to wait for his turn. Patol Babu is quite nervous as he has no idea of the dialogues and he doesn't want to create a spectacle out of him in front of the huge crowd who have gathered to witness the shooting. Patol Babu loses his patience in tension and asks for the script. Unfortunately for him, there is no dialogue but an "Oh!" Patol Babu is supposed to absentmindedly collide with the protagonist and utter this "Oh!" This makes him depressed and he feels humiliated. His whole anticipation is now lost. But then he remembers his mentor Gagon Pakrashi's advice that an actor should make use of every opportunity he gets. This makes him more stable and he starts rehearsing for his role.

Finally when he is called after an hour, Patol Babu suggests to the director that the scene will look more genuine, if the collision takes place, while he has his eyes on the newspaper. Patol Babu is given a

moustache to don. Patol Babu then delivers a fantastic performance for which everyone praises him. He then goes to a paan shop and a realisation comes onto him. For the film industry people, that performance was a minute's act and they will forget that within few minutes. He knows that he will be paid for that role and that too a very negligible amount. But will that money be able to surpass the satisfaction one gets after doing a particular job perfectly? Ten minutes later, it is found that Patol Babu has left the set without collecting his money. And like Patol Babu predicted, the very next moment everything is forgotten and the camera starts rolling again.

## PREVIOUS YEARS'

### EXAMINATION QUESTIONS

Answer the following questions in 30-40 words each.

1. How did Patol Babu initially react to the role allotted to him?

[2 marks][CBSE 2017]

2. What did Sosanko mean when he said that Patol Babu was lucky?

[2marks][CBSE 2013]

Answer the following question in 80-100 words.

3. Dedication and hard work are essential for success. Explain how these qualities enable Patol Babu to perform his small role to perfection.

[4 marks][CBSE 2017]

4. Patol Babu always remembered the words of his mentor that one has to accept whatever is offered and make the best of any opportunity. Write a letter to a friend telling him about the value of hard work and the art of putting in your best. Write the answer in 120-150 words.

[4 marks][CBSE 2013]

5. "That's odd – The man hadn't been paid yet. What a strange fellow." What traits of Patol Babu make him a strange fellow?

[6marks][CBSE 2012]

Answer the following in 100-200 words.

6. "Patol Babu, Film Star," by Satyajit Ray emphasizes the valuable contribution of a mentor in changing a negative mind-set into a

positive one. Describe how Mr. Pakrashi's advice helps Patol Babu in performing his role.

[8 marks][CBSE 2018]



## Solutions

1. Patol Babu was looking for a role in a film for a pretty long period of time. He was filled with enthusiasm and excitement when he listened to Nishikanto Babu's words. Later, when the shooting day approached, he was disheartened to know that he had to speak just a monosyllable "oh!".
2. Sosanko called Patol Babu lucky because he wanted to emphasis on the fact that it was a matter of chance in a lifetime when someone gets an opportunity to act in a Baren Mullick film. Sosanko stressed on how people never got roles with speaking parts in it unlike Patol Babu whose dialogue was 'Oh!'
3. Patol Babu was determined and honest towards his work. Even though he was provided with a very small dialogue in the film, he was determined to make a mark and leave a lasting impression on everybody present on the set and the audience. Initially, he was not happy with the length of his dialogue but he did not lose heart and practiced it several times and delivered the best shot in a single take. His performance was so exceptionally well that the director was forced to take notice of it and admire his talent. Thus, it can be concluded that patience and hard work always pays off.

# Virtually True

## Summary

This story Virtually True is a science fiction and it is based on virtual reality. The story starts with the narrator coming to know about the news of a miracle recovery of a boy named Sebastian Shultz who had been in coma for a long time. The narrator and his father appear to be deeply interested in computers.

The narrator then remembers that he knows this Sebastian with whom he has played any computer games but didn't meet him physically. To the narrator Sebastian existed virtually. He also recollects how he helped him to recover in various games like Wild West, Dragon Quest, Jailbreak and Warzone. The story carries fanciful details of all the games he played. The narrator understands that Sebastian's memory had got stored on the disk because the computer had saved Sebastian's memory, when he had banged his head during the accident.

The puzzle is solved when the narrator realizes that someone has stolen Sebastian's games and he is the one bought it. There is also a message from Sebastian that says, "DEAR MICHAEL, THANK YOU. I'M NOT SURE HOW IT HAPPENED. BUT YOU SAVED MY LIFE. LET'S MEET UP SOON, CHEERS. SEB. PL. KEEP THE GAMES. YOU'VE EARNED THEM". This is indeed a miracle that something wonderful had happened by reliving the accident. The line between virtual and real becomes very thin for the narrator. He calls this an example of virtual reality.

## PREVIOUS YEARS'

### EXAMINATION QUESTIONS

Answer the following questions in 30-40 words each.

1. How do we know that Michael's father was fascinated by computers ?

[2 marks][CBSE 2018]

2. What was the aim of the game Dragon quest?

[2 marks][CBSE 2017]

3. What did Sebastian write in the final e-mail he sent to Michael ?

[2 marks][CBSE 2015]

4. What was common in all the computer games played by Michael?

[2 marks][CBSE 2013]

# POETRY

## CHAPTER 1

# The Frog and the Nightingale

## Summary

The poem by the acclaimed Vikram Seth is a fable in verse and is thus composed with a moral in mind. The poem introduces a frog residing in Bingle Bog and with a voice harsher than the bark of a dog. It being full of self-confidence would sit at the base of a surmac tree and sing at the general displeasure and irritation of everyone else. It would croak all night and did not care about others' uneasiness and ill feelings towards its singing. All of their rebukes and negative criticisms were blissfully ignored by the frog.

His misguided self-confidence although was shattered as soon as the nightingale - whose melodious voice was seen as a welcome change from the frog's harsh utterances - arrived. The other residents of the bog started to enjoy her melodious voice and encouraged it to sing till the break of day. The frog felt threatened by the arrival of the rival and was jealous of all the adulation aimed towards it. So, the frog hatched a plan to destroy the nightingale.

When the nightingale was about to sing the next night, the frog interrupted it by stating that he is a critic and owns the tree. He provided an analysis of the song and the singing style and commented that the voice lacked power and force. The nightingale was a bit taken aback by the comment and replied 'at least it's mine' about the song. But the frog convinced the bird that it needed mentoring. Since the nightingale had no confidence in its own ability, she accepted the offer made by the frog. The frog took advantage of its naivety and amassed all the money by making the bird sing at concerts. However, the frog felt jealous as praises were heaped on the nightingale.

The nightingale was made to rehearse night and day even when it rained. He abused her on purpose and broke down its spirit. The bird's morale took a beating and it was soon reflected in the singing. The animals that paid to hear the songs no longer visited the concerts. Feeling despaired; it refused to sing. The frog refused to listen; it coerced the bird to practice. This resulted in the bird bursting a vein and falling dead.

The frog being an insensitive creature, scoffed at the plight of the bird's fate. It arrogantly stated that the nightingale was too prone to influence. The frog returned to the bog and continued to sing and annoy others.

The moral here being that while it is good to be talented, one must also judge one's own weaknesses and instead of feeling flattered must cautiously head towards one's goals. The nightingale was vulnerable to flattery and fell victim to the frog's manipulation.

## PREVIOUS YEARS'

### EXAMINATION QUESTIONS

Answer the following questions in 30-40 words each.

1. How did the frog become the unrivalled king of the Bog again?

[2 marks][CBSE 2014]

Answer the following question in 80-100 words.

2. After reading the poem The Frog and the Nightingale you are filled with compassion and sympathy for the nightingale. With reference to the poems discuss how it was her timid and gullible nature that led to her downfall.

[4 marks][CBSE 2017 ]



## Solutions

1. In a bid to please her audience and her trainer, the nightingale overexerted herself.

Consequently, one of her veins burst and she lost her life. With the nightingale's death, the frog became the unrivalled king of the bog.

2. After reading the poem "The frog and The Nightingale" one can make it out that the nightingale did not have self-confidence. She could not make her own decision. She did not have any sense of judgment and got influenced easily by what others say. She followed what the frog told her to do. The frog wanted to destroy her talent and career but she could not realize it. She got a sense of over confidence after getting compliments for her performance. In spite of having such a melodious voice she comes under the training of the frog which proves that she is a brainless creature. The simple nightingale could not see through the frog's plan who wanted to destroy the beauty in her voice. Finally due to long hours of practicing she died.

# Ozymandias

## Summary

The poem begins with a meeting between the poet and a traveller that comes from an “antique land.” The traveller then starts telling the poet that two huge stone legs stand in the desert and near them on the sand lies an impaired stone head which are half sunk in the sand. The statue projects an expression of frown and sneer which in a way showcases the passion of the sculptor when it came to the understanding the subject. The sneer expression denotes that the person mocked those who were weaker than himself but the expression ‘heart that fed’ meant that he was also an able ruler for his subjects. On the pedestal are inscribed the words “My name is Ozymandias, king of kings: / Look on my works, ye Mighty, and despair!” This shows that this statue belonged to a king and it was built in his memory. To support the “decay” of the statue, the traveller ends his speech by describing an isolated and barren desert that seems to go on forever. This indicates that like Ozymandias’ statue which is in a state of decay nothing remains forever only sands of overflowing time.

## PREVIOUS YEARS’

### EXAMINATION QUESTIONS

Answer the following questions in 30-40 words each.

1. What do the expressions on Ozymandias’ face reveal about him?

[2 marks][CBSE 2017]

2. What quality of King Ozymandias does the poem reflect ?

[2 marks][CBSE 2015]

3. Describe the statue of Ozymandias in the desert.

[2 marks][CBSE 2012]

4. Time humbles even the greatest of the great. One should cultivate the quality of humility. Describe how time has reduced the mighty Ozymandias to nothing.

[8 marks][CBSE 2018]



## Solutions

1. The statue as made by the sculptor is shown to be frowning and sneering. It conveys a feeling of cold command. The artist has been successful in replicating the passions of the king’s heart on the face of the statue which has outlived the might and glory of the king even after his death.

# The Rime of The Ancient Mariner

## Summary

Samuel Taylor Coleridge's poem 'The Rime of the Ancient Mariner' is based on a dream of Coleridge's friend and was published in 1798. It is composed in the style of a folk ballad. The poem has myriad references to outdated beliefs and practices. It is surely not only the mariner, who is ancient, but even his rhyme and style is old. There are multiple and contradictory chronologies within the poem. The extravagant use of archaic words makes it appear old.

Coleridge's deliberate use of archaic language, ominous tones and an unreliable narrator whose sanity is questionable are a stunning contrast to the lighter works of Wordsworth and other poets of his era. The Mariner's appearance - unkempt yet charismatic - suggests subtly to the reader, through the repeated focus on his 'glittering eye' and his 'long beard' that he is a spokesman of and for nature and its mysteries. The mariner's timelessness, in direct contrast to the death of all the crew members, hints at the eternity of nature of which he has come to symbolise. Ultimately the mariner repents and atones for his sins and this echoes the Christian message, though his killing of the albatross is a crime against nature. The poem focuses on the power and nemesis of the natural world. The poem hinges around the line, "I killed an albatross." Nevertheless after repentance, the didactic content of the poem can be seen in its message, "He prayeth best, who loveth best." This is the Christian element in the poem.

Since it is predominantly influenced by Christianity, 'Sin' is one of the major themes of the poem. Sin, repentance and punishment are the dominant themes in the poem. Sin refers to the mariner's inhuman act of shooting the innocent albatross who had come to help the ship and its crews. This act of unspeakable cruelty earns the mariner and his crew the vengeance of the spirit of the ocean. The crew encounter nightmarish situations when the sea revolts against them and they are haunted by death. The mariner is then filled with remorse as his actions lead him to gamble with the lives of his fellow mariners. He is then doomed to eternity having to retell his tale of ingratitude to whomever he can persuade to listen. He is punished to atone for the albatross' murder. Thus, we can say that the poem is a tale of sin, repentance and punishment.



# Not Marble, nor the Gilded Monuments

## Summary

Here the poet William Shakespeare compares his piece of poetry with the marble and the gilded monuments. He tries to convey that along with the passage of time, everything will eventually decay and these monuments will be forgotten. With the wars that are to take place these monuments will be destroyed but his poetry will remain forever. But, neither Mars, nor any war will be able to erase his written memory of his friend's life. It will surpass his death. The future readers will admire him through his writings and he will remain immortal in the hearts of the people till the judgement day.

## PREVIOUS YEARS'

### EXAMINATION QUESTIONS

Answer any four of the following questions in 30-40 words each.

1. What will Shakespeare's friend realize when he rises on the Day of Judgment ?

[2 marks][CBSE 2018]

2. What is more powerful than marble and gilded monuments?

[2 marks][CBSE 2017]

## Solutions

1. Shakespeare states in his poem "Not Marble Nor The Gilded Monuments" that his friend

would live in memory of people for many years but the monuments erected by the kings to immortalize themselves would be destroyed by ravages of time. Now, on the day of judgement Shakespeare's friend realises that his statement was true, because today after so many years of the poem being written, Shakespeare's friend is alive in the memory of readers. While the monuments are destroyed by the ravages of time

2. The 'marble' and gilded 'monuments' will be destroyed by the passage of time. The poet's rhyme (his poetry) is more powerful than these as it will outlive these marble statues and gold plated monuments.

# Snake

## Summary

Written in free verse by DH Lawrence the poem showcases the poet's agony which he felt when he encountered a snake. A golden snake on a hot afternoon came to quench his thirst as he decided to drink from the same water-trough from which the poet was about to fill his pitcher. As, the snake came earlier he waited for his turn. As he was waiting the poet suddenly remembers what he has been taught, that is, it should be killed as golden snakes are often venomous compared to the black ones. But the poet then confessed that he started to like the snake and preferred not to kill it. More importantly he was his guest. The snake drank the water and then without showing any gratitude towards the poet it slowly started departing towards the hole to retreat into the earth. The poet couldn't figure out what prevented him from killing the snake yet he felt honoured.

But, those sickening thoughts of killing the snake did not leave his mind. He didn't like the idea of the snake retreating to his hole. He kept down the pitcher and picked up a log to attack the snake. He threw the log at the snake and the snake twisted violently and disappeared into the hole.

Immediately, he regretted the action. He started cursing himself. He compared himself with the Ancient Mariner who killed Albatross without any reason. He wished the snake would come back as he had lost a chance of knowing the snake personally. The poem ended with the poet remaining guilt ridden. He was left with only one thing-pettiness.

## PREVIOUS YEARS'

### EXAMINATION QUESTIONS

1. In the poem "Snake", why does the poet say "I have something to expatiate." ?

[2 marks][CBSE 2018]

2. Why did the poet have to wait near the water trough ? (Snake)

[2 marks][CBSE 2015]

3. Why did the poet throw the log at the snake?

[2 marks][CBSE 2014]

4. What does his 'voice of education' tell the poet?

[2 marks][CBSE 2013]

Answer the following question in 80-100 words.

5. Whenever we act against the voice of our conscience, the result is suffering. Explain with reference to the poet's action against the snake and its consequences.

[4 marks][CBSE 2017]

# DRAMA

## CHAPTER 1

# The Dear Departed

## Summary

The play presents an age old situation that has become common place in today's world. The scenario is set in the drawing room of a small house situated in a provincial town. From the description it is understood that the family comes from a middle-class background. Mrs Slater, an active lady is in mourning and she is getting ready to receive some guests. She asks her daughter Victoria, who is ten year old, to change into something sombre. It is then revealed that Victoria's grandfather, Mr Abel Merryweather, has passed away and the Slater family is getting ready to receive Aunt Elizabeth and Uncle Ben. Victoria expresses surprise at hearing this since her aunt and uncle had not paid them a visit for years, to which Mrs Slater states that they were coming over to talk about grandfather's affairs. This shows how the children are simply driven by materialistic concerns and not humanitarian ones.

Mrs Slater plans to take away the new bureau of the grandfather and shift it to their room, before Elizabeth and Ben arrive. Both Mrs Slater and her husband lock the front door and shift the bureau down. Victoria, the most sensible of the lot enquires why they were stealing grandfather's belongings but her mother tells her to remain quiet. The old man's new clock is also taken away. Upon hearing a knock on the door the Slaters do their best to appear normal. Mrs Jordan and Ben arrive and a pretentious show of mourning takes place. Their fake sorrow is revealed as soon as the ladies start comparing and criticising each other's mourning dress. Other acts such as haranguing over the calling of a doctor reveal how emotionally vacant Mr Merryweather's children are. In the midst of all these, Victoria entered with the announcement that Grandpa was stirring and moving. Mr Abel Merryweather enters the room and is taken aback to see his other daughter and son-in-law, Mr and Mrs Jordan there. Upon understanding the situation he reveals that he was well and just had a slight headache. To his displeasure he notices Henry wearing his new slippers and takes them back. Abel Merryweather then goes onto enjoy tea and eats a generous slice of the apple-pie. He scolds Mrs Slater for

taking away his bureau. Mrs Jordan gets angry and accuses her sister of robbing her father. The husbands also join in the fight and both parties start hurling accusations at each other. Mr Merryweather fed up with the situation addresses his daughters directly and declares that he was going to modify his will and all the money will go to the one, in whose house he dies. Both the daughters then begin to fight with each other in order to keep their father. Abel is amused and enjoys the show. Finally he makes an announcement which shocks everyone. On Monday, he declares that will go to the lawyer and alter his will, then he would go to the insurance office and pay his premium. Then he would go to the church and get married to Mrs Shorrock, in whom Abel had at last found someone who was happy to keep him. He exits with an invitation of his impending marriage. He further thanks Mrs Slater for shifting the Bureau down-stairs as it will be easy to cart it away to “Ring-O-Bells.’

## PREVIOUS YEARS’

### EXAMINATION QUESTIONS

Answer the following questions in 30-40 words each.

1. Why does Mrs Slater ask Victoria to go upstairs?  
How does Vicky react?

[2 marks][CBSE 2017]

2. Why was the grandfather so keen on changing his will ?

[2 marks][CBSE 2016]

3. What are the three things that grandfather plans to do on next Monday ?

[2 marks][CBSE 2014]

## Solutions

1. To check up on the grandfather & wear the mourning. Vicky feels/asks why she should go up.
2. He did not wish to handover / give any of his assets or property to either of his daughters, thus he was keen on giving it away.
3. He decides to
  - consult a lawyer to alter his will in favour of Mrs. John Shorrocks
  - marry Mrs. Shorrocks
  - pay his insurance premium.

## CHAPTER 2

# Julius Caesar

### Summary

Julius Caesar is a tragedy written by William Shakespeare. The drama is centred on Julius Caesar, the ruler of Rome, and how he was betrayed by his best compatriot Brutus and assassinated- a conspiracy masterminded by Cassius, one of the senate members. His murder was avenged by his nephew Octavius and Antonio, who was one of the favourites of Caesar.

There are two scenes from the actual drama. Act II, scene ii and Act III, scene i. The focus here is primarily on the murder of Julius Caesar and the situations that led to it and the ones that followed it.

Act II, scene ii takes place at night in Caesar's palace where his wife Calpurnia was seen disturbed because of the nightmares she witnessed. Supernatural omens which she observed made her believe that something evil would happen to Julius in the near future. Caesar rebuffs her, stating that he would not be giving in to fear and he would go to the senate the next morning where he would be attending a meeting. Calpurnia finally managed to convince him from not going. But, her efforts went in vain as Decius Brutus, another member of the senate came and convinced Caesar to go to the senate as he would be crowned. Caesar dipped in his own ambition failed to see the trap he was heading on into.

Act III, scene I is the following scene where we witness the murder of Caesar and the incidents that takes place after that. Caesar met Cimber on the way who asked him to revoke his brother's banishment but Caesar rejected the plea. The conspirators used this as a reason and one by one stabbed Caesar on the back including his favourite, Brutus. Caesar's dying words were "you too Brutus? Then fall Caesar"

What followed after the murder was utter chaos and with it, a showcase of Mark Antony's oratory skills. The conspirators portrayed Caesar as an evil to the Roman Empire for which he was murdered. Brutus led the proceedings to convince the audience who had gathered around in search for a reason behind the assassination of Caesar. Brutus was almost successful but only till the arrival of Mark Antony who requested Brutus to speak on behalf of Caesar. Brutus, being an honourable man allowed him to speak. Antony with his great orating skills turned things around. He was clever enough to change the opinions of the present audience. He called Brutus "an honourable man" sarcastically and also mentioned about Caesar's will in which Caesar didn't deprive anyone. What followed was utter chaos. The present mob was incited to mutiny and decided to wreak havoc against the conspirators. The scene ended with Brutus and company fleeing the scene and Octavius arriving to support Antony.

# THE STORY OF MY LIFE

## Summary

### Chapter 1

Ms. Helen Keller was born on June 27, 1880 in Tuscumbia which is a little town in northern Alabama. She felt some hesitation while writing her story because she had missed many important events of her childhood while learning new things. She was the eldest daughter of Kate Adams and Arthur H. Keller who was a captain in the Confederate Army; Mr. Keller's forefathers came from Switzerland and settled in Maryland. Her grandfather acquired vast areas of land in Alabama. Apart from that she was many years younger to her husband and was his second wife.

Ms. Keller lived in a small house which had one large room for her and another small one for her servants. After Civil war Helen's father built a traditional house to be used on special occasions. He shifted to that house after his marriage to Kate. The house was covered with vines, climbing roses and honeysuckles. The family lived in the Keller's homestead, which was also known as 'Ivy Green' because the house was covered with Ivy. Helen considered the house to be the paradise of her childhood.

Her father suggested the name of Mildred Campbell, for Helen, whom he regarded highly but her mother decided she would be called after her mother, Helen Everett.

Helen was a curious girl and very critical about herself in her childhood. She used to imitate everyone and thus learnt to walk and talk at an early age. Everything was going well in her life till the day in the month of February when she fell ill and later on got to know that it was an acute congestion of the stomach and brain. Her eyes turned dry and hot and became dimmer and she felt silence all around. It was a nightmare for her when, later on, she realized that she had lost both her eyes and ears. The entire world became dark and silent to her.

### Chapter 2

After losing her eyesight and ears, Helen used to touch every object and observe every motion to understand the outer world. She started learning sign language to communicate with others. Her mother helped her a lot and she turned her long dark nights into bright and good ones with her wisdom.

But slowly, Helen started realizing that she was different from others. She noticed that sign language was not used by other people, that they used their lips to talk. She could feel the difference so, very often, she used to scream till she became exhausted.

Helen was interested in the sheds where the corn was stored, the stable where the horses were kept and the yards where the cows were milked. She was saved from a fire by her old nurse, Viny. Once she had found out the use of a key and locked her mother in the pantry for three hours. Her mother kept on striking on the door, but she sat outside and laughed. When Ms. Sullivan was appointed as her teacher, Helen locked even her who could escape only through window.

Helen's father was a great hunter and loved his child. He loved hosting guests at home. Mr. Keller was a story-teller as well but unfortunately, after a short illness, he died in 1896.

Her mother was so close to her heart that she considered her little sister as intruder. Once she overturned the cradle in which her little sister was sleeping but was saved from falling by her mother. Soon after that both of them became good friends.

### Chapter 3

With the passage of time, Helen started feeling uncomfortable and incomplete with her sign language. She often had outbursts of emotions and generally broke down in tears and physical exhaustion. Her parents felt sad to see her in such a condition and had lost all hope of getting her educated. But Charles Dickens' 'American Notes' brought some hope to them. Her mother read about the story of Laura Bridgman who was deaf and blind, yet had been educated. But, unfortunately, Dr. Howe who had discovered the ways to teach such children had died many years ago.

When Helen reached the age of six they heard of an eminent oculist in Baltimore who had treated many such cases. They reached Baltimore immediately and met Dr. Chisholm. He received them kindly but asked them to consult Dr Alexander Graham Bell of Washington for more information about schools and teachers for deaf or blind children. They met Dr. Bell who understood her signs and left a deep impression on Helen's mind. He advised Helen's father to write to Mr. Anagnos, director of the Perkins Institution in Boston to ask him about a teacher for Helen. They finally found Ms. Sullivan who arrived the following March.

### Chapter 4

It was March 3, 1887 which was the most important day for Helen when she was around seven years old. On that day, she could feel that something important was going to happen as there was a lot of to and fro in the house. Then, Ms. Anne Mansfield Sullivan arrived and gave her a doll. The children at the Perkins Institution had sent it for her. When she had played with it for a little while, Ms. Sullivan slowly spelt doll ('d-o-l-l') which Helen tried to imitate. Later, she learnt to spell pin, cup, sit, stand, walk, mug, water, etc. Ms. Sullivan taught her the word 'water' in a different way. She took her to a well. There she spelt 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 was the happiest child that day and for the first time she waited for a new day to come.

### Chapter 5

This chapter contains the description of Helen's experience during the summer of 1887. The arrival of Ms. Sullivan filled Helen's life with confidence and joy because she kept on teaching her something new. Ms. Sullivan took her to the fields and to the banks of the Tennessee River to teach her about nature. Helen, now, started enjoying the world she lived in. Ms. Sullivan made her feel and experience the beauty in the woods, blades of grass, birds, flowers, in fact almost everything. But on one stormy day Helen felt that nature can be cruel too. She was sitting on the branch of a tree alone as Ms. Sullivan went home to bring lunch. Suddenly, Helen felt a terrible shaking of the trees due to thunderstorm. She got frightened and she made up her mind to jump down. Suddenly her teacher caught her hand and helped her down. This 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 with pride.

### Chapter 6

After learning new words, Helen wanted to know how to use them in interaction. She learnt more and more words and with that her curiosity of gaining more knowledge increased. Ms. Sullivan tried to teach her the meaning of the word "Love" by kissing her, by gently holding her but she couldn't understand it. But, one day when the sun shone after brief showers, Helen somehow felt the meaning of love. Ms. Sullivan told her that love is to be felt and not merely touching things; soon after that she understood the meaning of love. Similarly, Ms. Sullivan taught her another abstract word "Think" by touching her forehead and spelling it.

With the hardships faced by her in learning new things, she understood that a deaf child could not learn any lesson within a month or a year like an ordinary child. Others learnt by imitating or repeating a particular action but these privileges are denied to the deaf and blind children. But, fortunately Ms. Sullivan came to her help here also and asked her to repeat as much as possible.

## Chapter 7

Helen's learning shifted towards mastering the process of reading. To help her with that, Ms. Sullivan gave her slips of cardboard which had raised letters printed on them and each printed word stood for something like an object, act or a quality. There was also a frame in which she could arrange the words in small 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. This is how she began to read but she had no regular lessons like ordinary children. Her teacher taught her by illustrating a story or a poem and she learnt grammar, hard sums, definitions, etc. Helen learnt geography, arithmetic, zoology and botany-all in a leisurely manner. Arithmetic seemed to be disinteresting subject to Helen. In science, she was taught the growth of a plant in its actual form. She enjoyed her lessons as she learnt them from life itself. But it was all because of her teacher who was teaching her in such a way that everything around her got filled with love and joy. Helen was very delighted in the company of her teacher because she had a great influence on her life.

## Chapter 8

Helen kept on learning new things with Ms. Sullivan and then Christmas approached. It was her first Christmas with Ms. Sullivan. 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 Ms. Sullivan.

On the eve of Christmas, she was very excited but she kept on waiting for the real gift. Next morning, with her first 'Merry Christmas', she was presented a canary-a bird by the Tuscumbia School Children which made her extremely happy. She took great care of the bird but unfortunately a cat took the bird while she was away.

## Chapter 9

This chapter revolves around Helen's visit to Boston with Ms. Sullivan in May, 1888. This journey was different from her journey to Baltimore which she had made two years before. She sat quietly beside Ms. Sullivan who told her about everything that she saw out of the car-window. Helen took her rag doll, Nancy, as well to Boston. On the way, she forced Nancy to eat remains of mud pies which covered her with dust. After that, they reached to Perkins Institution for the Blind, where Helen became quiet friendly with the little blind children. She felt better after meeting with them as she was not alone. She found that they were all so happy and contented despite being deprived of a precious gift and this is how she lost the sense of pain in their company. Later on, she also had her first lesson in history when they visited Bunker Hill and her first voyage when they went to Plymouth by water. She visited Ms. William Endicott's house and her farms with whom she had made friends.

## Chapter 10

The time for Summer Vacation came at Perkins Institution and it was decided that Helen and her teacher would spend their vacation at Brewstar, on Cape Cod with Mrs. Sophia Hopkins who was a matron at the same institution. Helen was delighted when she heard about her vacation because she always wanted to touch the mighty sea and feel it roar. On reaching there, she was helped into a bathing suit. She jumped into the cool water and felt the great billows rock and sink. The movement of the water filled her with joy. But suddenly her joy turned into terror when her foot struck against a rock and she felt a rush of water over her hand. She struggled a lot to come out of it and suddenly, the sea threw her back onto the shore and left her.

## Chapter 11

With the passage of time autumn appeared and Helen returned to her Southern home. She was overwhelmed with beautiful memories of the North. She spent the autumn months with her family at Fern Quarry - their summer cottage on a mountain about fourteen miles from Tuscumbia. The evenings at Fern Quarry were pleasant as there were many visitors who used to play cards or spent their time in talk by the campfire. Generally, the men talked about their wonderful feats with fowl, fish, ducks, turkeys, etc. They all were hunters and they shouted "Tomorrow to the Chase!" before they went to sleep.

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, Ms. Sullivan and Helen lost their path in the woods there and wandered for hours to find it. Suddenly, Mildred saw a trestle which would have been a short cut to their home. Helen felt for the rails with her toe, without being afraid and got on very well until she heard Mildred cry "I see the train". They immediately climbed down and the train rumbled by. It was a narrow escape but she couldn't forget the experience.

## Chapter 12

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

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

## Chapter 13

This chapter revolves around the process which Helen followed to learn to speak during the spring of 1890. In order to feel the sound, she would put one hand on her throat and with the other hand she tried to feel the movements of her lips. 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'. Later on, with the help of Ms. Sullivan she practiced to communicate by feeling letters with her fingers. But with continuous hard work, at last her efforts bore fruit and she learnt to speak in 1890.

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

Since the teacher and the student were both devoted towards a clear goal, 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.

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. Finally, her efforts and the affection and devotion of her teachers forced fate to bow to her and Helen learnt to speak. Now she was impatient to show her achievements to her parents, sister and friends. 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

During the winter of 1892, Helen wrote a story "The Frost King" after she had learnt to speak to send as a gift to Mr. Anagnos on his birthday who was the Director of the Perkins Institute for the Blind.

After returning from Fern Quarry, one day Ms. Sullivan told her about the beauty of new foliage. It occurred to her that the outline of the story had taken shape in her mind and she at once sat down to write so that the idea couldn't slip from her mind. 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 a few attain that is success in putting words in a systematic order. 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. In the end, 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 Ms. Margaret T. Canby. The thoughts and language of the two stories were so similar to each other, that it was evident that Helen had heard the story of Ms. Canby and that her own story was a plagiarism. It was a great shock to Helen and she felt much disgraced. Mr. Anagnos, though deeply troubled, believed her innocence.

A few days after this unfortunate incident, Helen went to attend Washington's birthday's celebration where, a teacher asked her questions related to the Frost King. Though she strongly denied having ever heard Ms. Canby's story, she (the teacher) drew the conclusion from her conversation that Ms. Sullivan might have told Ms. 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 Ms. Sullivan and Helen stole Ms. Canby's story and presented it to him as Helen's own creation in order to influence him and win his favor. 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 Ms. 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.

Ms. Canby 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 Ms. 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 who 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.

Later on, after the publication of '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 favor.

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 put the blame on anyone else.

## Chapter 15

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

The chief incidents of the year 1893 which she describes in this chapter are her trip to Washington during the inauguration of President Cleveland and her visits to Niagara and the World's Fair. She says that it is difficult to describe the emotions produced in her heart while she stood near the Niagara Falls and 'felt the air vibrate and the earth tremble, she was accompanied by Ms. Sullivan and Dr. Graham Bell.

In the World's Fair, Helen was introduced to the wonders of the world about which she had read in her books. This visit to the World's Fair transported her from the fairy land of the childhood to the real world. There she saw the idols of Shiva and Ganesha, the pyramids of Egypt, the lagoons of Italy, and many other things from Mexico and the other parts of the world. She came to know of the process of the shining and cutting of diamonds. She visited the ships used by Columbus during his journey to America. She felt how different the real world was from the world of the fairy tales that greatly fascinated her in her childhood.

## Chapter 16

There is nothing particular about this chapter. Before October, 1893 she had learnt various subjects by herself in a more or less perfunctory manner. She read the histories of Greece, Rome and the United States. She knew a little French. She began to learn the French Grammar and knew a little French. She framed small sentences. Besides this, she also improved her speech by reading 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. They stayed with the family of Mr. William Wade in Pennsylvania. His neighbour, Mr. Irons was very kind to Helen. He taught her Latin Grammar and Mathematics. She studied Tennyson's 'In Memoriam'.

## Chapter 17

Helen attended the meeting at Chautauqua of the American Association in the summer of 1894. The meeting was held to promote the teaching of speech to the Deaf. In Meeting, 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 Sullivan. The school was specially chosen for her because it was known for its vocal culture and training in lip reading. In addition to these works, she studied Arithmetic, Physical Geography, French and German.

Miss Reamy taught her German. Helen acquired good knowledge of German and they (Miss Reamy and Helen) talked in German whenever they had a chance to interact. And she studied 'William Tell' and it gladdened her greatly. But she did not make much progress in French compared to German. She read 'Lo Medic in MalgreLui' again but it did not interest her as well as 'William Tell'.

Helen's progress in lip reading and speech was not what her teacher had expected it would be. It was her ambition to speak like other people, but in spite of making her best efforts she could not reach her goal. Perhaps, she had expected too much and disappointment was therefore inevitable. This fault exasperated her difficulties more than it was necessary.

She pursued her other studies, in spite of these disappointments caused her depression at times. She took utmost interest in the study of Physical Geography. Different phenomenon of nature such as blowing of winds, ascending of the vapours from the ends of the earth, origin of rivers from the mountains and in what ways men may overcome many forces of nature mightier than himself, gave her great joy and added greatly to her knowledge. One of the pleasant memories associated with her stay in New York were walks they (Helen and her teacher and friends) took together every day in the Central Park and her visit to the Hudson River.

But before returning from New York, she came to know that her great beneficiary and supporter Mr. John P. Spaulding of Boston died in February, 1896. He was the friend of Helen's father and had provided him with financial help for her education. His death was huge loss for her.

## Chapter 18

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

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

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

## Chapter 19

Helen was studying at Gilman's school for her preparation for Radcliffe she had completed the first year successfully and entered the second year with hope and determination. Mr. Gilman had agreed, that year she should study Mathematics principally. She, therefore, took Algebra, Geometry, Physics, Astronomy, Greek and Latin as subjects for her studies. In the beginning, she had to face many difficulties in 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 no special arrangements were made for her. She could not know which geometrical figure, the teacher had drawn on the blackboard and how teacher solved the questions. Miss Sullivan tried to make her understand the geometrical figures by framing 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 at school.

The embossed books of Geometry, Algebra and the necessary apparatus were made available to her in few weeks. This made her studies easy and she overcame many of her difficulties. But just then an incident occurred that troubled both Helen and Miss Sullivan. Mr. Gilman remonstrated with Miss Sullivan that she (Helen) was working too hard and it might affect her health adversely. Seeing her success in the first year it was decided that she could complete her preparation for Radcliffe in two years. But later, Mr. Gilman extended this period to three years. Helen Wanted to enter Radcliffe with her class completing her course in two years. Helen had to face many difficulties in the examination. Besides, she had many other obstacles to overcome. But she successfully overcame these difficulties and completed her studies and got success in the examination.

## Chapter 20

It has been rightly said, "To travel hopefully is better than to arrive." This came to be true for Helen. She had formed an ideal of college life in her mind. But she did not know that these ideals are formed only to be destroyed and that it is unwise to expect perfect world in this imperfect world. When she entered the college and her ideals struck against the harsh realities of practical college life, her ideal thoughts were 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 waiting for her. The lecture halls seemed filled with the spirit of great wisdom, But she soon discovered that college was not the place that she had imagined. She was disillusioned and began to realise that there were both disadvantages and advantages in going to college.

She felt that she had no time to reflect. 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 Shelter. She went through the whole period of History. In English literature she read poems by Milton.

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

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

She also believed every struggle was a victory. 'One more effort and I reach the luminous cloud, the blue depths of the sky, the uplands of any desire.'

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

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

The greatest dread that Helen faced at Radcliffe was that of examination. As the exams came closer, Helen felt her courage oozing out at her finger ends. Despite difficulties, Helen realised that she had been benefitted much at college. She gained knowledge and learnt the art 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 tends to make 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 and development.

## Chapter 21

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

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

Helen was deaf and blind and she could not gain knowledge through her eyes and ears. Whatever knowledge she attained was through the books which never betrayed her trust. She read her first corrected story at the age of seven. Since then she had been reading every book that she could get. She did not study regularly and according to any plan. She began with a few books in raised letters. These books contained stories for children. Miss Sullivan spelled into her hands, stones 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'. Finally it became her favourite book after reading it so many times. 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'.

Helen was equally captivated by ancient Greece. She secretly carved the shrines of those Gods and Goddesses in her heart. She loved to read of nymphs, demigods etc. It was 'Iliad' that fired her fancy and made Greece the most attractive place for her. '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 be it in any language.

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

She was much inspired by Ruth's noblest patriotism. Ruth's words, "If I perish, I perish, but if I live my people shall live" touched her heart and mind. Thus, the Bible introduced Helen to divinity and gave her a taste of eternal bliss.

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

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

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

Among English poets and writers, Helen admired Wordsworth, Herrick, Mark Twain and Scott the most for contrasting 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 she passed her days and nights with their company. They were a source of consolation in her woes and worries.

## Chapter 22

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

In the previous chapter we have read about of Helen's love for nature and country side. She would frequently go to fields and hills, lakes and grasslands and enjoyed outdoor sports. She was equally interested in rowing and Swimming. Whenever her friends visited her, she would gladly take them out for rotes 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 even scared of waves and winds and would skillfully go along in the water.

Helen loved to go canoeing on moonlit nights and 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. Many times she felt astrange warmth that one feels in the midst of a city, and could also experience a storm, at times.

She equally enjoyed the delights of sailing at sea. In 1901, she went to Nova Scotia. In the company of Miss Sullivan, she went to Halifax and enjoyed a lot.

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

Helen was very sumptuous, having wonderful sense of feeling and smelling. She was able to distinguish between the city and the country life. She was fully aware of the noisy city life .

Helen had also visited the narrow dirty streets where the people lived in dark places. She was particularly saddened to see the children leading a life of utter poverty and neglect. The rich enjoyed a pleasant life, while the poor were not provided with the basic requirements of life.

Helen visited museums and art stores as statues, pictures and the other articles of art were a source of great pleasure and ingenuity to her. She was gifted with a high sense of touch. Merely by touching a picture, she would come to know of the thought and emotion that the artist had portrayed. There hanged a medallion of Homer so low on the wall of her study that she could touch it easily.

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

Inspite of her constraints, Helen had immense capacity to enjoy life yet sometimes she was overcome by gloom and felt isolation in her 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 elucidation of some of the people that pleased Helen the most. Some of them were known literary persons while others were unknown. Good people thrilled her like a poem. Their presence made her insensible to her worries and cares. When they were away from her, she became sad of course Helen avoided persons who bored her. She did not like reporters and hypocrites and so she maintained a quite distance from them.

She learnt from Bishop Brook that love is the base of all religion and love is a universal religion. 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 belief of love of Bishop Brook influenced her most.

# THE DIARY OF A YOUNG GIRL

## Summary

### Early Life (June 12, 1929-June 15, 1942)

Anne Frank, was gifted a red and white checkered diary by her friend on her thirteenth birthday. She called her diary Kitty. She started sharing her feelings and experiences with her diary. She started writing about all the happenings around her in her diary. Kitty was a source of comfort and support, turned into her friend, in which she confided everything. Apart from Kitty, she received many other gifts like a game, a bottle of grape juice and a blue blouse, a puzzle, a jar of cold cream, 2.50 guilders and a gift certificate, two books from her parents. She celebrated her birthday at the school by sharing cookies with her teachers and her classmates. Her classmates played volley-ball, danced around Anne in a circle and sang 'Happy Birthday'. After celebrations at school, she went home where her friends Hanneli Goslar, Ilse Wagner and Jacqueline Van Maarsen were waiting for her. They were called Hanne, Anne and Sanne by others. She was presented with a beautiful book-Dutch Sagas and Legends by her friends. 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 a Sunday afternoon. She watched the Rin Tin Tin movie, a big hit with her friends. The list of Anne's friends as written in her diary includes her classmates as well as boys. Her best friend in her class was Jacqueline but later she realized that she never had a real friend and was mistaken about Jacqueline.

Anne had number of friends. Betty Bloemendaal looked like a kind of a poor girl, lived in some obscure street in West Amsterdam and was a quiet girl. D.Q. was a nervous girl and the teachers always kept punishing her by assigning extra homework. Henny Mets and Ilse Wagner were nice girls with cheerful temperaments. E. S. talked too much whereas Hanneli Goslar was a shy girl-outspoken at home but quite 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 smallest thing. There were a few nice girls also in the list -Nannie van Praag-Sigaar, Eefje de Jong and G.Z. Amongst boys there were some who admired her friends, some she regarded as funny, and smart but there were others who were boring.

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

### Anne and her Family (June 20, 1942)

Anne's father, Otto Frank, was an lovable father. Otto Frank married Anne's mother at the age of thirty-six. Anne had an elder sister, Margot who was born in 1926 and Anne was born on June 29, 1929. They lived in Frankfurt till Anne was four years old. Her father worked in a Dutch Opekta Company. In 1933, her parents immigrated to Holland as her father had become the Managing Director of the company which was a responsible position in the organization. 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 six. Her teacher in the sixth grade was Mrs. Kuperus, the principal. Both of them were in tears as Anne had to leave the school as she had been accepted at the Jewish Lyceum.



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

Trouble started for the Jews after May 1940 as a series of anti-Jewish decrees restricted their freedom. Their shopping time was fixed between 3 p.m. and 5 p.m. There were many restrictions. Meanwhile Anne's grandmother became sick and she died in January 1942. Anne loved her very much.

### **Life at School (June 21, 1942)**

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

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

There were nine teachers in Anne's school. Out of which seven were men . Her Mathematics teacher, Mr. Keesing, had warned her several times that she talked too much. One day, he gave extra homework by assigning an essay on 'A Chatterbox'. Anne jotted down the assignment and tried to stay quiet. She decided to write an essay that had convincing arguments to prove the necessity of talking. Mr. Keesing enjoyed the arguments but when she talked again in the class, she was assigned another topic 'An Incurable Chatterbox'. Then in the third class, the topic assigned was 'Quack Quack Quack'.

Anne had exhausted her ingenuity after writing much on the topic of chatterboxes. She decided to take help from her friend Sanne who was good at poetry. They wrote the essay from the beginning to end in verse. It was a beautiful poem about a mother duck and father swan with three baby ducklings that were bitten to death by father for quacking too much. This resulted in Mr. Keesing taking the joke in the right way and since then Anne hadn't been assigned any extra homework and was allowed to talk in the class.

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

They used to walk wherever they went as they were not allowed to use car. On June 24, 1942 as Anne passed the bicycle racks, she heard her name being called. When she turned around, she saw that her friend Wilmas' second cousin Hello Silberberg was standing there. Anne was surprised. Anne 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. Gelsenkirchen's parents were in Belgium. He left her girlfriend named Ursula as he didn't enjoy her company. On July 1, 1942, Hello told Anne that his grandmother wanted him to meet Ursula and not Anne, but Anne could feel that Hello was in love with her and not Ursula. Even Margot and Anne's mother had developed a liking for Hello which Anne liked.

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

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

On July 8, 1942 Margot informed Anne that their father had received a call-up notice from the SS. The call-up notice brought with it the vision of concentration camps and lonely cells which were frightening in nature. Another terrible jolt came when they realised that the call-up notice was not for Otto but for Margot. After much discussion, it was decided that they would go into hiding .

Margot and Anne started packing their belongings. Miep and Jan Gies helped them in shifting their baggage and finally at seven-thirty the family left for the hiding place. They left the house in a mess so that people would feel that they had left in a hurry.

**Hiding Place :** They walked in pouring rain to reach their hiding place, which was located in Otto's office-building. Jews were not given conveyance .The office people- Mr. Kugler, Mr. Kleiman, Miep and Bep Voskuijl were all informed of their coming. After they reached the building, there was a large warehouse on the ground floor which was used as a workroom and a storeroom. A wooden staircase led to the third floor. One of its doors led to the 'Secret Annexe' at the back of the house. There were many doors behind that which led to a kitchen, a large spacious room, and a washroom.

After they arrived at 263, Prinsengracht, Miep led them to their rooms which were full of the cardboard boxes which they had been shifting. Anne and her father cleared most of the boxes and turned it into a habitable place. Otto plastered the walls with postcards, movie star collections, and pictures to make it look nice. Anne's mother stitched curtains crookedly with unskilled fingers to hang on the windows and doors so that their neighbours might not know about their presence. They also had a supply of reading material, and decided to buy lots of games to keep themselves quiet.

## **Life At Secret Annexe (July 12, 1942)**

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

August 14, 1942 : August 14, 1942 brought a new phase in the life of the Franks as the Van Daans also joined them. The Germans had sent call-up notices to them also, and they had to hide like the Franks. Now there were seven of them. They wanted to know from the van Daans what had happened after they had left their apartment. Mr. Van Daan told them that their landlord Mr. Goldschmidt had called him and showed him the note that the Frank family had left behind and so he was planning to bring the cat.

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

## **Life Between September And October 1942**

Every other day there was a quarrel between Anne's mother and Mrs. Van Daan. 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 and Anne developed a feeling of dislike towards her mother. Sometimes there was fight between the two ladies but most of the time Anne's mother had to step back as Mrs. Van Daan seemed to be a born debater.

While in hiding, these people faced another problem and that was of taking baths. They used to wash themselves in a wash tub as there was no bath tub in that place. It was very inconvenient till one day Peter gave Anne the idea of taking a bath in the spacious office bathroom. Anne liked this idea . On other days, Anne used to think about the days when they would be able come out of their hiding. On October 7, 1942 she imagined herself in Switzerland where they had a beautiful house with beautiful new furniture.

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

### **A Scary Incident (October 20, 1942)**

Anne continued her studies during her stay. On October 14, 1942, she translated a chapter wrote down some vocabulary words, worked on maths problems and also translated some pages of French Grammar. She had started working on short-hand . 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 .

The most frightening thing that happened on October 20, 1942 was that a carpenter had come that day to fit the five fire extinguishers in the building. The office staff forgot to inform them. But somehow Anne could make it out when she heard the hammering on the landing. She informed the others about it. Anne and her father stationed themselves at the door so that they could hear when the man had left. After about fifteen minutes, the carpenter put his hammer and some other tools on the bookcase (or so they thought) and banged on the door. They turned white with fear presuming that someone had become suspicious about someone living in that place. The knocking, pulling, pushing and jerking at the door continued for some time. Anne fainted out of fear that someone had discovered their place. After sometime, they heard Mr. Kleiman's voice saying, 'Open up, it's me' that they all heaved a sigh of relief. They opened the door at once after hearing this.

Actually, the hook fastening the book case had got stuck. The carpenter had left after finishing his work and at the same time Mr. Kleiman had arrived to get Bep, but he couldn't open the bookcase.

But everyone soon got over it and life returned to normalcy. On October 29, 1942 they got the information that the furniture had been removed from the Van Daan's apartment.

### **November 9, 1942 - November 20, 1942**

Mr. Frank became ill, but the family could not call a doctor . That weekend, Bep Voskuijl, another worker in Mr. Frank's office, stayed in the annexe. Anne was not happy with her mother as she found something to scold Anne about. She never passed any judgment on Margot but always found faults in whatever she did. Perhaps that was the reason Anne turned to her diary and started writing 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. He was 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. Mr. Dussel met Mr. Kleiman at an appointed time, and Miep then led him to the annexe. Mr. Dussel was surprised when he met the Frank family because he had heard that they were in Belgium. Mr. Dussel was given a list of rules by van Daans when he arrived. He shared a room with Anne and told her about the shocking things happening outside. Anne thought herself to be lucky to be in hiding, and she thought of the suffering that her friends must undergo merely because they were Jewish.

## 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 less in supply. For St. Nicholas Day, her father hid a basket filled with presents and a mask of Black Peter in the closet.

The van Daans made sausages to preserve the meat they had bought. Mr. Dussel started a dental practice in the annexe and tried to fix Mrs. van Daan's cavities. 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. Jews were being taken from their homes and separated from their families, and non-Jewish children were wandering the streets in hunger. Both Christians and Jews wanted the war to end, and she believed that her family was better off than the people outside the annexe. Anne realised that everyone was always yelling at her. Mr. Frank thought the war would end soon. During this period, the level of anxiety in the annexe increased. Anne was frightened by the sound of gunfire one night and crawled into her father's bed for comfort. Another night, Peter also climbed up into the loft and a rat bit his arm.

## June 15, 1943-November 11, 1943

Mr. Voskuijl was diagnosed with cancer and knew that he will not live long. Anne decided that she would not learn shorthand anymore as she was becoming nearsighted and reading glasses could not be arranged at this place. The group briefly considered sending her to an ophthalmologist, but Mr. Frank had heard that the war would end soon as British had landed in Sicily. There was another break-in at the office, and this time the robbers took cash and ration coupons meant for sugar. Two air-raid sirens were sounded in one day as bombs fell relentlessly on Amsterdam. The residents of the annexe were scared, but Anne tried to be brave. They heard the good news that Benito Mussolini, Italy's fascist leader, had been deposed. Italy surrendered unconditionally, but Anne's happiness was tempered by the news that Mr. Kleiman had to undergo a stomach surgery. She was worried that Mr. van Maaren, a man who worked in the warehouse and was not trustworthy, would find out about the hiding place. Anne compared herself to a bird with broken wings, looking forward to freedom and open air. Margot decided to take a correspondence course in Latin in order to overcome her boredom. Anne found Latin too difficult. Mr. Frank asked Mr. Kleiman for a children's Bible so that Anne could learn about the New Testament.

## November, 1943

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

Bep had diphtheria and she was not allowed to come into contact with any of them for six weeks. It was quite difficult to manage without her. Mr. Kugler was very busy in work. Margot started sending Latin lessons to a teacher under the registered name of Bep.

## December, 1943

It was once again the time to celebrate St. Nicholas Day but this time they could not celebrate it like last year due to unrest in Germany. So, Mr. Frank and Anne decided to write a verse for each person in annexe. Anne removed the note at quarter to eight from the big laundry basket and read it aloud. She then asked them to look into the basket for his or her shoe. Inside each shoe, there was a little wrapped package addressed to its owner. This created a roar of laughter.

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

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

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

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

There were fewer fights in the annexe. For the last few months they had been splitting up the meat, the soup, the potatoes and this time it was the fried potatoes. Anne wished they could split up completely.

## January, 1944

Anne went through her diary and found that she had shown negative feelings towards her mother. Then she cleared her conscience by telling herself that it was only because her mother did not understand her and never tried. But that period was now over.

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

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

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

Anne decided to have Peter as friend. Once she went to his room but she could not gather the courage to talk to him in a required friendly way. She came back to her room and cried. That night she had a dream in which she saw herself with Peter Schiff. When she woke up she could still feel his cheek against her and him staring into her eyes.

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

Bep had a bad cold whereas, Miep and Jan had upset stomachs. Anne kept herself busy practising dance steps every evening. Everyone in the annexe was interested in reading a book called *A Cloudless Morning* which dealt with a number of adolescent problems. Margot developed nicer feelings and started becoming a nice friend to Anne. Anne kept on thinking about Peter most of the time.

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

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

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

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

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

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

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

## February 1944

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

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

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

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

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

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

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

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

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

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

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

## **P. S. Thoughts : To Peter**

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

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

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

## March 1944

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

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

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

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

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

Anne thought about her school days and she felt them to be unreal because she had many friends and admirers. Even Peter said "You were always the centre of attraction". But now there was a drastic change in her as she wanted friends and not admirers. That's why she didn't miss the school days. The second half of 1943 was a bit better. She had become a teenager but was treated more like a grown-up. She wanted to change herself, she didn't want to be with her mother. The New Year brought another change. She longed for a boyfriend which created a difference between Anne and her mother.

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

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

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



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

### **15<sup>th</sup> March - 31<sup>st</sup> March 1944**

Bep was suffering from bad cold. Mr. Kleinian's lost consciousness due to bleeding in stomach. At annexe, everyone wanted Mr. Kugler to go to a reliable doctor to get a medical certificate of ill health. Doctors, on the other hand, attended even serious patients on the telephone as there was a long queue of patients. Anne had started resenting the idea of sharing a room with Mr. Alfred Dussel whereas Peter had a room of his own. She didn't like the idea of not talking to Peter. She wanted to share her thoughts with Peter. 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 due to their interfering and nosy attitude. It was no longer a close and harmonious family. Anne felt neither respect nor admiration for mother. She just loved and admired one person and it was Peter and she found him decent and clever. Anne was also of the opinion that parents should discuss sex and marriage with their children. They should not leave them on their own. This day was important for Anne as her mother gave her a sausage to give to Peter and he refused to accept it. Anne thought that it was only because of his annoyed behaviour 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 quite happy to be in the company of Peter.

Anne realised that Margot and her father did not like Peter. Margot cleared her hearts feelings through a letter. Anne answered her letter Margot wrote in reply that she thought of Peter as a kind brother and they have brotherly and sisterly affection towards each other. Anne was sure that Peter loved her. That night she waited for Peter who moved up and down his room and then went to bed early. She waited for Peter but he did not turn up. 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. Anne talked about many things to Peter related to sex but was shocked when Peter told her that he had found her making fun of him along with Margot in the bathroom. Anne didn't like the idea and could not convince him that they were not talking about Peter.

Anne's frequent visits to Peter's room raised a suspicion in the minds of elders but both of them cared least. She felt comfortable with him. Anne wanted to discuss the female body with Peter but somehow she didn't find courage to do so. So she started making the entry in her diary. Anne found a drastic change in herself and blamed it upon her parents for this. They were never friendly whereas Anne wanted peace. She neither wanted to quarrel nor gossip. She had realised that Mrs. van Daan could be won easily with polite 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 content of entire letter to politics. The topic which least interested her. The mood never varied in the annexe and the talks about invasions, air raids, speeches, etc., were always there. It continued the whole day and they never got tired of it. The radio was switched on every morning at eight and was listened to every hour late in night. A speech was made by Winston Churchill. Everyone, except Peter, Margot and Anne, listened to it with great concentration. Anne's mother forbade her from going to Peter's room as Mrs. van Daans felt jealous. Anne's mother thought that Peter was in love with her. Anne felt herself in a difficult position and both were against each other.

The Cabinet Minister Mr. Prockestein spoke on the Dutch broadcast and said that after the war a collection would be made of the diaries and letters related with the war. Everyone pounced on Anne's diary. Even Anne was amused. 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 those days. 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 was not 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 souvenirs. The talk about Peter and Anne had vanished then. Anne's life had become much better. God had not deserted her and she knew God never would.

### **1<sup>st</sup> April - 15<sup>th</sup> April 1944**

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

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

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

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

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

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

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

## 16<sup>th</sup> April - 30<sup>th</sup> April 1944

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

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

Anne still thought about her dream of Peter and wanted to feel the same longing for this Peter. She was getting intimate with him and wondered if he wanted to marry her, what would her answer be. Surprisingly, she felt that he had too little character, will power, little courage and little strength. Peter was still a child. Now, she was afraid of herself. There was an eternal struggle between her and mind which she found very hard.

## 1<sup>st</sup> May-15<sup>th</sup> May 1944

Anne took Peter's consent and talked about her relationship with Peter to her father. At first he didn't object to her relationship with him but Sunday morning he told her not to meet him frequently. He said that Peter didn't have such strength of character. He could easily be influenced to do good or bad. So he advised her not to take him piously.

Mr. Dussel's mood had changed. He had become friendly with Mr. van Daan again. His birthday passed without much splendour.

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 common man would have rebelled.

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

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

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

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

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

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

## 16<sup>th</sup> May - 31<sup>th</sup> May 1944

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

The invasion had still not begun so Mr. Frank lost his bet to Mr. van Daan. Anne felt that the British were fighting for their own country. According to Anne, while the Germans were rearing themselves everyone else

including the Dutch and the British were sleeping. People had started disliking the Jews as some of the Jews were disclosing secrets of Jews to the Germans under pressure. Everyone was shocked to see this.

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

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

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

### **1<sup>st</sup> June - 15<sup>th</sup> June 1944**

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

The British invasion began. Reports of heavy bombing at same places was received. According to the German news, British paratroopers had landed on the coast of France. 11,000 planes were ready for action whereas 4,000 landing craft and some 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. 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 started believing that the British should free Holland and go back.

Anne thought about Peter a lot. She just wanted to know why Peter did not share his deepest thoughts with her. Anne was again attracted towards nature. In fact, she had been cut off from the outside world and this attracted her towards it. The blue sky, the clouds, the rain, the moon all seemed to have a mesmerizing effect on Anne.

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

### **16<sup>th</sup> June-30<sup>th</sup> 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. The annexe residents were facing a shortage of potatoes. Mr. Kleiman still could not decide about his operation.

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

Anne had started reading 'An Ideal Husband'. Bep changed her hair and Miep had gone on a week's holiday. Anne underwent a root-canal treatment of her tooth which was due for some time. There were more reports of victories by the Allies which led cheerful and optimistic mood in annexe residents.

## 1<sup>st</sup> July -30<sup>th</sup> July 1944

Anne was worried about Peter's behaviour. He talked about becoming a criminal which Anne never liked. According to her, Peter did not have a goal and suffering from an inferiority complex. Anne wondered "How noble and good everyone could be if, at the end of each day, they were to review their own behaviour and weigh up the rights and wrong."

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

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

Hitler ran a risk to his life as an assassination attempt had been made on him by a German General. Fuhrer (Hitler) had escaped it but the secret came out that even the Germans were fed up of the war.

## August 1944

Anne felt herself to be a bundle of contradictions. She was cheerful and optimistic but there was a deeper side of Anne also which no one could feel.

## Anne's Diary Ends Here

Afterward

On the morning of August 4, 1944, security police armed but in civilian clothes emerged outside the annexe as someone had tipped them off. All the eight people hiding in the annexe were arrested. They took all the valuables and cash. Miep and Bep Voskuijl were not arrested. After the arrest Mr. Kugler and Mr. Keiman were taken to a prison located in Amsterdam. They were transferred from Amsterdam to Holland on September 11, 1944. Kleiman was released on September 18, 1944 due of poor health, died in 1959.

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

The eight residents were first brought to a prison in Amsterdam and then transferred to the transit camp for Jews in the North of Holland. Mr. van Daan was gassed to death according to Otto Frank. Meanwhile, Mrs. van Daan was transported to various concentration camps. She did not survive. Peter van Daan was forced to take part in 'death march' on January 16, 1945 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 typos epidemic due to horrible hygienic conditions. Both of them died due to epidemic. The camp was liberated by British troops on April 12, 1945.

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