



Alternative English for Class X



Orient BlackSwan



Orient BlackSwan

Acknowledgments:

'In Celebration of Being Alive' by Dr. Christiaan Barnard originally published in Reader's Digest. Copyright © 1980 by Trusted Media Brands, Inc. Used by permission. All rights reserved; '1992 Speech by Severn Suzuki' Courtesy of Severn Cullis-Suzuki, David Suzuki Foundation <https://david Suzuki.org/>; 'Old Folks Laugh' from *The Complete Poetry of Maya Angelou* published by Virago Press, Little Brown Book Group. Copyright © 2015 by The Estate of Maya Angelou. Reproduced with permission of the Licensor through PLSclear.

Every attempt has been made to trace holders of copyright. Where the publishers have not heard from them at the time of going to press or where, in the absence of complete information, it has not been possible to identify the sources of materials used, the publishers would be grateful for any information that would enable them to make appropriate acknowledgements in future reprints/editions of this book.

All rights reserved. No part of this book may be modified, reproduced or utilised in any form, or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, in any form of binding or cover other than in which it is published, without permission in writing from the publisher.

ALTERNATIVE ENGLISH CLASS X

ORIENT BLACKSWAN PRIVATE LIMITED**Registered Office**

3-6-752, Himayatnagar, Hyderabad 500 029, Telangana, India
e-mail: centraloffice@orientblackswan.com

Other Offices

Bengaluru, Chennai, Guwahati, Hyderabad, Kolkata, Mumbai, New Delhi,
Noida, Patna

© Orient Blackswan Private Limited, 2015, 2019, 2022, 2024

First edition 2015

Second edition 2019

Third edition 2022

This edition 2024

038750



ISBN 978-93-5442-850-0

Typeset at

Bookcraft Publishing Services (I) Private Limited
Chennai 600 028
e-Leaf Technologies, Chennai

Printed in India at

B.B. Press, Noida 201 301

Published by

Orient Blackswan Private Limited
3-6-752, Himayatnagar, Hyderabad 500 029, Telangana, India
e-mail: info@orientblackswan.com

Weight of the book: 284 grams

CLASS-X
ALTERNATIVE ENGLISH

Unit-Wise weightage**Part 'A': External**

Unit	Marks
Unit 1 - Reading Skills	10
Unit 2 - Writing Skills and Applied Grammar	20
Unit 3 - Literature	35
1. Prose	
2. Poetry	
Unit 4 - Autobiography	15
Total	80

Part 'B': Internal**20**

Grand Total	100
--------------------	------------

Part 'A': External**Unit 1: Reading Skills****10 Marks/20 Periods**

This section will assess Reading Comprehension. The section will be of 10 marks and will have 1 reading passage, i.e. factual or discursive, of about 300 words and 1 literary passage or poem followed by PSA type of questions that will test the sub-skills of scanning, skimming, vocabulary reinforcement and comprehension.

Unit 2: Writing Skills and Applied Grammar**12 + 8 = 20 Marks/50 Periods**

2 writing items of about 100–150 words for 6 marks each, e.g. a newspaper report, article, story-writing or dialogue.

Grammar section will assess grammar items in context for 8 marks. There can be two to four questions which will test grammar items through the following type of ways:

- Gap-filling with one/two words to test degrees of comparison, conjunctions and prepositions.
- Editing or Omission covering active and passive voice, clauses and prepositions.
- Transformation of Sentences in context to test clauses and active and passive voice.

Unit 3: Literature

35 Marks/110 Periods

Prose

1. The Fragrance of The Gods (Toshi Langu)
2. Man Against Virus (Naveen Sullivan)
3. Speech by Severn Suzuki
4. In Celebration of Being Alive (Dr Christiaan Barnard)
5. The Ambitious Guest (Nathaniel Hawthorne)

Poetry

1. To Sleep (William Wordsworth)
2. Prayer of the Meek (Lhusi Haralu)
3. Closed Path (Rabindranath Tagore)
4. Old Folks Laugh (Maya Angelou)

Unit 4: Autobiography

15 marks

The Diary of a Young Girl (Anne Frank; Retold by Cherry Gilchrist)

Grammar

1. Degrees of Comparison
2. Conjunctions
3. Prepositions
4. Active and Passive Voice
5. Clauses

Part 'B': Internal

20 marks

- | | |
|------------------------|----|
| 1. Conversation skills | 10 |
| 2. Assignments | 5 |
| 3. Formal testing | 5 |

Prescribed textbook:

Alternative English Class X

- Orient Blackswan, Pvt. Ltd.

1/24, Asaf Ali road, New Delhi 110002

Reference book:

Senior School Grammar and Composition

Hester Lott

- Orient Blackswan, Pvt. Ltd.

1/24, Asaf Ali road, New Delhi 110002

Preface

Alternative English for Class X meets with all the requirements of the syllabus set down by the Nagaland Board of School Education. The separate sections on **Prose, Poetry, Grammar, Reading, Writing, Listening, Speaking** and **Supplementary Reading** provide a rich programme of study in English Literature and Language. There are additional study materials linked to QR codes for the Prose, Poetry, Grammar, Reading, Writing and Supplementary Reading sections for an enhanced learning experience.

The selection of fiction, non-fiction and autobiography are of high literary value and cover a range of genres. In the Prose section, we have a charming recollection of a well-loved childhood in *The Fragrance of The Gods* by Toshi Langu; the story of Louis Pasteur's daring battle against a deadly disease in *Man Against Virus*; twelve-year-old Severn Suzuki's rousing speech to adults on their environment-unfriendly ways; a legendary doctor, Christiaan Barnard's reflections on suffering and what we can learn from it in *In Celebration of Being Alive*; and literary genius Nathaniel Hawthorne's curious tale about fate and irony, *The Ambitious Guest*. The choice of poetry too is wide ranging. From Wordsworth's appeal to Nature in *To Sleep* to Lhusi Haralu's moving call for peace in *The Prayer of the Meek*; Tagore's hopeful poem on the twisting journey of creativity, *Closed Path*, and Maya Angelou's celebration of the gutsy attitude of the old folks in *Old Folks Laugh*—all are very enriching experiences in reading.

The supplementary reading, Anne Frank's *The Diary of a Young Girl*, is an illuminating peek into the life of a young girl who goes into hiding with her family to escape the horrors of war. Her account of the war and growing-up under the constant threat of danger has inspired hope and courage in millions across the world. The diary encourages empathy, awareness and a deeper understanding of the world outside the classroom.

The reading comprehension questions that follow each of these texts is planned to reinforce the students' understanding of facts and develop the ability to make inferences, evaluate what they read and make interpretations.

The Grammar section includes a very comprehensive and systematic teaching of Degrees of Comparison, Conjunctions, Prepositions, Active and Passive Voice and Clauses as prescribed in the syllabus. There are a number of practice exercises to ensure that the students will have a solid grasp of the items in the Grammar syllabus.

The Reading section has a variety of comprehension passages for practice. The scope of the Writing section includes story writing, dialogue writing and article and report writing. Notes and models are provided for step-by-step guidance on how to write a sample piece and there are adequate practice tasks and exercises.

The Listening and Speaking sections enhance and develop oral-aural skills with several examples and exercises for practice.

To sum up, the objective of the textbook has been to infuse the programme of study for class X with depth, rigour and adequate practice, to be of optimum benefit to the student.

Contents

Prose	1
1. The Fragrance of The Gods	2
2. Man Against Virus	9
3. Speech by Severn Suzuki	15
4. In Celebration of Being Alive	20
5. The Ambitious Guest	26
Poetry	37
1. To Sleep	38
2. Prayer of the Meek	42
3. Closed Path	47
4. Old Folks Laugh	50
Grammar	55
1. Degrees of Comparison	56
2. Conjunctions	63
3. Prepositions	70
4. Active and Passive Voice	78
5. Clauses	87
Reading	95
Writing	111
1. Newspaper Report	112
2. Article	116
3. Story-Writing	120
4. Dialogue	124
Listening	131
Speaking	135
1. Role-Play – Pair work	136
2. Group Work	144
3. Topic Presentation	146

<i>Autobiography</i>	149
1. The Diary of a Young Girl	150
2. Introduction	154
3. World War II	155
4. The Holocaust	156
5. Main Text	156
6. Afterword	183
7. Questions	184
 <i>Competency-based Questions</i>	



Orient BlackSwan

PROSE

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

1. The Fragrance of the Gods

- Review and Analysis of the story
- Related stories (text and audio)
- Additional Questions with Answer Key

2. Man Against Virus

- Presentation: The science behind Rabies with illustrations
- Weblinks: Videos about Louis Pasteur and the Rabies Vaccine

3. Speech by Severn Suzuki

- Weblinks: Video of Severn Suzuki's Speech
- Weblinks: Speeches similar to Severn Suzuki's
- Additional Questions

4. In Celebration of Being Alive

- Weblinks: About Dr Christiaan Bernard and the first human heart transplant
- Additional Questions with Answer Key

5. The Ambitious Guest

- Weblinks: Literary Analysis
- Weblinks: Character Study
- Additional Questions about Literary Analysis and Character Study with Answer Key

1

THE FRAGRANCE OF THE GODS

About the author

Rev. Dr Toshi Langu was born and raised in the Lakhuni village in the Mokokchung district. The wild, adventurous boy that he was in *The Fragrance of The Gods*, grew up to become a teacher, and then a pastor with the Kohima Ao Baptist Church. He is also a prolific writer and has chronicled his life and thoughts in the form of songs that he has composed and compiled in an album, *Walking Tall*. He started his own Prayer Ministry, The Frontline Prayer Ministries, bringing to everyone his vision of an uncorrupted, beautiful Nagaland and the message that wherever we go, there is an 'Angel' taking care of us.

I am a child of the fifties and I was born and brought up somewhere in the lower regions of the Ao land called the Japukong Range.

Our village was **remote**, **backward** and far away from any civilisation, yet we loved our village and the jungles that so thoroughly **blanketed** the entire region. There we grew up more like civilised apes than human children for we spent more time in the wild outdoors than at homes.

Most normal days of our childhood consisted of exploring the forest, climbing trees, swinging from branches, eating wild fruits and nuts and monkeying around. When the Americans were trying to build a rocket and go to the moon, we were busy swinging from branch to branch, up in the trees, that too without any safety equipments.

When I think about my childhood days, I like to visualise it in terms of the interesting happenings in a good zoo, especially within the **enclosure** kept exclusively for the apes! My friends and I did most of the things that apes usually do in a zoo. Except, of course, we never vomited any half-digested **cud** on our palms and ate it as if it were melted chocolate candy. Well, if we could, we might have done that too, who knows.

remote: located far away from any town or city

backward: underdeveloped, lacking in modern inventions like machinery

blanketed: covered completely

enclosure: an area surrounded by a wall or a fence; in a zoo it is the area within which the animals are kept safely

cud: partially digested food that some animals return from their stomach to the mouth for further chewing

Our village was **perched snugly** on a mountain top surrounded by thick jungles on all sides. The first and the only **pony trail** into Nagaland, used by the American missionaries to and from Assam, ran across the village.

This trail was later broadened into a **motorable road** during World War II. But motor vehicles were rare. I saw an aeroplane even before I ever saw a motor vehicle **plying** on the road. Aeroplanes flew the skies once in a while and that excited us no end.

There were stories in the village that countless vehicles—big and small ones—came and went on this single road during the war. They were driven by giant ape-like men with red faces. Most probably they had red faces because our grandparents roamed around half-naked at that time.

The Americans might have been blushing or perhaps they got sun burns. I wasn't born as yet when they **frequented** our village. I missed such an exciting time in history by about five years.

Now it was a decade or so after the end of the war and vehicles still seldom passed this way. Maybe they did **once in a blue moon**, but blue moons were far in between.

In those days any vehicle—be it a jeep or a pick-up truck or anything with four wheels—was known as '*kari*'. Only motor cycles were known as '*thüip thüip kari*'. There was no machine of any kind in a radius of about 40 kilometres around our village. There was practically no noise pollution. Everything was silent except for human voices and the sounds of birds, insects or animals. In fact we could even hear the whistle and chugging of trains far away in the Brahmaputra valley—the valley which we used to survey everyday from the mountain top. Thus if a *kari* happened to be coming our way, it could be heard from many miles away.

The passing of a vehicle created a sensation among us. Every boy and girl in the village waited **deliriously** for one to pass by. This anticipation was simply unexplainable. All we wanted was to get a whiff of the vehicle's **exhaust**. This rare and precious exhaust we named 'fragrance of the gods'.

The **serpentine dirt road snaking up the hills** from the valley had a very prominent **blind curve** some two kilometres before reaching the village. And halfway in between, there was a point where a footpath (which was used as a short cut by all the villagers) met the main road. Having this short cut was highly advantageous, especially for the kids.

perched snugly: the author's small village is settled comfortably on top of a mountain

pony trail: a rough, narrow path usually travelled on horseback

motorable road: a road that can be used by motor vehicles

plying: travelling

frequented: visited often

once in a blue moon: very rarely

deliriously: very excitedly

exhaust: smoke and waste gases that are released by the engine of a vehicle

serpentine dirt road snaking up the hills: unpaved road twisting and winding up the hill

blind curve: a bend in the road that you cannot see beyond when driving

Any vehicle **laboriously** crawling towards the village could be heard as it turned that blind curve. Whoever was the first to hear that vehicle would give a loud and highly **animated** warning, “Kari, kari!”

It would be followed by other shouts and the great news would be relayed through the ‘monkey mail’ in the village. Then scores of boys would appear from all corners. They would run **elatedly**, yelping like young puppies, towards the short cut. They would rush like **possessed** things to the road below our village. It was about half a kilometre run, downhill all the way. And run we did.

Running downhill on a footpath overgrown with vines and creepers was difficult. And we had to run with one hand holding up our half pants (shorts were known as half pants then) as they kept falling down our ankles. Most of us had buttons torn off our half pants which we never bothered to sew on again.

Moreover, our half pant pockets were weighed down with slingshots of clay balls and other precious play-possessions. All these made it **wickedly** tough to run. It typically took about six to seven minutes of some hard running to reach the road.

The older boys frequently caught up with the vehicle but the smaller ones were still running down the short cut long after the vehicle had gone past.

My gang of friends usually reached the point just before the vehicle reached. Sometimes we happened to reach just after the vehicle had crossed. Either way, we still had some more running to do. There was no rest. Never mind.

If we were there early, we would be **jostling** with each other for a **vantage point** and the moment the vehicle passed us, the race would resume. This time we would be running behind the vehicle. Puffing and panting, our chests heaving, we used to chase after the vehicle, all the while inhaling huge gulps of smoke emitted by the vehicle. It was the ‘fragrance of the gods’ and we **savoured** each gulp and breath.

The smaller boys had to be satisfied with the leftover smoke that lingered on, trapped by the jungle **canopy** overhead. Girls simply had no place in such adventures though.

Having raced till the village or beyond with the vehicle, we would just drop flat on the ground with exhaustion and deoxygenation. Then long after the vehicle had gone, one by one we would **stagger** into the village, sit around some place and recount the whole incident.

laboriously: with a lot of effort and hard work

animated: energetic

elatedly: with great joy and excitement

possessed: controlled or moved by a strong emotion

wickedly: severely

jostling: pushing or shoving rudely

vantage point: a position from where you have a broad or overall view of a scene

savoured: enjoyed

canopy: a cover formed by the uppermost branches and leaves of trees in a forest

stagger: to walk or move unsteadily

We would one by one narrate who did what and how—who was the fastest runner, who fell down, whose half pants fell off and so on. After thoroughly evaluating the great ‘*kari* adventure’, we would scatter and go back home. All that running had made us extremely hungry.

During such exploits, finding a patch of oil or fuel which had fallen through a leak in the vehicle was like hitting the jackpot!

The lucky finder would scoop up the oil patch from the ground, put it on a leaf and carry it home. He would hide it carefully in a place known only to him and sniff away the ‘fragrance of the gods’ at leisure for weeks together.

Very much in line with the film, *The Gods Must Be Crazy*, we shared much similarity with the **natives** depicted there. Almost naked and caked in dirt; bloated tummies from **malnutrition** and worms; overgrown, **matted** and uncut hair infested with lice; and phlegm hanging from our noses like yellowish-green worms—that was how we lovingly endured our childhood. Anyway, we loved to live that way—natural! ‘Be natural, live natural’ was our slogan.

With that style of life, we could swim and play in the water like sea otters, climb and swing on trees like monkeys, roll down hillsides like **tumbleweed**, skip and jump like **lemurs**, go hungry like wolves, but eat like pigs whenever the opportunity came our way.

Those were the good old days when I thought that oranges were as big as **grapefruits**, when rice plants grew taller than us and even chillies tasted hotter than they do today. Back then Mokokchung was very, very far away but now it is only 40 kilometres or so away from my village. Kohima was err...uh...oh well, there was no such thing as Kohima, otherwise we would have heard about it. But since we never heard of it, the only logical conclusion back then was that Kohima never existed.

Now when I reflect back upon our childhood days, in all probability, our species should have died out. Considering the food we ate and the malnourished bodies we possessed, the dirt we lived in, the animal-like habits and lifestyle we had, the games we played and the risks we took—simply overwhelming! Influenza, tetanus, dysentery, hepatitis or accidents could have wiped us out. But they didn’t.

It never ceases to astound me that many of the ‘car chasers’ are still very much alive and kicking today. I can only say that there was an ‘Angel’ taking care of us.

Toshi Langu

The Gods Must Be Crazy: A 1980 South African comedy film

natives: people belonging by birth to an area, here, South Africa

malnutrition: lack of proper nutrition, caused mostly by not having enough to eat

matted: tangled into a thick mass

tumbleweed: a plant found in arid regions that breaks off from the ground and is blown about by the wind

lemurs: an animal found in Madagascar, related to monkeys

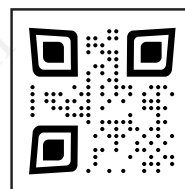
grapefruit: a fruit belonging to the orange family



SUMMARY

Toshi Langu recollects the adventures he had in this mini memoir about his carefree childhood days in a village on the Japukong Range. Toshi's home was located amidst a jungle, where he and his friends spent most of their time playing. They climbed trees and swung from branch to branch, ate fruits and nuts and behaved more like apes than children. The sighting of a vehicle was a rare event that the children excitedly waited for every day. The news of any vehicle passing by would spread like wildfire through the village. All the children would come rushing, fighting to get to the vehicle in time. They would chase after it at top speed, trying desperately to inhale the smoke released by it. They named this smell, the 'fragrance of the gods'. Having grown up in a place without any machines, the smell of the vehicle exhaust was alien and yet delightful to them. Toshi gets very nostalgic as he recounts these adventures. He also remembers how he and his friends were always almost naked, dirty and hungry. But that was the way they loved to live—wild and free. Looking back, Toshi wonders how any of the 'car chasers' still live to tell the tale. It is a miracle considering their food, their habits and the risks they took. He concludes that there must have been an angel looking after them.

Questions



I.

Choose the correct option.

1. What is 'monkey mail'?
 - a. Name of the postal service in Toshi's village.
 - b. Post that is delivered by well-trained monkeys.
 - c. Village children passing messages to each other.
 - d. The secret code that was used by the children for an incoming vehicle.
-  2. Why was having a short cut to the main road from the village advantageous?
 - a. It was easier for the younger children to run a shorter distance.
 - b. Warning about an incoming vehicle could be passed on to the other children faster.
 - c. The short cut was easier to use because there were no vines or creepers.
 - d. The children could get from the village to the passing vehicle faster.
-  3. Why had Toshi never heard of Kohima?
 - a. Kohima was very far and there were no roads from there to the village.
 - b. Kohima was not an important town during Toshi's childhood.
 - c. Kohima was known by a different name during Toshi's childhood.
 - d. It was rare that anyone went to Kohima or came from there to the village.

4. *There we grew up more like civilised apes...* What is the literary device used here?
- Metaphor
 - Simile
 - Analogy
 - Comparison
-  5. *I can only say that there was an 'Angel' taking care of us.* What does this sentence tell us about Toshi?
- He is illogical.
 - He is superstitious.
 - He believes in God.
 - He is going to grow up to be a minister in Church.

II. Read the lines and answer the questions that follow:

- They were driven by giant ape-like men with red faces.*
 - Who are the men Toshi is talking about?
 - Why were they driving through Toshi's village?
 - Why were their faces red?
- During such exploits, finding a patch of oil or fuel which had fallen through a leak in the vehicle was like hitting the jackpot!*
 - Why was finding a patch of oil on the ground like winning the jackpot?
 - Why did the finder try to hide the oil?
 - What do you think of Toshi and his friends' practice of sniffing fuel?

III. Answer these questions briefly.

- Why does Toshi call his village 'remote' and 'backward'?
- What is the 'fragrance of the gods'? Why were children in the village so eager to catch a whiff of it?
-  3. *I can only say that there was an 'Angel' taking care of us.* Why are Toshi and his friends lucky to be alive?

IV. Answer the questions.

-  1. Toshi compares his childhood to the happenings at an ape enclosure in a zoo. What does he mean by this? What literary device is he using here?

2. *I am a child of the fifties.* What decade were you born in? What are some of the major events that took place then that have shaped your life?

V.

Think and answer.

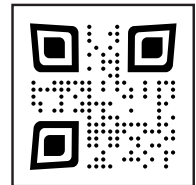
1. Toshi loved the beauty of his village and the freedom that the village life gave him. But at the same time, he was also aware of its drawbacks. Do you think he presents his views in a fair and balanced way in the memoir? Explain how.
2. *Girls simply had no place in such adventures though.*
 - a. What does Toshi mean by ‘adventures’ here?
 - b. Why do you think girls had nothing to do with these adventures?
3. *‘Be natural, live natural’ was our slogan.*

Do you think Toshi has a sense of humour? How does the line given above reflect his sense of humour?

VI.

Going Beyond

1. Toshi talks about having had a very ‘natural’ childhood. How has the increased use of technology changed children’s lives today?
2. A memoir is an account of one’s personal life and experiences. Toshi Langu has written a mini memoir about his childhood. Write your own mini memoir about your childhood, focusing on some of your most cherished or painful memories.
3. Discuss in class: What do you think is the difference between being a child and being an adult? Which would you rather be? Why?



2 MAN AGAINST VIRUS

About the author

Louis Pasteur (1822–1895) was a pioneering French microbiologist whose out-of-the-box thinking has made it possible for us to lead longer and healthier lives. His innovative research on microorganisms became the basis of preventive medicine. During a series of experiments, he discovered that heating milk and wine at a high temperature killed disease-causing bacteria, making the beverages safer to consume. This process was named pasteurisation in his honour and has saved many a life till date. Pasteur was also a brave, determined man who took personal risks to pursue the study of disease. He discovered the vaccines for rabies and anthrax in the process. Read on now as Pasteur wages a furious and persistent battle against the deadly rabies virus.

Two men held a struggling, **crazed** bulldog down on a table. Its mouth was covered with saliva, and a bite from its jaws might cause death. Beside them stood Louis Pasteur, holding a narrow glass tube in one hand. ‘Hold the head, please,’ he said calmly.

He put one end of the tube between his lips and lowered the other toward the foam-covered jaws. As the animal writhed, he carefully sucked some of the saliva up the tube. The men watched him, **awestruck**. If he sucked too hard and got some saliva in his mouth.....

But he did not suck too hard. When he had all the saliva he wanted, he stepped back, holding one finger over the top of the tube. He nodded, and then the men lifted the dog and carried it back to the cage. Meanwhile, Pasteur released the saliva into a sterile, germ-free test-tube and closed the mouth of the tube with cotton. Then he held it up to the light and looked at it.

Somewhere in there, he thought, must be the **microbe** that he was trying to **isolate**: the rabies microbe that made the dog mad and brought people an **agonising** death. He remembered, when he was a child, a mad wolf used to live near his home. Everyone was afraid of being bitten by it. Several people had been bitten by it and had died as a result. The only way to try to stop the infection from

crazed: mad

awestruck: surprised, shocked

microbe: germ

isolate: separate

agonising: in great pain

a bite was to **cauterise** the wound by pressing a red-hot iron on it. This was said to purify the flesh. Terrible though the treatment was, anyone who had been bitten was ready to endure it rather than suffer the torment of rabies.

Pasteur shall remember the day when, as a boy, he had seen a crowd outside the blacksmith's **forge** near his father's house. He had run to see what was happening. The onlookers had pushed him roughly away, but not before he had heard the moans of the villager and the hiss of the blacksmith's red-hot iron burn his skin. Pasteur had never been able to forget the horror of that moment.

Now, fresh from his triumph over **anthrax** and chicken cholera, he was determined to find a similar treatment for rabies. That is why he had taken saliva from the jaws of a mad dog. But although he and his assistant Roux looked at that saliva under the microscope until their eyes ached, they found nothing that they could identify as the rabies germ. 'I don't understand this,' said Pasteur. 'If a bite from a mad dog causes rabies, the microbe must be in the saliva.'

'Well, we can't seem to find it,' said Roux. 'Let's try injecting the saliva into animals and see if it gives them rabies. Then at least we'll know if the germ is really in the saliva. We can try with blood taken from mad dogs, too. Paul Bert has been doing that.'

'Good luck to him,' muttered Pasteur. 'The more of us there are fighting rabies, the better. But what chance have we if we can't find the microbe that causes it? How can we attempt to make vaccine?'

In spite of their discouragement, he and Roux experimented with injections of saliva and blood taken from mad dogs. They found that the saliva sometimes caused rabies, but quite often did not. And the blood had no effect at all. 'Confound it,' exclaimed Pasteur, limping up and down the laboratory in the **Ecole Normale**. 'I have a feeling that we're on the wrong track. What happens to the rabies germ—for I'm sure there is one, even if we can't see it—what happens to it when it infects an animal? It can't be in the blood or those injections of blood would have worked.'

'You mean it may not travel in the blood at all?' asked Roux. It was a daring idea, for every germ they had found so far lived in the blood. 'That's right,' said Pasteur impatiently. 'Yet where else, where else....' He stopped and stared absently at the cage that was full of rabbits. 'Wait a minute!' he cried, suddenly. Think of the symptoms of rabies. The mad dog rushes about biting, foaming at the mouth. But later, months later, the poor creature becomes **paralysed** and then dies. Paralysis could mean that not only are the muscles affected but also the nerves that order the muscles to move. The rabies germ must affect the nervous system! I can see now. First it makes the animal terribly excited, and then it attacks the nerves so that paralysis results. 'Roux, I believe that we should look in the brain and the spinal cord for this germ!'

Eagerly, he and Roux began a series of experiments to test the new idea. They took samples of the brain of a dog that had died of rabies and injected them under the skins of experimental animals.

cauterise: burn

forge: a workshop for hammering metal into implements

anthrax: a disease that affects the skin and lungs of grass-eating animals like sheep and cattle

Ecole Normale: a French institution for higher education

paralysed: a condition in which the mind loses control over the body

Then they waited anxiously for the results. It was a long wait because the symptoms of rabies often did not appear for weeks. But finally many of their experimental animals definitely developed signs of rabies. 'We're **on to something**,' said Pasteur. 'This is a much surer method than using saliva. I think the rabies germ does attack the brain and spinal cord; it prefers to live there, in fact. If we want to grow it, we will have to give it the right surroundings. **Broth** won't be of any use here.'

Roux suggested that it would be better to inject the germ straight into the brain, if that was where it travelled anyway. By now they had discovered that rabbits as well as dogs could have rabies. So they took a small piece of the brain of another rabbit. After only seven days, this rabbit developed rabies. 'This is a much faster method than injecting under the skin,' said Pasteur. 'Evidently the rabies germ does live in the brain. The sooner it gets there, the sooner it has an effect.'

Then they tested the strength of the germ, by noting how quickly a rabbit developed rabies after the germ was injected into its brain. They found that strength **varied** depending on what kind of animal it had been living in. Germs from the laboratory rabbits were, surprisingly much more **virulent** than germs taken from stray mad dogs. 'We will use the most virulent kind in trying to make a vaccine,' Pasteur announced. 'Then the vaccine is bound to be a protection against all different strengths of germs.'

The next move was to try weakening the germ. As they could not see it or find a way of growing it outside the brain, they had to work with infected brains. The germ seemed to favour a region of the brain called **medulla**, so they used samples from there. Roux put these into a sterile solution which he then closed. As days went by, the pieces of medulla **shrivelled**. 'Let's see if the rabies germ is still living in these pieces,' Pasteur said finally. The only way they could test it was to grind up the pieces and inject them into healthy animals. When they did this, the animals appeared to get rabies; but instead of getting really sick, they rapidly recovered.

When Pasteur saw what had happened, he was immediately hopeful. 'It looks as if we may have found the way to weaken the rabies germ,' he said eagerly. 'Roux, we shall conquer it yet. Why should those animals have recovered unless the germs they got were weak ones? Let's test infected medullas each day and see if their effect lessens.' Roux prepared a whole series of infected medullas and tested them by injecting an extra dose from the first after it had aged one day, from the second after it had aged two days and so on. The first-day medullas always produced rabies. But the longer the medullas had dried and shrivelled, the less effect they had. By the time a piece of medulla was fourteen days old, it was harmless.

This meant that the rabies germ of any strength could be prepared. If the weakened rabies germs could safely stimulate an animal's defences, a way of making a vaccine had been found. The men

on to something: having information that may lead to an important discovery

broth: a liquid in which germs are cultivated in the lab

varied: mixed

virulent: very strong

medulla: the inner region of an organ like the brain or kidney

shrivelled: shrunk and wrinkled

began the experiment to test their ideas. First they injected a dog with a fourteen-day-old medulla. The next day, they injected a thirteen-day-old medulla. They went on this way until on the fourteenth day they injected a one-day-old medulla which, they knew, would ordinarily give their dog rabies. It did not. Weeks later the dog **frisked about** as happily as ever. 'We've done it,' whispered Pasteur, hardly daring to believe it. 'They're immune. They're safe.'

Naveen Sullivan

frisked about: leaped about
smothered: covered



SUMMARY

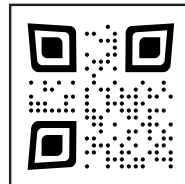
As a biologist, Louis Pasteur had discovered the vaccine for anthrax and chicken cholera. He was interested in preparing a vaccine against rabies as well since it caused an extremely painful death in human beings bitten by rabies-infected dogs. He conducted a series of experiments to locate the germ that caused rabies in animals. He presumed they were in the saliva of mad animals since people who were bitten by them got rabies. He injected the saliva of rabies-infected animals but found that they did not always get rabies. He and his assistant, Roux tried to locate the germ in the blood of infected animals since germs generally live in the blood but they were not successful there either. At last, the symptoms of rabies gave them a clue. Initially, the rabies-infected dog foamed in the mouth and bit people. But later it became paralysed and eventually died. The paralysis meant that the nervous system of the dog was also affected. Pasteur and Roux looked for the germ in the brain and spinal cord of rabies-infected animals and found it living in the inner region of the brain known as the medulla. They tested the microbe by injecting it directly into the brain of a healthy rabbit. It developed rabies. Through experiments they also found out that the germs in the rabbits in the lab were stronger than those in mad street-dogs. They developed weakened strains of the germ in the medulla of the brain and used it as vaccine to help animals and human beings build immunity against rabies.

Questions

I.

Choose the correct option. 

1. What is the meaning of the phrase 'confound it'?
 - a. To be confused or perplexed
 - b. To not be able to find something
 - c. An expression of shame
 - d. An expression of anger or frustration



2. vaccine : protect :: _____
 - a. medicine : inject
 - b. disease : spread
 - c. oil : lubricate
 - d. president : nation
3. Pasteur's discovery that the rabies microbe lives in the nervous system was
 - a. Inductive
 - b. Deductive
 - c. Both
 - d. Neither
4. Why did Pasteur release the crazed dog's saliva into a sterile test-tube?
 - a. He did not want to mix the rabies microbes with other germs.
 - b. He did not want the rabies microbes to escape.
 - c. He did not want the poisonous saliva to touch his skin.
 - d. He did not want the rabies microbes to reproduce.
5. How did Pasteur weaken the rabies microbe?
 - a. By using microbes which were less virulent from dogs.
 - b. By injecting it into a region of the brain called the medulla.
 - c. By grinding the rabies microbes and injecting them into healthy animals.
 - d. By letting the infected medulla sit in a sterile solution for several days.

II.

Read the lines and answer the questions that follow:

1. *Pasteur had never been able to forget the horror of that moment.*
 - a. What had horrified Pasteur?
 - b. Why had the person suffering the horror done so willingly?
 - c. What did witnessing this moment make Pasteur resolve in the future?
2. *'The sooner it gets there, the sooner it has an effect.'*
 - a. What do 'it' and 'there' refer to?
 - b. How did Pasteur and Roux help 'it' get 'there' sooner?
 - c. Why is it the sooner, the more effective?

III.

Answer these questions briefly.

1. Why were Pasteur's assistants shocked to see him sucking saliva of a mad dog into a tube?

2. Why was Pasteur studying samples of saliva from rabid animals?
3. How did Pasteur make the vaccine against rabies?

IV.

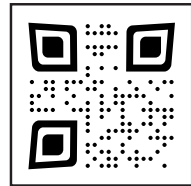
Think and answer.

1. What had Paul Bert been doing? What was Pasteur's reaction when he heard about it? What can we infer about Pasteur from his reaction?
2. Why didn't injecting blood from an infected animal cause rabies in healthy animals?
3. Why did Pasteur need weakened rabies germs? How would that help him make a vaccine?

V.

Going Beyond

1. '*... stop not till your goal is reached.*' Apply this statement to describe Pasteur as a biologist with a purpose.
2. How do you feel about experimenting with animals to find cures for illnesses?
3. Discuss in class: What according to you is success? What do you think are the qualities one needs to be successful? Use two examples to substantiate your points.



3 SPEECH BY SEVERN SUZUKI

About the author

Severn Cullis-Suzuki was born on 30 November, 1979 in Vancouver, Canada. Her mother, Tara Elizabeth Cullis, is a writer and her father, David Suzuki, is a geneticist and an environmental activist. When she was 9, Severn set up the Environmental Children's Organisation (ECO) where children could become aware of environmental concerns. In 1992, when she was 12, Severn and other members of ECO raised money for them to attend the Earth Summit in Rio de Janeiro. Severn made a moving speech expressing the anxiety of children at the way adults were exploiting the environment. She received a standing ovation for her speech. Severn continues to be an activist speaking at public forums about ecological problems.

1992 Speech by Severn Suzuki

Hello. I'm Severn Suzuki, speaking for ECO, the Environmental Children's Organization. We are a group of 12 and 13-year-olds trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg, and me. We've raised all the money to come here ourselves, to come 5,000 miles to tell you adults you must change your ways.

Coming up here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election or a few **points on the stock market**. I am here to speak for all **generations** to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go. I am afraid to go out in the sun now because of the **holes in our ozone**. I am afraid to breathe the air because I don't know what chemicals are in it. I used to go fishing in Vancouver—my home—with my dad until just a few years ago we found the fish full of cancers. And now we hear of animals and plants going **extinct** every day, vanishing forever.

points in the stock market: points indicate whether the shares in the stock market are rising or falling; whether the organisation is making money or losing it.

generations: all the people who were born at about the same time (Here, groups of people who were to be born in future)

holes in our ozone: holes in the ozone layer that surrounds the earth protecting it from the ill-effects of ultra-violet rays from sunlight

extinct: a group of plants or animals no longer in existence

In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry about these things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the **solutions**. I'm only a child, and I don't have all the solutions. I want you to realise, neither do you. You don't know how to fix the holes in our ozone layer. You don't know how to bring the salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back the forest that once grew where there is now a desert. If you don't know how to fix it, please stop breaking it.

Here you may be **delegates** of your government, businesspeople, organisers, reporters or politicians. But really you are mothers and fathers, sisters and brothers, aunts and uncles, and all of you are someone's child. I am only a child, yet I know we are all part of a family 5 billion strong. In fact, 30 million **species** strong. And borders and governments will never change that. I am only a child, yet I know that we're all in this together and should act as one single world towards one single goal. In my anger, I am not blind, and in my fear, I am not afraid of telling the world how I feel. In my country, we make so much waste. We buy and throw away, buy and throw away, buy and throw away, and yet **northern countries** will not share with the needy. Even when we have more than enough, we are afraid to share. We are afraid to let go of some of our wealth.

In Canada, we live the **privileged** life with plenty of food, water and shelter. We have watches, bicycles, computers and television sets. The list could go on for two days. Two days ago here in Brazil, we were shocked when we spent time with some children living on the streets. This is what one child told us, "I wish I was rich. And if I were, I would give all the street children food, clothes, medicines, shelter, and love and affection." If a child on the streets who has nothing is willing to share, why are we who have everything still so greedy? I can't stop thinking that these are children my own age; that it makes a **tremendous** difference where you are born; that I could be one of the children living in the **favelas** of Rio. I could be a child starving in Somalia, or a victim of war in the Middle East or a beggar in India. I am only a child, yet I know that if all the money spent on war was spent on finding environmental answers, ending poverty and finding **treaties**, what a wonderful place this Earth would be.

At school, even in kindergarten, you teach us how to behave in the world. You teach us to not fight with others. To work things out. To respect others. To clean up our mess. Not to hurt other creatures. To share, not be greedy. Then why do you go out and do the things you tell us not to do? Do not forget why you are attending these conferences—who you are doing this for. We are your own children. You are deciding what kind of world we are growing up in.

solutions: answers

delegates: people sent to represent a larger group

species: a group of one kind

northern countries: countries in the Northern Hemisphere

privileged: possessing material wealth

tremendous: very great

favelas: a poor area in or near a Brazilian city

treaties: agreements between international organisations

Parents should be able to comfort their children by saying “Everything’s going to be all right. It’s not the end of the world. And we’re doing the best we can.” But I don’t think you can say that to us anymore. Are we even on your **list of priorities**? My dad always says “You are what you do, not what you say.” Well, what you do makes me cry at night. You **grown-ups** say you love us, but I **challenge** you, please make your actions **reflect** your words.

Thank you.

Severn Suzuki

list of priorities: list of matters in the order of their importance

grown-ups: adults

challenge: ask someone to prove something

reflect: think deeply about

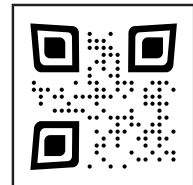
stock market: an organisation through which people and companies, known as share-holders can buy or sell their stocks or shares.



NOTES

In her speech Severn talks about the concern of children for the global ecological crisis brought on by adults in their bid to modernise the world. The present generation of children is, perhaps, the first to see the extent of the damage done to the environment and to realise that the ill-effects cannot be repaired/reversed. The situation is serious; many species of animals and plants are already extinct, having lost their struggle for survival in polluted air and water. The only solution would be to stop exploiting the delicate ecological balance. This can happen only if all the nations in the world consider themselves as a global community striving to leave the world a better place for the generations to come. Severn pleads with elders to practise the sense of accountability they teach their children and to provide children the security they expect from adults.

Questions



I. Choose the correct option.

1. Severn Suzuki’s 1992 speech is a _____.
 - a. complaint
 - b. plea
 - c. negotiation
 - d. explanation

2. Why are the fish in Vancouver full of cancer?
 - a. Dumping of industrial waste into the lake.
 - b. Global warming has caused the genes of the fish to mutate.
 - c. Excessive usage of water has caused a water scarcity in the lake.
 - d. Release of unfiltered smoke from industrial chimneys.
3. Which of the following sentences from the speech best reflects the term 'consumerism'?
 - a. *In Canada, we live the privileged life with plenty of food, water and shelter.*
 - b. *Even when we have more than enough, we are afraid to share. We are afraid to let go of some of our wealth.*
 - c. *If a child on the streets who has nothing is willing to share, why are we who have everything still so greedy?*
 - d. *In my country, we make so much waste. We buy and throw away, buy and throw away, buy and throw away...*
4. Why does Severn advocate sharing the world's resources with needy countries?
 - a. Practising the virtue of generosity will help in becoming a better person.
 - b. Sharing a country's excess resources will help the people in needy countries lead a better quality of life.
 - c. Countries like India, Somalia and Brazil are mainly responsible for environmental degradation and resources from other countries will help in combating this.
 - d. Excessive resources in one country encourages greed and so it must be shared.
5. *You are deciding what kind of world we are growing up in. What does Severn mean by this?*
 - a. Parents are responsible for inculcating the right values in their children and bringing them up to be good, environment-friendly citizens.
 - b. Children must do as their parents say and this is what decides what the child's life will look like.
 - c. As decision makers and policy makers, adults are responsible for the choices that create their children's future surroundings.
 - d. Parents, by not making their children their top priority, have put their lives at risk.

II.

Read the lines and answer the questions that follow:

1. *All this is happening before eyes and yet we act as if we have all the time we want and all the solutions.*
 - a. What will happen if people don't do something soon?

- b. Why do you think people are not doing anything to help save the future?
 - c. What are some of the things you can do to help save the environment?
2. *Are we even on your list of priorities?*
 - a. What has made Severn doubt parents' sincerity?
 - b. What does she think parents' priorities are if not their children?
 - c. How can parents make sure their children are their top-most priority?

III. Answer these questions briefly.

1. *But really you are mothers and fathers.* Why does Severn ask the delegates to consider themselves as members of a family?
2. *I wonder if they will even exist for my children to see.* What is Severn referring to?
-  3. *Please make your actions reflect your words.* How can this be done?

IV. Think and answer.

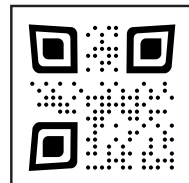
1. How does Severn Suzuki use persuasive language and emotional appeal in her speech to convey her message about environmental responsibility? Provide specific examples from the speech to support your analysis.
2. In her speech, Severn Suzuki talks about the urgent need for environmental action. How can a country balance its development goals with the need to protect the environment?

V. Going Beyond

1. Write essays for or against the following topics:
 - a. The global situation is better since Severn made this speech in 1992.
 - b. There is nothing much we can do as children to improve the global situation.
2. Discuss with your partner:

‘Intentions sometimes matter more than outcomes.’

Both of you pick a side and share your arguments for and against the topic with the class. Make sure you include examples.



4 IN CELEBRATION OF BEING ALIVE

About the author

Christiaan Barnard (1922–2001) was a heart surgeon from South Africa who performed the first human heart transplant. His father was a pastor in a church. He was from Beaufort West, Cape Province Union of South Africa. He became a doctor in 1945 and specialised in cardiothoracic surgery in America under Walt Lillehei, known as the Father of open-heart surgery. Barnard returned to South Africa in 1958 and worked as a cardiothoracic surgeon. He experimented in animal heart transplants on dogs. He performed the first human heart transplant on 3 December 1967 with his brother, Marius Barnard assisting him. His patient was Louis Washkansky, a 54-year-old grocer. The donor heart was from a young woman Denise Darvall who was brain dead after an accident while crossing a road the previous day. The title is from Barnard's statement: The business of living is the celebration of being alive.

More and more, as I near the end of my career as a heart surgeon, my thoughts have turned to the consideration of why people should suffer. Suffering seems so cruelly **prevalent** in the world today. Do you know that of the 125 million children born this year, 12 million are unlikely to reach the age of one and another six million will die before the age of five? And, of the rest, many will end up as mental or physical **cripples**.

My **gloomy** thoughts probably **stem** from an accident I had few years ago. One minute I was crossing the street with my wife after a lovely meal together, and the next minute, a car hit me and knocked me into my wife. She was thrown into the other lane and struck by another car coming from the opposite direction.

During the next few days in the hospital, I experienced not only **agony** and fear but also anger. I could not understand why my wife and I had to suffer. I had eleven broken ribs and a **perforated**

prevalent: widespread

cripples: people unable to walk or move normally

gloomy: sad

stem: rise from

agony: severe pain

perforated: filled with holes

lung. My wife had a badly **fractured** shoulder. Over and over, I asked myself, why should this happen to us? I had work to do, after all; there were patients waiting for me to operate on them. My wife had a young baby who needed her care.

My father, had he still been alive, would have said: “My son, it is God’s will. That’s the way God tests you. Suffering ennobles you—makes you a better person.”

But as a doctor, I see nothing noble in a patient’s **thrashing around** in a sweat-soaked bed, mind clouded in agony. Nor can I see any nobility in the crying of a lonely child in a ward at night.

I had my first introduction to the suffering of children when I was a little boy. One day my father showed me a half-eaten, **mouldy** biscuit with two tiny tooth marks in it. And he told me about my brother, who had died several years earlier. He told me about the suffering of this child, who had been born with an abnormal heart. If he had been born today, probably someone could have corrected his heart problem, but in those days there wasn’t any **sophisticated** heart surgery. And this mouldy biscuit was the last biscuit my brother had eaten before his death.

As a doctor, I have always found the suffering of children particularly heartbreaking—especially because of their total trust in doctors and nurses. They believe you are going to help them. If you can’t, they accept their fate. They go through **mutilitating** surgery and afterwards they don’t complain.

One morning, several years ago, I **witnessed** what I call the **Grand Prix** of Cape Town’s Red Cross Children’s Hospital. It opened my eyes to the fact that I was missing something in all my thinking about suffering—something basic that was full of **solace** for me.

What happened there that morning was that a nurse had **left** a breakfast trolley unattended. And very soon this breakfast trolley was **commandeered** by an **intrepid crew** of two—a driver and a mechanic. The mechanic **provided** motor power by **galloping** along behind the trolley with his head down, while the driver, seated on the lower deck, held on with one hand and **steered** by

fractured: broken

thrashing around: to beat about violently

mouldy: covered with mould (soft grey-green substance that grows on stale food)

sophisticated: specialised

mutilitating: disfiguring

witnessed: saw something that happened (usually an event, a crime or an accident)

Grand Prix: a motor race

solace: consolation

left: remaining

commandeered: controlled

intrepid: fearless

crew: a group of people who work together

provided: stitched, readied

galloping: running like a horse

steered: guided

scraping his foot on the floor. The choice of roles was easy, because the mechanic was totally blind and the driver had only one arm.

They put on quite a show that day. Judging by the laughter and shouts of encouragement from the rest of the patients, it was much better entertainment than anything anyone puts on at the **Indianapolis 500** car race. There was a grand **finale** of scattered plates and silverware before the nurses and ward sister caught up with them, scolded them and put them back to bed.

Let me tell you about these two. The mechanic was all of seven years old. One night, when his mother and father were drunk, his mother threw a lantern at his father, missed and the lantern broke over the child's head and shoulders. He suffered severe **third-degree burns** on the upper part of his body, and lost both his eyes. At the time of the Grand Prix, he was a walking horror, with a disfigured face and a long flap of skin hanging from the side of his neck to his body. As the wound healed around the neck, his jaw became gripped in a mass of **fibrous tissue**. The only way this little boy could open his mouth was to raise his head. When I stopped by to see him after the race, he said, "You know, we won." And he was laughing.

The trolley's driver I know better. A few years earlier, I had successfully closed a hole in his heart. He had returned to the hospital because he had a **malignant tumour** of the bone. A few days before the race, his shoulder and arm were amputated. There was little hope of recovering. After the Grand Prix, he proudly informed me that the race was a success. The only problem was that the trolley's wheels were not properly oiled, but he was a good driver, and he had full confidence in the mechanic.

Suddenly, I realised that these two children had given me a **profound** lesson in getting on with the business of living. Because the business of living is joy in the real sense of the word, not just something for pleasure, amusement, recreation. The business of living is the celebration of being alive.

I had been looking at suffering from the wrong end. You don't become a better person because you are suffering; but you become a better person because you have experienced suffering. We can't appreciate light if we haven't known darkness. Nor can we appreciate warmth if we have never suffered cold. These children showed me that it's not what you've lost that's important. What is important is what you have left.

Dr Christiaan Barnard

Indianapolis 500: also known as Indi 500, a motor race for 500 miles

finale: ending

third-degree burns: burns that extend through all the layers of skin

fibrous tissue: thick, connecting muscle under the skin

malignant tumour: cancerous growth

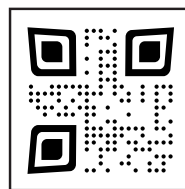
profound: deep



NOTES

Dr Barnard begins by saying that he could not understand the purpose of suffering. He provides a general idea of the number of children who die or are ill physically or mentally. He also gives us a personal anecdote in which he and his wife were in an accident while crossing a road. Their broken bones had kept them away from their duties for some time. He was angry that it had happened. He could not find comfort in his father's way of looking at suffering as God's way of making us better people. His personal encounter with the suffering of children began with his father showing him the biscuit his brother had bitten before he died as a child with an abnormal heart. As a doctor, he was particularly moved by the suffering of sick children because they believed that doctors could cure them and accepted their illness and suffering. His anguish changed to appreciation of life when he saw two children in a children's hospital racing in a food trolley as if it were a car. One of them was visually challenged and the other had only one arm. The other children in the ward cheered them on just as spectators do in a motor rally. The spirit with which the children used whatever faculties they had to enjoy themselves was an eye-opener to Dr Barnard. He concludes that we learn to value the good things in life because we see so much of suffering around us.

Questions



I.

Choose the correct option.

1. Which of the following words best describes the children Dr Barnard witnessed taking part in the Grand Prix?
 - a. Resilient
 - b. Optimistic
 - c. Cheerful
 - d. Macho
2. What does Dr Barnard mean by 'joy in the real sense of the word'?
 - a. To enjoy the present and not worry about the future.
 - b. Looking past your troubles to enjoy every day and everything you have.
 - c. To appreciate and give thanks for your blessings because there are people with greater difficulties in life.
 - d. Never letting suffering get you down.
3. According to Dr Barnard, why is suffering important?
 - a. because it makes you capable of enduring testing times in the future
 - b. because it teaches you how to always be happy

- c. because it teaches you to recognize the full worth of your life
 - d. because it makes you a better and more sympathetic person
4. Which of the following sentences from the text demonstrates Dr Barnard's compassionate nature?
- a. *But as a doctor, I see nothing noble in a patient's thrashing around in a sweat-soaked bed, mind clouded in agony.*
 - b. *You don't become a better person because you are suffering; but you become a better person because you have experienced suffering.*
 - c. *I could not understand why my wife and I had to suffer.*
 - d. *If he had been born today, probably someone could have corrected his heart problem, but in those days there wasn't any sophisticated heart surgery.*
5. Why do you think Dr Barnard became a cardiothoracic surgeon?
- a. He was torn by the plight of all the suffering children in the world.
 - b. He was inspired by the courage of the two children taking part in the Grand Prix.
 - c. Barnard had a terrible experience with an accident and never wanted anybody else to suffer like him or his wife.
 - d. His brother died as a child because of heart problems.

II.

Read the lines and answer the following questions:

1. *More and more, as I near the end of my career as a heart surgeon, my thoughts have turned to the consideration of why people should suffer.*
- a. What gives the speaker the authority to speak knowledgeably about suffering? Give two reasons.
 - b. What are the lines in the text that tell you that suffering is widespread?
 - c. What are Dr Barnard's contributions to the battle against suffering?
2. *If you can't, they accept their fate.*
- a. Who do 'you' and 'they' refer to?
 - b. What is the fate that they accept?
 - c. Why do you think they accept their fate more willingly than others?

III.

Answer these questions briefly.

- 1. What upset Dr Barnard most about the death of his brother?
- 2. Why could he not accept his father's belief that suffering was God's way of making us better people?
- 3. What was his changed attitude to suffering?

IV. Answer the questions.

1. What was the cause of Dr Barnard's 'gloomy thoughts'?
2. As a doctor, why is Dr Barnard upset with sickness?
3. Why is Dr Barnard particularly saddened by sick children?

V. Think and answer.

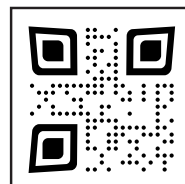
1. Complete this table.

event	thought	feeling
a. i. The writer and his wife had an accident.	a. ii. "Why should this happen to us?"	a. iii. _____
b. i. The writer's father showed him a biscuit his brother had eaten.	b. ii. "_____"	b. iii. sadness and regret (a wish that things had been different)
c. i. Two young patients had great fun with a breakfast trolley.	c. ii. "_____"	c. iii. _____

2. The writer mentions a few people in this text. Who are they? Which of them do you think had the greatest impact on his thinking? Explain.
3. This text begins with a question and ends with a suggested answer to that question. Write the question and the answer.
4. Complete this line in your own words. *The business of living is...*

VI. Going Beyond

1. Recollect something that you have lost that was very dear to you. How did you react to that loss? How could you have applied Dr Barnard's message to deal with it?
2. Imagine you are one of the boys from the Grand Prix. Write a diary entry talking about your problems and how you found the strength to cope with them.
3. Dr Barnard's recollection describes how his attitude towards suffering changed from being negative to positive. Share the story of what you last changed your opinion about with the class. Be sure to mention what caused the change of heart.



5 THE AMBITIOUS GUEST

About the author

Nathaniel Hawthorne (1804–1864) is an American writer. He was born in Salem, Massachusetts. He is well known as a writer of short stories though his novel, *The Scarlet Letter*, is perhaps, the most famous of his writings. Hawthorne's works are a study in symbolism. He uses imagery, metaphors, similes and many other literary devices to express his complex ideas on morality and the human psyche. His stories often revolve around the New England region in the USA.

The Ambitious Guest is based on a real-life incident that occurred on Mount Willey in the White Mountains. The story of the Willey tragedy—the untamed force of Nature and the wild, dangerous landscape of the Mountains was an allure and an inspiration to many writers and artists.

One September night a family had gathered round their **hearth**, and piled it high with the **driftwood** of mountain streams, the dry cones of the pine, and the **splintered** ruins of great trees that had come crashing down the **precipice**. Up the chimney roared the fire, and brightened the room with its broad blaze. The faces of the father and mother had a sober gladness; the children laughed; the eldest daughter was the image of Happiness at seventeen; and the aged grandmother, who sat knitting in the warmest place, was the image of Happiness grown old. They had found the “herb, **heart's ease**,” in the bleakest spot of all New England. This family were situated in the Notch of the White Hills, where the wind was sharp throughout the year, and pitilessly cold in the winter,—giving their cottage all its fresh **inclemency** before it descended on the valley of the Saco. They dwelt in a cold spot and a dangerous one; for a mountain towered above their heads, so steep, that the stones would often rumble down its sides and startle them at midnight.

hearth: fireplace

driftwood: pieces of wood washed ashore from the sea

precipice: a steep rock-face

splintered: cracked, broken

heart's ease: a pansy-like flower in yellow, purple and white that signifies peace

inclemency: cruelty

The daughter had just uttered some simple **jest** that filled them all with **mirth**, when the wind came through the Notch and seemed to pause before their cottage—rattling the door, with a sound of wailing and lamentation, before it passed into the valley. For a moment it saddened them, though there was nothing unusual in the tones. But the family were glad again when they **perceived** that the latch was lifted by some traveller, whose footsteps had been unheard amid the dreary blast which **heralded** his approach, and wailed as he was entering, and went moaning away from the door.

Though they dwelt in such a **solitude**, these people held daily **converse** with the world. The romantic pass of the Notch is a great **artery**, through which the life-blood of internal commerce is continually throbbing between Maine, on one side, and the Green Mountains and the shores of the St. Lawrence, on the other. The stage-coach always drew up before the door of the cottage. The **wayfarer**, with no companion but his staff, paused here to exchange a word, that the sense of loneliness might not utterly overcome him ere he could pass through the **cleft** of the mountain, or reach the first house in the valley. And here the **teamster**, on his way to Portland market, would put up for the night; and, if a bachelor, might sit an hour beyond the usual bedtime, and steal a kiss from the mountain maid at parting. It was one of those **primitive taverns** where the traveller pays only for food and lodging, but meets with a homely kindness **beyond all price**. When the footsteps were heard, therefore, between the outer door and the inner one, the whole family rose up, grandmother, children and all, as if about to welcome someone who belonged to them, and whose fate was linked with theirs.

The door was opened by a young man. His face at first wore the **melancholy** expression, almost **despondency**, of one who travels a **wild** and **bleak** road, at nightfall and alone, but soon brightened up when he saw the kindly warmth of his reception. He felt his heart spring forward to meet them all, from the old woman, who wiped a chair with her apron, to the little child that held out its arms to him. One glance and smile placed the stranger on a footing of innocent familiarity with the eldest daughter.

“Ah, this fire is the right thing!” cried he; “especially when there is such a pleasant circle round it. I am quite **benumbed**; for the Notch is just like the pipe of a great pair of bellows; it has blown a terrible blast in my face all the way from Bartlett.”

“Then you are going towards Vermont?” said the master of the house, as he helped to take a light **knapsack** off the young man’s shoulders.

“Yes; to Burlington, and far enough beyond,” replied he. “I meant to have been at Ethan Crawford’s to-night; but a pedestrian lingers along such a road as this. It is no matter; for, when I saw this good

jest: joke

mirth: joy, laughter

perceived: noticed

heralded: announced

solitude: loneliness

converse: talk, dialogue

artery: connection

wayfarer: traveller

cleft: opening

teamster: a driver of a team of animals

primitive: old-fashioned

taverns: inns

beyond price: priceless, invaluable

melancholy: sad, thoughtful

despondency: sadness

wild: frightened

bleak: empty

benumbed: very cold

knapsack: backpack

fire, and all your cheerful faces, I felt as if you had kindled it on purpose for me, and were waiting my arrival. So I shall sit down among you, and make myself at home.”

The **frank**-hearted stranger had just drawn his chair to the fire when something like a heavy footstep was heard without, rushing down the steep side of the mountain, as with long and rapid strides, and taking such a leap in passing the cottage as to strike the opposite precipice. The family held their breath, because they knew the sound, and their guest held his by instinct.

“The old mountain has thrown a stone at us, for fear we should forget him,” said the landlord, recovering himself. “He sometimes nods his head and threatens to come down; but we are old neighbours, and agree together pretty well upon the whole. Besides we have a sure place of **refuge hard by** if he should be coming in good earnest.”

Let us now suppose the stranger to have finished his supper of bear’s meat; and, by his natural **felicity** of manner, to have placed himself on a footing of kindness with the whole family, so that they talked as freely together as if he belonged to their mountain brood. He was of a proud, yet gentle spirit—haughty and reserved among the rich and great; but ever ready to stoop his head to the **lowly** cottage door, and be like a brother or a son at the poor man’s fireside. In the household of the Notch he found warmth and simplicity of feeling, the **pervading** intelligence of New England, and a poetry of native growth, which they had gathered when they little thought of it from the mountain peaks and chasms, and at the very threshold of their romantic and dangerous abode. He had travelled far and alone; his whole life, indeed, had been a **solitary** path; for, with the lofty caution of his nature, he had kept himself apart from those who might otherwise have been his companions. The family, too, though so kind and hospitable, had that **consciousness** of unity among themselves, and separation from the world at large, which, in every **domestic** circle, should still keep a holy place where no stranger may intrude. But this evening a **prophetic sympathy** impelled the refined and educated youth to pour out his heart before the simple mountaineers, and **constrained them** to answer him with the same free confidence. And thus it should have been. Is not the **kindred** of a common fate a closer tie than that of birth?

The secret of the young man’s character was a high and **abstracted** ambition. He could have borne to live an undistinguished life, but not to be forgotten in the grave. Yearning desire had been **transformed** to hope; and hope, long cherished, had become like certainty, that, **obscurely** as he journeyed now, a glory was to beam on all his pathway,—though not, perhaps, while he was **treading** it. But when **posterity** should gaze back into the gloom of what was now the present, they

frank: open

refuge: shelter

hard by: near by

felicity: ease, friendliness

lowly: poor

pervading: spreading

solitary: lonely

consciousness: awareness

domestic: family

prophetic: foretelling

sympathy: sense of belonging

impelled: compelled

constrained them: made them

kindred: sharers

abstracted: vague

transformed: changed

obscurely: strangely

treading: walking

posterity: future generations

would trace the brightness of his footsteps, brightening as meaner glories faded, and confess that a gifted one had passed from his cradle to his tomb with none to recognize him.

“As yet,” cried the stranger—his cheek glowing and his eye flashing with enthusiasm—“as yet, I have done nothing. Were I to vanish from the earth to-morrow, none would know so much of me as you: that a nameless youth came up at nightfall from the valley of the Saco, and opened his heart to you in the evening, and passed through the Notch by sunrise, and was seen no more. Not a soul would ask, ‘Who was he? Whither did the wanderer go?’ But I cannot die till I have achieved my **destiny**. Then, let Death come! I shall have built my monument!”

There was a continual flow of natural emotion, gushing forth amid abstracted **reverie**, which enabled the family to understand this young man’s sentiments, though so foreign from their own. With quick sensibility of the **ludicrous**, he blushed at the **ardor** into which he had been betrayed.

“You laugh at me,” said he, taking the eldest daughter’s hand, and laughing himself. “You think my ambition as **nonsensical** as if I were to freeze myself to death on the top of Mount Washington, only that people might spy at me from the country round about. And, truly, that would be a noble pedestal for a man’s statue!”

“It is better to sit here by this fire,” answered the girl, blushing, “and be comfortable and contented, though nobody thinks about us.”

“I suppose,” said her father, after a fit of **musings**, “there is something natural in what the young man says; and if my mind had been turned that way, I might have felt just the same. It is strange, wife, how his talk has set my head running on things that are pretty certain never to come to pass.”

“Perhaps they may,” observed the wife. “Is the man thinking what he will do when he is a widower?”

“No, no!” cried he, repelling the idea with **reproachful** kindness. “When I think of your death, Esther, I think of mine, too. But I was wishing we had a good farm in Bartlett, or Bethlehem, or Littleton, or some other township round the White Mountains; but not where they could tumble on our heads. I should want to **stand well with my neighbours** and be called Squire, and sent to General Court for a term or two; for a plain, honest man may do as much good there as a lawyer. And when I should be grown quite an old man, and you an old woman, so as not to be long apart, I might die happy enough in my bed, and leave you all crying around me. A slate gravestone would suit me as well as a marble one—with just my name and age, and a verse of a hymn, and something to let people know that I lived an honest man and died a Christian.”

destiny: fate

reverie: day dreaming

ludicrous: ridiculous

ardor: (ardour) strong enthusiasm

nonsensical: stupid

musings: thinking

reproachful: finding fault

stand well with neighbours: to be respected, to have a status

“There now!” exclaimed the stranger; “it is our nature to desire a monument, be it slate or marble, or a pillar of granite, or a glorious memory in the universal heart of man.”

“We’re in a strange way, to-night,” said the wife, with tears in her eyes. “They say it’s a sign of something, when folks’ minds go a wandering so. Hark to the children!”

They listened accordingly. The younger children had been put to bed in another room, but with an open door between, so that they could be heard talking busily among themselves. One and all seemed to have caught the infection from the fireside circle, and were **outvying** each other in wild wishes, and childish projects of what they would do when they came to be men and women. At length a little boy, instead of addressing his brothers and sisters, called out to his mother.

“I’ll tell you what I wish, mother,” cried he. “I want you and father and grandma’m, and all of us, and the stranger too, to start right away, and go and take a drink out of the basin of the Flume!”

Nobody could help laughing at the child’s **notion** of leaving a warm bed, and dragging them from a cheerful fire, to visit the basin of the Flume,—a brook, which tumbles over the precipice, deep within the Notch. The boy had hardly spoken when a wagon rattled along the road, and stopped a moment before the door. It appeared to contain two or three men, who were cheering their hearts with the rough chorus of a song, which **resounded**, in broken notes, between the cliffs, while the singers **hesitated** whether to continue their journey or put up here for the night.

“Father,” said the girl, “they are calling you by name.”

But the good man doubted whether they had really called him, and was unwilling to show himself too **solicitous** of gain by inviting people to **patronise** his house. He therefore did not hurry to the door; and the **lash** being soon applied, the travellers plunged into the Notch, still singing and laughing, though their music and mirth came back **drearily** from the heart of the mountain.

“There, mother!” cried the boy, again. “They’d have given us a ride to the Flume.”

Again they laughed at the child’s **pertinacious** fancy for a night **ramble**. But it happened that a light cloud passed over the daughter’s spirit; she looked gravely into the fire, and drew a breath that was almost a sigh. It forced its way, in spite of a little struggle to **repress** it. Then starting and blushing, she looked quickly round the circle, as if they had caught a glimpse into her bosom. The stranger asked what she had been thinking of.

“Nothing,” answered she, with a **downcast** smile. “Only I felt lonesome just then.”

outvying: competing

notion: idea

resounding: echoing

hesitated: paused

solicitous: caring, interested

patronize: (patronise) partake of their hospitality

lash: whip the horse to move on

drearily: mournfully

pertinacious: determined

ramble: outing

repress: control

downcast: sad

“Oh, I have always had a gift of feeling what is in other people’s hearts,” said he, half seriously. “Shall I tell the secrets of yours? For I know what to think when a young girl shivers by a warm hearth, and complains of lonesomeness at her mother’s side. Shall I put these feelings into words?”

“They would not be a girl’s feelings any longer if they could be put into words,” replied the mountain **nymph**, laughing, but avoiding his eye.

All this was said apart. Perhaps a germ of love was springing in their hearts, so pure that it might blossom in Paradise, since it could not be matured on earth; for women worship such gentle dignity as his; and the proud, contemplative, yet kindly soul is oftenest captivated by simplicity like hers. But while they spoke softly, and he was watching the happy sadness, the lightsome shadows, the shy yearnings of a maiden’s nature, the wind through the Notch took a deeper and **drearier** sound. It seemed, as the fanciful stranger said, like the **choral strain** of the spirits of the blast, who in old Indian times had their dwelling among these mountains, and made their heights and recesses a sacred region. There was a wail along the road, as if a funeral were passing. To chase away the gloom, the family threw pine branches on their fire, till the dry leaves crackled and the flame arose, discovering once again a scene of peace and humble happiness. The light hovered about them fondly, and caressed them all. There were the little faces of the children, peeping from their bed apart and here the father’s frame of strength, the mother’s subdued and careful **mien**, the high-browed youth, the budding girl, and the good old grandam, still knitting in the warmest place. The aged woman looked up from her task, and, with fingers ever busy, was the next to speak.

“Old folks have their notions,” said she, “as well as young ones. You’ve been wishing and planning; and letting your heads run on one thing and another, till you’ve set my mind a wandering too. Now what should an old woman wish for, when she can go but a step or two before she comes to her grave? Children, it will haunt me night and day till I tell you.”

“What is it, mother?” cried the husband and wife at once.

Then the old woman, with an air of **mystery** which drew the circle closer round the fire, informed them that she had provided her graveclothes some years before, a nice linen shroud, a cap with a muslin **ruff**, and everything of a finer sort than she had worn since her wedding day. But this evening an old superstition had strangely recurred to her. It used to be said, in her younger days, that if anything were amiss with a corpse, if only the ruff were not smooth, or the cap did not set right, the corpse in the coffin and beneath the clods would strive to put up its cold hands and arrange it. The bare thought made her nervous.

“Don’t talk so, grandmother!” said the girl, **shuddering**.

nymph: an imaginary creature, a spirit

drearier: sadder

choral strain: song from a group of singers

mien: bearing

mystery: strangeness

ruff: frill

shuddering: shivering

“Now,” continued the old woman, with singular earnestness, yet smiling strangely at her own folly,” I want one of you, my children, when your mother is dressed and in the coffin, I want one of you to hold a looking-glass over my face. Who knows but I may take a glimpse at myself, and see whether all’s right?”

“Old and young, we dream of graves and monuments,” murmured the stranger youth. “I wonder how **mariners** feel when the ship is sinking, and they, unknown and undistinguished, are to be buried together in the ocean—that wide and nameless **sepulchre**?”

For a moment, the old woman’s **ghastly conception** so **engrossed** the minds of her hearers that a sound abroad in the night, rising like the roar of a blast, had grown broad, deep, and terrible, before the fated group were conscious of it. The house and all within it trembled; the foundations of the earth seemed to be shaken, as if this awful sound were the **peal of the last trump**. Young and old exchanged one wild glance, and remained an instant, pale, affrighted, without utterance, or power to move. Then the same shriek burst simultaneously from all their lips.

“The Slide! The Slide!”

The simplest words must intimate, but not portray, the unutterable horror of the **catastrophe**. The victims rushed from their cottage, and sought refuge in what they **deemed** a safer spot—where, in **contemplation** of such an emergency, a sort of barrier had been reared. Alas! they had **quitted** their security, and fled right into the pathway of destruction. Down came the whole side of the mountain, in a **cataract** of ruin. Just before it reached the house, the stream broke into two branches—shivered not a window there, but overwhelmed the whole **vicinity**, blocked up the road, and **annihilated** everything in its dreadful course. Long ere the thunder of the great Slide had ceased to roar among the mountains, the **mortal agony** had been endured, and the victims were at peace. Their bodies were never found.

The next morning, the light smoke was seen stealing from the cottage chimney up the mountain side. Within, the fire was yet smouldering on the hearth, and the chairs in a circle round it, as if the inhabitants had but gone forth to view the **devastation** of the Slide, and would shortly return, to thank Heaven for their miraculous escape. All had left separate **tokens**, by which those who had known the family were made to shed a tear for each. Who has not heard their name? The story has been told far and wide, and will forever be a **legend** of these mountains. Poets have sung their fate.

mariners: sailors

sepulcher: tomb

ghastly: frightening

conception: idea

engrossed: immersed in, engaged in

peal of the last trumps: the sound of the trumpets that are supposed to announce the end of the world

catastrophe: disaster

deemed: considered

contemplation: thinking deeply

quitted: left

cataract: layers

vicinity: neighbourhood

annihilated: destroyed completely

mortal agony: suffering leading to death

devastation: destruction

tokens: signs

legend: oral story

There were circumstances which led some to suppose that a stranger had been received into the cottage on this awful night, and had shared the catastrophe of all its inmates. Others denied that there were sufficient grounds for such a **conjecture**. Woe for the high-souled youth, with his dream of Earthly Immortality! His name and person utterly unknown; his history, his way of life, his plans, a mystery never to be solved, his death and his existence equally a doubt! Whose was the agony of that death moment?

Hawthorne

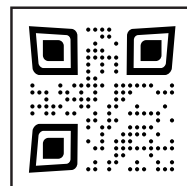
conjecture: imagine
ere: before



SUMMARY

The story begins with a cosy family setting around a hearth. The grandmother is included to show that the daughter of the family is expected to grow old gracefully like the grandmother. The sense of security in the house is set against the danger lurking outside; their house is in a precarious position at the foot of a towering mountain and the harsh winter winds make it doubly dangerous. Huge boulders keep tumbling down the mountainside and a wailing wind rattles the door. Together with the wind, a young stranger knocks and the family is happy to welcome him from the treacherous weather outside into the warmth of their hospitality. The guest makes himself at home and, after dinner, he talks about his ambition to do something in life that will make him famous after death. The family too shares its ambitions with him: the father would like a better property and the title of a squire; the eldest daughter would rather be contented and happy in the obscure security of her home; a child would like all of them to go immediately and drink from a stream that fell over a precipice and the grandmother would like to look presentable as her dead body is laid out. A deepening rumble and the trembling of the house distract them from their casual conversation about their ambitions. They realise that the mountain is sliding. They rush out to go to a safer place but are buried in the landslide. The home, unharmed, is the only monument to their domestic happiness.

Questions



I.

Choose the correct option.

1. Which of the following words is NOT a synonym for fate?
 - a. Kismet
 - b. Coincidence
 - c. Providence
 - d. Serendipity

2. Which of the following sentences is NOT an example of personification?
 - a. *The Notch is just like the pipe of a great pair of bellows; it has blown a terrible blast in my face all the way from Bartlett.*
 - b. *The old mountain has thrown a stone at us, for fear we should forget him.*
 - c. *The wind came through the Notch and seemed to pause before their cottage—rattling the door, with a sound of wailing and lamentation, before it passed into the valley.*
 - d. *The eldest daughter was the image of Happiness at seventeen.*
3. *The romantic pass of the Notch is a great artery ... the shores of St. Lawrence, on the other.* What does this metaphor mean?
 - a. The river flowing through the mountain pass of the Notch provides sustenance to people on either side of the mountain.
 - b. People living on either side of the mountain travel through the pass frequently to meet and converse with the family.
 - c. The mountain pass is an important route for trading.
 - d. The mountain pass is a very scenic route that couples take during their travels.
4. Which of the following sentences is NOT a portent of the disaster to come?
 - a. *This family was situated in the Notch of the White Hills, where the wind was sharp throughout the year, and pitilessly cold in the winter...*
 - b. *I wonder how mariners feel when the ship is sinking ... that wide and nameless sepulchre.*
 - c. *There was a wail along the road, as if a funeral were passing.*
 - d. *...whose footsteps had been unheard amid the dreary blast which heralded his approach, and wailed as he was entering, and went moaning away from the door.*

II.

Read the lines and answer the questions that follow:

1. *Perhaps a germ of love was springing in their hearts, so pure that it might blossom in Paradise, since it could not be matured on earth;*
 - a. Were the young man and the daughter a good match?
 - b. Why could their love grow only in Paradise?
 - c. Why do you think the daughter felt lonesome?
2. *Children, it will haunt me night and day till I tell you*
 - a. Who is the speaker here?
 - b. What will haunt the speaker?
 - c. How does the speaker's telling add to the story?

III.**Answer these questions briefly.**

1. How does the writer describe the peace and contentment in the family?
2. What is the most important feature of the young man's character?
3. What does the father aspire to be?

IV.**Answer the questions.**

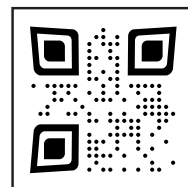
-  1. How does the writer contrast the young man with the eldest daughter of the family?
-  2. How does the writer develop the suspense in the story?

V.**Think and answer.**

1. Why does the writer describe in detail the atmosphere inside the house?
How does it affect your reading of the story?
2. Read the title of the story. Explain why you think the title of the story is suitable or unsuitable. If unsuitable, suggest another title for it.

VI.**Going Beyond**

1. Do you think nature is projected as a symbol of Fate or Destiny in the story?
Explain
2. *'There is greater sense in enjoying the present than in dreaming of a future.'*
How does the story bear out this statement?
3. Come up to the front of the class and talk about your ambitions, why they are important to you and how you are going to go about making them come true.



Note: We have retained the original text.

POETRY

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

1. To Sleep

- Weblink: Poem Explanation
- Note on Poetic Devices
- Analysis and Additional Questions with Answer Key

2. Prayer of the Meek

- Further Readings
- Additional Questions

3. Closed Path

- Weblink: Reading of the Poem
- Further Readings

4. Old Folks Laugh

- Presentation
- Review, Analysis and Additional Questions
- Further Readings

1 To SLEEP

About the author

William Wordsworth (1770–1850) was a significant poet of the Romantic Movement in English poetry. He was born among the beautiful lakes and mountains of the Lake District in north-west England. He wrote poetry about the English countryside and some of his poems are immortal records of the fascination he had for Nature and its impact on the soul. He revolutionised the content and style of poetry and used the simple language of common people.

A flock of sheep that **leisurely** pass by
One after one; the sound of rain, and bees
Murmuring; the fall of rivers, winds and seas,
Smooth fields, white sheets of water, and pure sky;—

I've thought of all **by turns**, and still I lie
Sleepless; and soon the small birds' **melodies**
Must hear, first utter'd from my orchard trees,
And the first cuckoo's **melancholy** cry.

Even thus last night, and two nights more I lay,
And could not win thee, Sleep! by any **stealth**:
So do not let me **wear to-night away**:

Without Thee what is all the morning's **wealth**?
Come, blessed **barrier** between day and day,
Dear mother of fresh thoughts and joyous health!

William Wordsworth

leisurely: slowly

by turns: one after the other

melodies: songs, tunes

melancholy: sad

stealth: cunning

wear away: to spend wastefully

wealth: value

barrier: separator



PARAPHRASE

In this poem, Wordsworth personifies sleep, addressing it as the mother of good health and new thoughts. He asks it to bring him the rest he needs during the night to enjoy the blessings of each new day. He had not been able to sleep for two nights. He lies in bed imagining different sights, both small and big, and sounds, both soft and loud, hoping to be able to sleep thereby. He pictures a flock of sheep walking by, slowly one behind the other as well as the wide, colourful expanses of green fields, white sheets of water and blue skies. He imagines the gentle murmur of falling rain and the soft, soothing buzz of bees as well as the roar of water falling into the sea and gusty winds. But he cannot sleep. He would soon hear real sounds of daybreak, both immediate and distant; the song of birds in his garden and the call of the cuckoo. He tells sleep that everything that happens during the day is valuable only after a restful night. He pleads with it to come to him as a blessing to separate night from day.

Questions

I. Choose the correct option.

1. Which of the following is another great poem by Wordsworth?
 - a. Tintern Abbey
 - b. Ode to a Nightingale
 - c. The Rime of the Ancient Mariner
 - d. Ode to the West Wind
2. What is the most important function of the rhyme scheme in this poem?
 - a. It enhances the beauty of the poem and makes for pleasurable reading.
 - b. It gives a special emphasis to the sounds and sights that Wordsworth imagines.
 - c. It gives harmony to the poem and makes it easier to remember.
 - d. It gives the poem a pleasing musical quality, like a song that can lull one to sleep.
-  3. Which of the following statements on Nature is reflected in the poem you have just read?
 - a. Nature is a living, breathing personality.
 - b. Nature is the supreme Goddess who has modelled the world in her own image.
 - c. Nature gives joy and health to her worshippers.
 - d. Nature is a moral and spiritual guide.



4. What can you surmise about Wordsworth from the poem?
 - a. His language is elaborate and creates minutely detailed images in the reader's mind.
 - b. He elevates the ordinary to the level of extraordinary with the power of his imagination.
 - c. He celebrates the simplicity and beauty of logic and rationality.
 - d. His poetry evokes emotions deeply embedded within our mind.
5. Why are 'fresh thoughts' important to Wordsworth as a poet?
 - a. A poet necessarily has to be original and creative in his writing.
 - b. As a poet and role model, Wordsworth's thoughts and speeches must be inspiring to others.
 - c. Wordsworth wants his thoughts to be as beautiful as Nature itself.
 - d. Wordsworth was a revolutionary poet and it was important that his ideas be up-to-date with the thinking of the time.

II. Explain with reference to context.

1. *A flock of sheep that leisurely pass by
One after one; the sound of rain, and bees
Murmuring; the fall of rivers, winds and seas,
Smooth fields, white sheets of water, and pure sky;—*
 - a. Where does the poet see all of the above?
 - b. What is he trying to do?
 -  c. Here, the poet gives a vivid description. What does this tell you about him?
2. *Even thus last night, and two nights more I lay,
And could not win thee, Sleep! by any stealth:*
 - a. How has he spent the two previous nights?
 - b. In what context is the word 'stealth' used here?
 - c. What is the poet longing for?

III. Answer the questions.

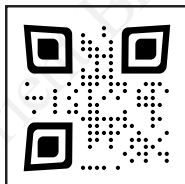
1. What is the problem presented in the poem?
2. What are the ways in which the poet tries to sleep?
3. How does the poet use personification in the poem?

IV.**Think and answer.**

1. Why do you think the poet begins the poem by describing a peaceful pastoral scene?
2. *I've thought of all by turns, and still I lie
Sleepless; and soon the small birds' melodies
Must hear, first utter'd from my orchard trees,
And the first cuckoo's melancholy cry.*
 - a. Why do you think the poet uses the words 'melancholy cry' here?
 - b. What is the tone in this stanza? Does the tone change in the next stanza? Explain in brief.
3. What does the poet refer to when he says 'blessed barrier between day and day'? Why does he call that a 'blessed barrier'?

V.**Going Beyond**

1. How does this poem bring out Wordsworth's love of Nature and the countryside?
2. Why does the poet address sleep as mother? How does the personification help us to appreciate the poet's idea of sleep?



2 PRAYER OF THE MEEK

About the author

Lhusi Haralu (17 August, 1932 – 17 November, 2015) was a social worker, forthright in her stand for peace in Nagaland. Born in 1932, she led an illustrious life, serving her people through her position in various State offices. She was the Executive Director of the Nagaland Peace Centre. She was moved to write *Prayer of the Meek* when her brothers were gunned down during an internal conflict. In a touching introduction to the poem, she wrote: “Sharing the pain of thousands of others who have suffered for a cause that is questioned, I write these lines in memory of my brothers Chalie and Tubu Kevichüsa and those other Naga brothers who fell to the assassin’s bullet when Nagas took up arms against their own.” Lhusi Haralu died on 17 November, 2015 in Kohima.

Lord of Heaven and earth, look down in mercy
And remember that we have tried, though imperfectly,
All our days
To live by Thy given code:
To turn the other cheek to him who strikes us,
To take our cloak off for him who took our shirt.
And walk weary miles along with him who would harass.

Though often mocked at as “cowards”
For our lack of means and **AK Forty-Sevens**
To pay back wrong for wrong and pain for pain
And our cry for “Peace” is met with **derisive** scorn
Yet we thank Thee, Lord, our Father for this lack
That has **perforce** stayed our hands from doing wrong
And kept us humbled and broken in spirit
Which by Thy grace has enabled us
To look up to Thee for strength and **sustenance**.

AK Forty-Sevens: guns
derisive: making fun of
perforce: necessarily

stayed: stopped, prevented
sustenance: food

We ask not for the lives of those who wronged us
But that Thou might touch their soul and show to them
The wrong they have done and
The waste they have caused
By their **high-handed** acts of **playing God**

Cleanse the bloodstain from hands that killed,
Wipe the **spot of hell** from hearts that hate
Take up this **tangled** strand of dark confusion
And by the skill of Thy hand restore
Good-will that was there before.

Grant that none should again taste
The pain Thou hast allowed to come our way.
Let no more blood be shed
Be it of friend or foe.

Teach us to forgive those who hate us
That we may be forgiven by Thee who loves us
And let the beauty of Christ be seen in this broken land.
May Thy Kingdom be established within our hearts
and homes
For to Thee only, Sovereign Lord,
The Kingdom, the power and the glory belong.

A Family Prayer – Lhusi Haralu

high-handed: using power over others unfairly
playing god: to act as if one had total control over others
spot of hell: the stain of hell wherever there is hatred
tangled: knotted, disorderly



PARAPHRASE

The reference to the meek in the title is from the Bible: *Blessed are the meek for they shall inherit the earth.* This poem is in the form of a prayer to God, the Lord of all creation. On behalf of her countrymen, the poet asks God to be merciful to His people who have tried to follow His commands as best as they humanly can by offering the other cheek instead of fighting back when enemies have struck them; by giving their cloaks to those who have snatched their shirts; and by being extra patient with those who have harassed them, thus suffering persecution meekly.

But their peaceful resistance to war has been mistaken for weakness. They have been considered cowards and scorned for not retaliating with guns. Despite being misunderstood by their enemies, they thank God for keeping them humble and preventing them from doing wrong in His sight. In their helplessness in the face of war and persecution, they look towards God for strength to bear their sufferings.

They do not ask God to punish their enemies. Instead, they ask Him to give them the grace to see how wrong they are to take control of the lives of their victims as if they were God. They pray that God may forgive their enemies and rid their hearts of hatred. They ask God to rid the world of war and to establish peace; to rid the world of pain and to protect everyone, even their enemies from bloodshed.

They ask God to give them the grace to forgive those who hate them so that the loving God may forgive them their sins. They hope that the love of Christ may be revealed in their relationship with their enemies. They ask that God may reign in their hearts and their land and they profess their belief in the sovereign kinship of God over all creation.

Questions

I.

Choose the correct option.

1. What is the tone of the poem you have just read?
 - a. Pious
 - b. Desperate
 - c. Fearful
 - d. Melancholic
2. Which of the following words is not a synonym of 'high-handed'?
 - a. Bossy
 - b. Overbearing
 - c. Autocratic
 - d. Condescending
3. What is the poet praying for?
 - a. For God to take vengeance upon those who have committed sins.
 - b. An end to all strife in the poet's land.
 - c. For everyone to worship Lord Jesus Christ
 - d. For the means and resources to get through the troubles unharmed.
4. What is the strength that the poet looks to God for?
 - a. The ability to bring peace to their land.
 - b. The strength to survive, to get through the struggles unharmed.
 - c. The strength to stick to their principles in trying times.
 - d. The strength to carry out God's will and command.

II.**Explain with reference to context.**

1. *Lord of Heaven and earth, look down in mercy
And remember that we have tried, though imperfectly,
All our days
To live by Thy given code:*
 - a. Who is the poet talking to?
 - b. What does the word 'imperfectly' imply?
 - c. What is the 'given code'?
2. *Yet we thank Thee, Lord, our Father for this lack
That has perforce stayed our hands from doing wrong*
 - a. What does 'lack' mean here?
 - b. Why does the poet thank God?
 - c. Is the situation a happy one?
3. *The wrong they have done and
The waste they have caused
By their high-handed acts of playing God*
 - a. Who is the poet talking about?
 - b. What is the waste that has been caused?
 -  c. What does the phrase 'playing God' mean?

III.**Answer the following.**

1. Why were the people mocked as cowards?
2. What is the prayer for the enemy?
3. What is the poet's idea of hell.

IV.**Think and answer.**

1. Discuss the significance of the metaphor '*Cleanse the bloodstain from hands that killed, wipe the spot of hell from hearts that hate.*' What emotions and ideas does this imagery evoke, and how does it relate to the poem's overall message?
2. Examine the title of the poem and the poet's choice of language and tone in addressing sensitive issues like forgiveness and conflict. How does the use of a prayer-like tone impact the reader's reaction to the poem?

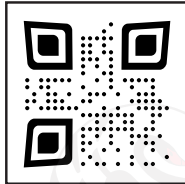
3. Imagine the poem's speaker as a character in a book. What words or phrases from the poem help you understand this character's personality and beliefs? Read the poem again. Do you notice any changes in how this character thinks as the poem progresses, or do they stay the same?

V.

Going Beyond

1. *Teach us to forgive those who hate us.* How would this principle work in your context?
2. Have a class discussion.

Think about how people, communities, and countries should work for peace and solve problems in today's world. Use the poem's ideas to guide your thinking about global actions. Imagine how Mahatma Gandhi and Martin Luther King Jr. might act if they were leaders today.



3

CLOSED PATH

About the author

Rabindranath Tagore (1861–1941) is also fondly known as Gurudev. He is famous as one of the earliest Indian writers in English. He wrote poems, songs, dance-dramas, stories and essays. He is best known for *Gitanjali*, a collection of poems. He was the first Indian to win the Nobel Prize for Literature in 1913. *Jana Gana Mana*, the national anthem of India and *Amar Shona Bangla*, the National Anthem of Bangladesh were composed by him. He also wrote the original song for the National Anthem of Sri Lanka, *Sri Lanka Matha*, and set it to music.

I thought that my **voyage** had come to its end
at the last limit of my power, that the path before me was closed,
that **provisions** were exhausted
and the time come to take shelter in a silent **obscurity**.

But I find that thy will knows no end in me.
And when old words die out on the tongue,
new **melodies** break forth from the heart;
and where the old **tracks** are lost,
new country is revealed with its wonders.

Rabindranath Tagore

voyage: journey

provisions: supplies

obscurity: anonymity, to be unknown

melodies: tunes

tracks: pathways



PARAPHRASE

In the first verse, the poet looks inwards and thinks he has reached the end of his ability to do anything more because he is drained of creative energy. He thinks that, perhaps, his writing days are over; that, perhaps, he should wait quietly for the end of his days too.

In the second verse, the poet looks towards God and tells Him that His will was still working out His purpose in his life. He feels inspired to compose music when he thought he had lost his ability to write. God seemed to be opening out new creative pathways for him even as he thought the old ones were closing. In his weakness, the poet sees the strength of God leading him towards newer avenues of creativity. He feels inspired to compose music when he thought his literary abilities were failing.

Questions

I.

Choose the correct option.

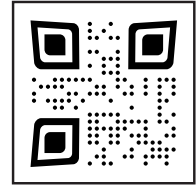
1. What is the poet experiencing in the poem?
 - a. doubts about his faith
 - b. the end of a journey
 - c. mid-life crisis
 - d. writer's block
-  2. Which of the following sayings reflects the message of the poem you have just read?
 - a. 'When one door closes another opens.'
 - b. 'Every cloud has a silver lining.'
 - c. 'God works in mysterious ways.'
 - d. 'Be content with what you have.'
3. What has the poem taught you about getting your creative juices flowing again?
 - a. Keep your faith and devotion to God strong.
 - b. Travel around the world.
 - c. Find inspiration in music.
 - d. Try out something new and different.

II.

Explain with reference to context.

1. *I thought that my voyage had come to its end
at the last limit of my power, that the path before me was closed,*
 - a. What voyage is the poet talking about?

- b. Why was he thinking so?
 - c. Explain the second line.
- 2. *that provisions were exhausted
and the time come to take shelter in a silent obscurity.
But I find that thy will knows no end in me.*
 - a. When do you think the poet would have felt so?
 - b. Does the poet see better days after this?
 - c. Who is the poet talking to?



III. Answer the questions.

- 1. Whose *will* does the poet refer to?
- 2. To what does the poet compare his newfound ability to sing?
-  3. Would you consider this a spiritual or a social poem? Explain.

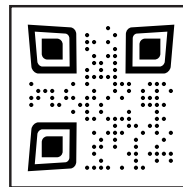
IV. Think and answer.

- 1. In the second stanza of the poem, the poet mostly feels
 - a. surprised.
 - b. grateful.
 - c. excited.
- 2. Read the last four lines of the poem. Give another example where something old gives way to new.
- 3. Imagine that whoever is addressed in the poem gave a message to the poet when the poet was feeling hopeless. Write a few lines to give that message.
- 4. Read the first two lines and the last two lines of the poem. Can they be relevant to a situation other than creativity or art? Explain.

V. Going Beyond

- 1. Write a paragraph on the following.
 - a. the poet's attitude to his creative talents of composing poetry and music
 - b. the talents we possess (from your understanding of the poem)
- 2. What is your talent? For example, do you write poetry or sing or make really good jokes? Share your talent with the class.

4 OLD FOLKS LAUGH



About the author

Maya Angelou (1928–2014) was an African American writer from Missouri. She was also an activist for the rights of African Americans who were victims of racial prejudice. Her writings focused on the humiliation suffered by her people. She is famous for her autobiography, *I Know Why the Caged Bird Sings*, which chronicles her life up to age 17. It is an inspiring story about a young girl who learnt to deal with racism, overcame trauma and emerged a strong, confident woman.

They have **spent** their
content of **simpering**,
holding their lips this
and that way, **winding**
the lines between
their brows. Old folks
allow their bellies to **jiggle** like slow
tambourines.
The **hollers**
rise up and spill
over any way they want.
When old folks laugh, they free the world.
They turn slowly, **slyly** knowing
the best and the worst
of remembering.

spent: used up

simpering: putting on an unnatural smile

winding the lines: wrinkling

jiggle: shake

tambourine: a small drum with metal discs around the edge. It is played by shaking or hitting on the leather

holler: shout

slyly: cunningly

Saliva glistens in
the corners of their mouths,
their heads **wobble**
on **brittle** necks, but
their laps
are filled with memories.
When old folks laugh, they consider the promise
of dear painless death, and generously
forgive life for happening
to them.

Maya Angelou

wobble: shake
brittle: stiff, rigid



PARAPHRASE

The poem is a tribute to the positive attitude that elderly people develop towards life. It is a realistic image of them laughing aloud without worrying about how they look when they laugh. Now they do not care what people think of them though there was a time when they did. They do have their troubles when they knit their brow with worry and put on a false, bright smile to cover their anxiety. But when they remember happy times, they laugh with no restraint, with no pretence of maintaining an appearance. As they guffaw, their bellies shake like a jingling tambourine. Soon, the spit / drool dribbles from the sides of their mouths and their heads shake on their stiff necks. Their laughter is infectious as if they are ridding the world of care. They have known hard times and happy times and remember both. Their laughter is a sign of their triumph over sadness. Now they look forward to release in death, and willingly forgive life for the state they are in.

Questions

I.

Choose the correct option.

- Which of the following words describes the frailty of old folks?
 - jiggle
 - wobble
 - glisten
 - spill
- Which line from the poem indicates that old folks are not self-conscious?
 - Saliva glistens in the corners of their mouths,*

- b. *When old folks laugh, they free the world.*
 - c. *The hollers rise up and spill over any way they want.*
 - d. *Their heads wobble on brittle necks,*
- 3. What is the meaning of the word 'promise' in the poem?
 - a. Death has promised the old folks a painless end.
 - b. Death is the reward old folks have been promised for leading a good life.
 - c. The old folks have taken a vow to die soon.
 - d. Death is inevitable.
- 4. What is the purpose of the full stop used in the lines *winding the lines between their brows. Old folks allow their bellies to jiggle*?
 - a. To indicate that the old folks' lives are coming to an end soon.
 - b. To indicate that the old folks have stopped smiling.
 - c. To show that the old folks no longer have any reason to frown.
 - d. To show that the old folks' days of caring about what other people think are over.
- 5. Why does the poet describe death as 'dear'?
 - a. Death is a relief from the problems that come with old age.
 - b. Death is a good friend of the old folks.
 - c. Because the old folks want to die as soon as possible.
 - d. The poet is directly addressing death in this line.

II.

Explain with reference to context.

- 1. *Saliva glistens in
the corners of their mouths,
their heads wobble
on brittle necks, but
their laps
are filled with memories.*
 - a. Who is being addressed in this poem?
 - b. What is the attitude of old people when they laugh?
 - c. What does the poet mean by *their laps are filled with memories*?
- 2. *When old folks laugh, they consider the promise
of dear painless death, and generously
forgive life for happening
to them.*

- a. What makes the old people want to forgive life?
- b. Why do they think about death?
- c. What quality of old people does the poet talk about in these lines?

III.

Answer the questions.

1. When and why do the old folks pretend?
-  2. What kind of an impression would they make on others when they laugh loudly?
3. What do we know about the old people?

IV.

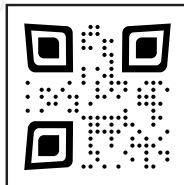
Think and answer.

1. Can you give a reason why the poet has used run-on lines?
2. Explain how laughter has been used as a metaphor for freedom in this poem.
3. Do you find the reference to death in the last few lines sudden? Why do you think the poet has talked about death here?

V.

Going Beyond

1. What is the main idea portrayed in the poem?
2. Talk to a grandparent or any elderly person you know. Ask them about their life, the hardships they have faced, and so on. Tell the class about the person you spoke to, including any interesting story that they might have narrated. Also talk about what you liked about the person and what lessons you took away from them.



GRAMMAR

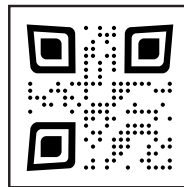


Orient BlackSwan

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

- Grammar Concept Videos
- Worksheets
- Answer Keys

1 DEGREES OF COMPARISON



- *Degrees of Comparison* are used when we compare one person or one thing with another.
- There are three Degrees of Comparison—the *Positive degree*, the *Comparative degree* and the *Superlative degree*.
- *Comparative adjectives* are used to compare two similar things and they are followed by *than*.
- *Superlative adjectives* are used to compare similar things that are more than two in number. The Superlative adjective takes the definite article *the* before it.

When we speak about only one person or thing, we use the <i>Positive degree</i> .	Example: a. Bendang is <i>tall</i> . b. That building is <i>old</i> .
When we compare two persons or two things with each other, we use both the <i>Positive degree</i> and <i>Comparative degree</i> .	Example: This building is <i>older</i> than that one. (Comparative degree) That building is not as <i>old</i> as this one. (Positive degree)
When we compare more than two persons or things with one another, we use the <i>Positive</i> , <i>Comparative</i> and <i>Superlative</i> degrees.	Example: a. This is the <i>oldest</i> building in this town. (Superlative) b. This building is <i>older</i> than any other building in this town. (Comparative) c. No other building in this town is as <i>old</i> as this one. (Positive)

A.

Look at the picture and fill in the blanks using the correct degree of comparison with the words *tall* and *short*.



Kekhrie

George

Ali

Yanren

Akhevi

1. Akhevi is the _____ boy.
2. Kekhrie is the _____ boy.
3. George is _____ than Kekhrie.
4. Yanren is _____ than Akhevi.
5. George is _____ than Ali.
6. Ali is _____ than Yanren.
7. Ali is _____ than George.
8. Kekhrie is _____ than Yanren.

B.

Fill in the blanks with the correct form of the adjectives in brackets.

1. Vivor is the _____ boy in the class. (tall)
2. I am _____ than my friend. (old)
3. My bag is _____ than his. (small)
4. Azi runs _____ than Avelu. (fast)
5. Of the three students, Naro is the _____. (old)
6. Stones are _____. (heavy)
7. Rocks are _____ than stones. (heavy)
8. Boulders are the _____. (heavy)

C.

Tick the correct answers.

1. Which boy is _____? Henilo or Kholi? a. young b. the youngest c. younger d. more young	2. Indian cooking has some of _____ dishes in the world. a. tasty b. the tastier c. the tastiest d. tastiest
3. Chinget is _____ boy in the class. a. the strongest b. stronger c. strong d. the most strong	4. That is _____ song I have ever heard. a. the most beautiful b. more beautiful c. most beautiful d. beautiful
5. The Nile is _____ river in the world. a. the longest b. more long c. longer d. long	6. It is cool here but it is _____ in the hilly regions. a. cooler b. the cooler c. the coolest d. most cool

Fill in the blanks with the correct forms of comparison.

1. This town is just as _____ (large) as my native town.
2. The speech was _____ (long) than we had expected.
3. Mimi is very _____ (intelligent).
4. The second book was _____ (boring) than the first one.
5. The shop is _____ (far) than the school.
6. Sorhuto is _____ (smart) than Hiabe.
7. The heat is less _____ (harmful) than the cold.
8. The weather today is _____ (bad) than the weather yesterday.

E.

Tick the correct word to complete the sentence.

1. The story was _____ one I have ever heard.
 - a. the most exciting
 - b. the more exciting
 - c. exciting
 - d. excitingest
2. They were less _____ than we were.
 - a. tireder
 - b. tired
 - c. tirer
 - d. tire
3. The movie was _____ than I expected.
 - a. best
 - b. the better
 - c. better
 - d. gooder
4. The boy is the _____ runner of all.
 - a. the fastest
 - b. faster
 - c. fast
 - d. fastest
5. The cake is just as _____ as the ice-cream.
 - a. sweeter
 - b. sweet
 - c. sweetest
 - d. more sweet
6. Planes are _____ means of travel of all.
 - a. the most convenient
 - b. the more convenient
 - c. convenient
 - d. most convenient
7. A lamp gives _____ light than a candle.
 - a. a lot
 - b. more
 - c. most
 - d. many

8. This blanket is _____ than that one.
- warm
 - the warmest
 - warmer
 - warmest

F. Write the comparative and superlative forms of the adjectives.

Adjective	Comparative	Superlative
1. careful		
2. hard		
3. beautiful		
4. juicy		
5. clever		
6. many		
7. easy		
8. pretty		

G. Write the correct form of the adjectives in the brackets.

- The route was _____ (long) than we had expected.
- This picture is _____ (colourful) than that one.
- Aroba is _____ (fast) runner in the school.
- The film was _____ (interesting) as the book.
- Some of these sweets are _____ (tasty) than the rest.
- This blanket is _____. (warm)
- The weather today is _____ (bad) than yesterday.
- The park is _____ (far) than the shop.

H. Rewrite the following sentences using a different degree of comparison.

- Mala said that she had never tasted a better cake than this.
Mala said _____
- Her brother is not as talented as her.
She is _____
- No other building in this area is as tall as the shopping complex.
The shopping complex is _____

4. No other boy in class is as smart as Paul.

Paul is _____

5. The other jewels in the box were not as valuable as the pearl necklace.

The pearl necklace is _____

6. Her cousins are not as friendly as her.

She is _____

7. No other blanket I have owned is softer than this.

This blanket is _____

8. The daisies don't look as pretty as the roses.

The roses _____

I. Choose the correct words and complete the following sentences.

1. No other girl is as _____ as Jandeno. (tall / taller / tallest)
2. Milk is _____ than any other food. (nourishing / more nourishing / most nourishing)
3. Few English writers were as _____ as Shakespeare. (great / greater / greatest)
4. Silver is not as _____ as gold. (precious / more precious / most precious)
5. Ashoka was a _____ king. (greater / great / greatest)
6. That was the _____ trip ever. (bad / worse / worst)

J. Complete the second sentence with the right form of the underlined word in the first sentence.

1. This is a pretty rose. It's much _____ than the one in my garden.
2. She is a talented girl. In fact I think she is the _____ girl in the whole school.
3. That was an interesting book but this one seems _____ than that one.
4. Joe is a funny boy. He is the _____ person I have ever known.
5. Atoli is ten years old. Samzai is twelve, so Samzai is _____.
6. This is a good place to rest. But don't you think that place is _____?

K. Correct the following sentences.

1. This bicycle is the oldest than that one.

2. The girl was young than the others, but she was the cleverer student in class.

3. The stars look biggest when you look at them through a telescope.

4. This is the delicious meal I have had in days.

5. The kitten looks fat than it did last month.

6. Shreya's handwriting is neatest than Priya's.

7. This book on mathematics is good than the other one.

8. His cold became bad than it was yesterday.

L.

Tick the correct word to complete the sentence.

1. Honesty is the _____ policy.

a. better

b. best

2. He is _____ than the others.

a. smarter

b. more smart

3. This sum was _____ to solve.

a. the easiest

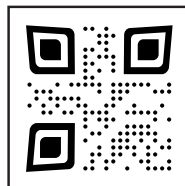
b. the most easy

4. Tom is _____ than his brother.

a. least athletic

b. less athletic

2 CONJUNCTIONS



Conjunctions are called connectors or link words. We use them to join words, a group of words or phrases and sentences. There are three kinds of conjunctions.

1. **Coordinating conjunctions** connect words, phrases and clauses. We use them to place equal emphasis on two main clauses.

- I waited for you at the restaurant, **but** you did not come.
- Take these mangoes **and** distribute them among the children.

When we link clauses that have the same subject, we do not always need to repeat the subject in the second clause.

- She did not shout **or** cry.

Some more coordinating conjunctions are—**or, yet, so** and **still**.

2. **Correlative conjunctions** are always used in pairs.

- He is **not only** famous **but also** very humble.
- The path of progress is **neither** swift **nor** easy.

Some more correlative conjunctions are—**both...and, either... or** and **as...as**.

3. **Subordinating conjunctions** normally express cause-effect relationships and contrast between ideas or time concepts.

- The baby is crying **because** he is hungry.
- The train arrived at the station on time **though** it was raining heavily.
- We had to wait **until** the road was cleared of debris.

Some more subordinating conjunctions are—**therefore, while, although, whereas, when, who, unless, before, after** and **if**.

Here are some linkers and the functions they perform.

function	conjunctions
to indicate result or purpose	therefore, as a result, consequently, hence, thus, so, then, so that
to illustrate a point	for example, for instance, as an illustration, namely

function	conjunctions
to express comparison	similarly, likewise
to express contrast	but, yet, still, however, nevertheless, on the other hand, on the contrary, even though
to express addition	and, moreover, furthermore, also, too, besides, in addition to, as well as
to express alternatives	or, either...or, neither...nor, alternatively
to express cause	because, since, for, as, now, later, meanwhile, since then, before that, after that
to express sequence	first, second, third, next, finally

Exercises

A. Complete the sentences using the conjunctions in the box.

yet therefore but and however nevertheless

- Our adventure programme provides opportunities for developing leadership qualities within a tough _____ supportive group environment.
- The weekend will be spent at a training centre near the hills. Obviously, you'll want some comfort, _____ we've arranged for accommodation in a small school.
- You'll spend most of your weekend outside, _____ there's a warm bed waiting for you at night.
- Farmers have used insects in weed control, _____ reclaimed hundreds of thousands of acres with the help of insects.
- Of course, many insect activities are harmful to us, _____ we must also recognise the ways in which insects help us.
- He worked very hard, _____ he couldn't finish spraying the garden on Sunday.

B. Choose the suitable conjunctions in the brackets and complete these sentences.

- The crowd surrounded the actor _____ began to cheer. (and, therefore, so)
- They successfully completed the first stage of the interview; _____, they went on to the final round. (nor, consequently, however)
- You can take this room _____ the one on the second floor. (neither, or, nor)

4. The land value here has appreciated; _____ you will get a good price.
(nevertheless, and, therefore)
5. It was their first international competition; _____ they did their best.
(when, nevertheless, and)
6. He helped the community not only by providing job opportunities, _____
also by building schools and hospitals. (and, but, besides)

C. Encircle the conjunctions in the given sentences.

1. She couldn't attend the party, so her sister went there on her behalf.
2. The thief made away with the jewels while the family was fast asleep.
3. They decided to buy the property if the price seemed reasonable.
4. You could gift him a book but he would prefer a box of poster colours.
5. You should leave now or you will miss the flight.
6. They couldn't have the meeting unless all the members turned up.
7. There used to be a bakery there before the apartments came up.
8. I could see she was annoyed for they had not taken her suggestion.

D. Complete these sentences with the subordinating conjunctions in the box.

where because when who unless so that

1. The boy _____ lives next door wants to be an astronaut.
2. My father asked me _____ I had kept his car keys.
3. He went to Australia _____ he wanted to meet his uncle and family there.
4. The time _____ the fire broke out is not known.
5. He drove fast _____ he could be in time for the meeting.
6. You won't be able to speak French fluently _____ you speak it every day.

E. Complete the sentences with the correct conjunctive adverb or interjection in the brackets.

1. Kenieno was driving too fast; _____, she met with an accident. (still, also, hence)
2. Veto decided he wouldn't take up engineering; _____, he chose to be a research scientist. (instead, again, then)
3. You'd better take some rest; _____, you have an early morning flight tomorrow. (moreover, consequently, nonetheless)

4. I think you must apologise to Kevisezo, _____ he will never calm down. (besides, however, otherwise)
5. The summer solstice is in June in the Northern Hemisphere; _____, it occurs in December in the Southern Hemisphere. (likewise, thus, then)
6. Paul, the octopus, predicted the outcomes of all seven of Germany's World Cup matches; _____, it also correctly predicted that Spain would lift the World Cup. (still, then, furthermore)

F. In every sentence, introduce the conjunctions given in brackets in the right place.

1. Employment is hard to find in country towns, young people move to the cities. (therefore)
2. Most people believe country life is more difficult than city life, people often dream of moving out of the 'big smoke'. (nevertheless)
3. Air pollution is a major problem in cities, most people still drive their cars to work. (but)
4. Cultural opportunities are fewer in the country; most city dwellers only rarely take these up. (on the other hand)
5. Being stuck in the morning traffic is the worst part of city life, most people have no other choice. (however)
6. Some cities are better than others, many are as easy to live in as the best country town. (and)

G. Complete the sentences using suitable conjunctions.

1. She commanded everybody _____ she were a queen.
2. Neither the actor _____ the students of Oxford knew how long their question-answer session would take.
3. New research reveals that the loggerhead female turtle will not start to lay eggs _____ she is forty-five years old.
4. The physicist who invented the atomic clock is dead, _____, his invention will live on.
5. His pup follows him _____ he goes.

H. Complete the following sentences with the correct words given in brackets.

1. Kalpana Chawla was the first Indian-American astronaut _____ the first Indian woman who travelled to space. (though / still / and / until)
2. Kalpana studied aeronautical engineering in Punjab in 1982 _____ girls were not expected to study engineering in those days. (if / as / because / even though)

3. Kalpana's interest in space and flying grew _____ of J R D Tata's exploits as India's first pilot. (although / because / even though / so)
4. Kalpana moved to the United States _____ she could study further, obtaining a masters and a doctorate in aerospace engineering. (but / yet / so / for)
5. Kalpana was regarded _____ as one of the best astronauts at NASA, _____ an excellent pilot. (either...or / whether...or not / not only...but also / rather...than)

I. Replace the incorrect conjunctions with the correct ones.

1. The students had to obey her orders unless she was the Principal.
2. You won't be cured for you take the medicines.
3. You can wait for him in the drawing room neither the library.
4. I was waiting for the bus or the accident took place.
5. The movie was a great success if it was a well acted one.
6. Eishita that was my roommate wants to become an artist.
7. He waited patiently for his turn also I went to the bookstore.
8. Sangey ate the cake while it was for her brother.

J. Complete the passage using the conjunctions given in the box.

finally presently and however when as

Let me confess that I did not look forward to Joe's coming. I felt he would not fit into my present surroundings.¹ _____, I came to town from Hammersmith on Monday night to be ready for Joe early next morning. ² _____ the time approached, I would have liked to run away. ³ _____, I heard Joe on the staircase, coming up in his clumsy manner. ⁴ _____, he stopped outside the door, I could hear his fingers tracing over the painted letters on my name ⁵ _____ wiping his feet on the mat ⁶ _____ I lost all patience.

K. Complete these sentences with *and*, *but*, *or* or a comma.

- Serila:** Lithrongla, the Dance Club is staging a show _____ we'd like you to dance in the group.
- Lithrongla:** It's nice of you to ask me _____ I can't dance very well. I'll help with costumes _____ in some other way.

- Serila:** You are just fussing. We know you can dance. Don't forget we all live in the same hostel _____ we've seen you dance at parties. You move gracefully, your expression is good _____ you look great.
- Lithrongla:** It's kind of you to say that _____ I can only dance at parties. On stage I would be very nervous. My steps would falter _____ I would forget the moves. I love dancing _____ I dare not dance in public.

L.

Choose the correct word to complete these sentences.

1. She hurt her knee _____ (when / while) she fell off the bicycle.
2. Aroba was talking on the phone _____ (while / when) he heard a strange sound in the kitchen.
3. Manlem called us _____ (when / while) he was ready to leave.
4. _____ (While / When) she decorated the cake, the others watched in admiration.
5. _____ (When / While) the announcement was made, people started scrambling to get onto the bus.

M.

Rewrite the story by joining the sentences or using proper conjunctions as and where needed.

It surprised everyone. Ginger was a friendly cat. We didn't know where he came from. We decided to adopt him anyway. Ginger made a comfortable home for himself in the hostel backyard. No one objected to it. He became a little unpopular with the cooks. He often tried to steal fish from the kitchen. We were to blame. We spoiled him with leftovers. We made him greedy for more.

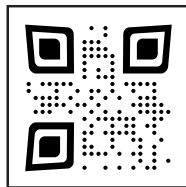
Ginger threw tantrums. He would only have fish. I tried to feed him chips once. It seemed like he didn't care much about it. Ginger would always be there during tea-time, in the kitchen, in the backyard. He would try to sip tea from our cups, curl up near our legs. Of course, it was a different story after dinner. Ginger would pay us no heed. He would be busy with his head in the dustbin. We would be temporarily forgotten.

N.

Choose the correct word and complete the sentences.

1. In some places in the desert, there is a small green area _____ plants can grow. It is called an oasis.
 - a. whereas
 - b. while
 - c. where
 - d. when

3 PREPOSITIONS



Prepositions are usually placed immediately after the noun or pronoun which they refer to.

Prepositions of place or position tell us the location of persons or things. Some commonly used prepositions of place or position are—**in, at, on, under, behind, between, among, in front of, in, beside, in front of, behind, next to** and **opposite**.

We use **at** to show the exact location of a person or a thing.

- Tsenchamo is **at** school now.
- I met him **at** the airport.

We use **in** to show that the person or thing is inside something.

- My book is **in** the bag.
- She is sitting **in** the car.
- Apang works **in** a school.

We use **on** to show that the person or thing is touching the surface of something.

- The baby is sitting **on** the bed.
- Don't sit **on** the floor.
- She put a stamp **on** the envelope.

We use **under** to show that a thing or person is directly below the surface of something.

- She placed the ladder **under** the window.
- The cat is hiding **under** the bed.
- The keys are **under** the newspaper.

We use **behind** to show that a thing or person is at or towards the back of something or somebody and often hidden by it or them.

- The girl is standing **behind** the car.
- The child hid my purse **behind** the TV.

We use **between** to show that something or somebody is in the middle of two things or people.

- Omar is standing **between** Rajesh and Elishan.

We use **among** to show that someone or something is in the middle of three or more things or people.

- The teacher stood **among** the students.

We use **in front of** to show that a thing or person is further away than somebody or something, but not very far away.

- He stood **in front of** us in the queue.
- I park my car **in front of** my house.

Prepositions of time show when things happen. They include **at, in, on, before, after, by** and **during**.

We use **at** when we talk about an exact time on the clock.

- I will meet you **at** 6 o'clock.

It is used for festivals and weekends.

- I will see you **at** Diwali.
- Did you see her **at** the weekend?

It is also used for a point of time within a day without **the**.

- I met him **at** 2 p.m.

We use **in** for a period of time within a day.

- She will return **in** the evening.
- I always take a brief nap **in** the afternoon.

It is also used to talk about something that happens at sometime during a month, year, season or century.

- It rarely rains in Delhi **in** September.
- He was born **in** 1995.
- Our family goes to Shimla **in** the summer.

We use the preposition of time **on** for a particular day or date.

- Her birthday is **on** the tenth of June.

At and **on** are also used for specific events and occasions like public holidays. If the name of the event ends with the word **day**, we use **on**. If it does not end with the word **day**, we use **at**.

- I met her **on** Christmas Day.
- I met her **at** Christmas.

We do not use **in**, **at** or **on** before these words—**one**, **next**, **last**, **every** and **each**.

- I saw the film **last** evening.
- The school will remain closed **next** week.

Prepositions of movement convey the idea of **movement** and **direction** from one place to another. Here are some prepositions of movement—**out of**, **down**, **through**, **round**, **along**, **past**, **off**, **over**, **up**, **from**.

- The little girl fell **off** the swing.
- The thief jumped **over** the wall.
- The cat climbed **up** the wall with one leap.
- He ran **from** the classroom **to** the playground.



NOTES

Study these nouns, verbs and adjectives that are followed by prepositions.

Noun + preposition

When a noun is followed by the preposition **of**, it may be followed by the **verb + -ing** form.

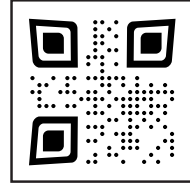
- She has no **experience of** cooking.

Adjective + preposition

- He is **ready for** the match.
- My father is **good at** solving puzzles.

Verb + preposition

- I **waited for** her the whole day.
- We cannot **depend on** the weather forecast.



Exercises

A. Choose the best preposition to complete the sentences.

1. We had to walk _____ (past / after) the headmaster when we arrived at school.
2. The head boy was standing _____ (in front of / before) the class.
3. _____ (Beside / Past) the head boy stood my friend.
4. He was holding a pile of books _____ (in / on) his hand.
5. I hung my bag _____ (on / above) the hook with my name on it.
6. Then I went and sat _____ (beside / at) my desk.

B. Complete the sentences with the right preposition from the box.

at inside in the middle of past underneath in front of

1. There was a big rock right _____ the park.
2. We returned to find a red car parked _____ our gate.
3. She peeped _____ the garage to see if someone was there.
4. I met my friend Sosinle _____ the cinema yesterday.
5. The library is a mile _____ the first signal.
6. Rongsenpokla wore a woollen sweater _____ her jacket.

C. Choose the best preposition from the box to complete the text.

into on in the middle under at beside in from through in to

When we arrived ^{1.} _____ the hotel we couldn't see any lights on ^{2.} _____ the windows.
^{3.} _____ of the front door there was a notice which read, 'Please ring the bell'.
A big brass bell hung ^{4.} _____ the door. A rope hung ^{5.} _____ it. Someone was looking at

me ⁶_____ the glass in the front door so I just waved ⁷_____ them. It was a small child, who opened the door and ushered us ⁸_____ the hall. The hall was big and cool and there was a large table ⁹_____ the window. ¹⁰_____ the table was a large ledger and I wrote our names ¹¹_____ it.

D. Rearrange the given words and phrases by adding the correct preposition(s) to make complete sentences.

1. Kolkata / this weekend / is coming / my sister
2. the book / tropical birds / I hope / you liked
3. a net / us / protecting / to use / mosquitoes / we have
4. a lot / observing / you can / them / about people / learn
5. Christmas party / her friends / the / she went
6. to surprise / the door / he hid / his sister
7. went to / Frida / the theatre / yesterday / I
8. He / hello / without saying / walked / me

E. Complete the following passage with appropriate prepositions.

Polar bears are an indigenous bear type found ¹_____ the Arctic Circle. ²_____ thousands of years, they have been an important figure in the material, spiritual, and cultural life of the Arctic people. Polar bears are born ³_____ land, but spend most of the time ⁴_____ sea. They hunt their preferred food of seals ⁵_____ the edge of sea ice.

F. Complete the following passage with the words from the box. Some prepositions are used more than once.

through from onto for at

The polar bear is the most carnivorous member of the bear family. Its diet ranges ¹_____ ringed and bearded seals to several types of fish. Bears mostly hunt ²_____ the meeting points of water and ice. The bear uses its excellent sense of smell to locate breathing holes ³_____ which the seals surface. It lies in wait ⁴_____ hours. When it smells the seal's breath, the bear reaches ⁵_____ the hole and drags the seal ⁶_____ the ice.

G. Add the right time prepositions to this text. Sometimes more than one answer is possible.

The Edinburgh Festival is the biggest arts festival in the world, and it takes place ¹_____ the month of August. It usually starts ²_____ the end of the first week and runs ³_____

three weeks, ⁴ _____ the beginning of September. This year it began ⁵ _____ Friday the sixth. There are two parts to the festival—the Edinburgh International Festival which has been running ⁶ _____ 1947, and the Festival Fringe, which has been running each year ⁷ _____ the festival began. As it is very expensive for groups to stay in Edinburgh ⁸ _____ the Festival, some companies only come ⁹ _____ a week or two. For visitors it's amazing, as you can see shows ¹⁰ _____ nine in the morning ¹¹ _____ way after midnight, if you want. ¹² _____ the end of the festival, everyone is completely exhausted!

H. Fill in the blanks with *for*, *during*, *opposite*, *in front of*, *by* or *until*.

1. There is a supermarket _____ my house.
2. I will come and see you _____ a few minutes _____ the recess.
3. Somebody had parked the car _____ my front gate and I could not take my car out.
4. Can I stay _____ the weekend?
5. You will have to leave _____ Monday midday at the latest.

I. Underline the prepositions in the passage.

Show jumping is an Olympic sport in which both men and women can compete. As soon as the contestants ride into the ring, you can't help but be impressed by the clothes they are dressed in. On their head, they wear a neat black riding hat to protect them if they fall off the horse while jumping over the jumps placed around the ring. Round their neck, they wear a cravat tucked into the front of their crisp white shirts. Over this shirt, they wear a close-fitting, plain, dark-coloured or tweed jacket, and of course they wear jodhpurs, those distinctive white or cream trousers, tight in the waist and legs but stretchy to enable them to move freely while getting on and off the horse and while riding. They also wear knee-high shiny black boots. They really do look splendid as they strut past the spectators on their gorgeous gleaming horses!

J. In the given story, the highlighted prepositions and phrases are placed incorrectly. Correct them.

We were unaware of the disaster **on** we got down **among** the bus. The entire stretch of road till the marketplace was covered **into** mud from the digging. Apparently, it was done in an effort to improve the roads, but Katha and I were **in front** the hundreds of people struggling to go home. "Get **until** the footpath," she said, "unless you want to bump **with** something and fall." We pushed **from** the crowd and somehow managed to walk along. "Can't you walk faster?" the woman **against** us muttered angrily. I tried to ignore, but Katha who was walking **through** me, said rather loudly, "Well, unless we transform **next to** a mouse and scuttle **to** the road, I don't think it is possible." The woman was obviously annoyed, and tried to walk **along** us hastily. And that was when she tripped and fell over right **past** us. "Well, look who decided to turn into a mouse after all," Katha whispered **behind** my ears. However, we helped the poor woman and called a rickshaw **in** take her home safely.

K.**Complete the questions with the right prepositions.**

1. What are you looking _____? There is nothing written on the paper.
2. What are you looking _____? Your glasses are on the table.
3. Where do you come _____? I thought you were a Bengali.
4. Where should I send the letter _____? I do not know the address.
5. Who are you doing your project _____? Luto and I are going to work together.
6. What are you talking _____? I don't understand.

L.
**Correct the mistakes in the prepositions in the following text.
There are ten mistakes. Sometimes more than one answer is possible.**

At the middle of the square there is a clock tower. In the top of the tower there is a clock face, and over that a statue of the mayor of the town. The butcher's shop is at the front of the clock tower, after the greengrocer's. I was standing waiting for a bus to the bus stop, when I saw my cousin, who was just going in the greengrocer's. I called out at her and she turned and smiled over me. I ran over the road and told her the news!

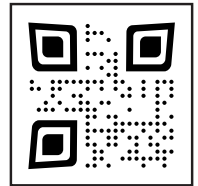
M.
Complete the directions to the police station with the right prepositions.

1. Walk _____ Rodger Street till you come to a roundabout.
 - a. along
 - b. at
 - c. in
 - d. off
2. Turn right _____ Park Lane.
 - a. in
 - b. against
 - c. into
 - d. round
3. Go _____ the traffic lights and take the second left.
 - a. past
 - b. along
 - c. at
 - d. into
4. Walk _____ the park and reach the main road.
 - a. over
 - b. into
 - c. up
 - d. across
5. Cross the road and make your way _____ the police station.
 - a. across
 - b. to
 - c. before
 - d. under

N.

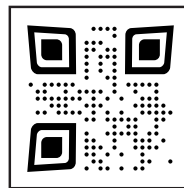
Add the prepositions missing in the following sentences.

1. I need a pencil taking notes.
2. The plane flew our heads.
3. The teacher saw her lie.
4. Come quickly! The movie starts five minutes.
5. You must read a lot improve your vocabulary.
6. I was the store when I saw your sister her friend.
7. We will go meet Grandma the weekend.
8. The policeman sat the thief during interrogation.



Orient BlackSwan

4 ACTIVE AND PASSIVE VOICE



A sentence which begins with a person or a thing that does the action is in the active voice.

Example: Mechanics repair cars.

A sentence which begins with a person or thing which receives the action is in the passive voice. It must have a passive verb.

Example: Cars are repaired by mechanics.

We make the passive form of a verb by using an appropriate form of the verb *be* + *past participle*.

The present simple

The dog *is shut* in the kitchen at night.

The present continuous

Kivi *is being assisted* by Akum today.

The past simple

Achumla *was given* the first appointment of the day.

The past continuous

The door *was being unlocked* as I arrived.

The present perfect simple

Has that rose bush *been pruned*?

The past perfect simple

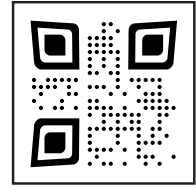
Tony said he *had been woken* by the phone.

will / shall (future)

I hope I will *be offered* a better job.

going to (future)

The window *is going to be repaired* soon.



The future perfect simple

The loan *will have been paid off* by 2026.

A. Uses of the passive voice

We use the passive voice to focus on the event rather than the person or thing that caused it.

It is used when we either don't know or it is unimportant who or what the agent of the action is.

I *was surprised* to find a bouquet of flowers on my doorstep.

This book *was written* in 1843.

It is also used when we are introducing information about the agent, and we want to emphasise its importance by putting it at the end of a sentence or clause.

She was awarded the first prize *by the Film Critics Association*.

It was published *by a Spanish publisher in Madrid*.

The passive voice is also used when the subject of the verb consists of a long description and the sentence would be difficult to understand if it was placed before the verb.

Hiboto's house was decorated *by a large, boisterous woman who always wore smocks when she was working*.

It is also used when we don't want to blame a specific person for something they might have done.

The water heater *was left on all night*, again!

It is also used when we want to talk about a general opinion about something.

Tagore *is thought to be* the greatest poet of Bengal.

It is said that ginger is very good for nausea.

B. The passive voice in formal English

In academic writing, authors tend to avoid personalising the text, by not using the personal pronouns *I*, *you* or *we*. This focuses the attention on the research or theory, rather than the individuals involved. The results *were recorded* and a report *was written*.

In instructions and rules, we often use the passive.

Dogs *must be kept* on a leash at all times.

Your details *must be completed* in block capitals.

The passive is normally used to describe technical processes.

The mixture *is then left to cool* for about an hour.

The temperature *is measured* every twenty minutes.

It is also used to talk about historical events.

The battle *was won* by the French.

The government *was dissolved* in 1862.

The passive voice with modal verbs

We can also use the passive form with a modal verb, a form of *be* and the past participle.

Children *must be supervised* in the museum.

They *should have been given* a drink in the hot sunshine.

We *might be overcharged* by the service provider.

The passive voice with participial clauses

We can use passive structures with participial clauses, but must remember to make it clear which the subject of each clause is.

Having taken the dog to the vet, Sam went to the club.

The dog *having been taken* to the vet, Sam went to the club.

The passive voice with infinitives

Verbs which take *to infinitive* (such as *want*, *hope*, *expect*, etc.) can also have a passive form.

She really *wanted to be invited* to the concert.

Avino *expected to be driven* home after the party.

Avoiding repetition of passive auxiliaries

We usually avoid repeating the passive auxiliary if there are two or more passive verbs in a sentence, (even if there is a different subject) as long as the meaning is clear.

The walls *had been stripped, sanded and washed* before painting began.

The bandages *were removed and disposed of, and antiseptic applied* to the cut.

C. Verbs not used in the passive voice

In passive constructions, we don't usually use verbs referring to states of being (*have, belong, be, seem, resemble*, etc.). We don't usually use *have* in the passive, even if the meaning is not stative.

We either avoid using the passive, or choose another verb instead.

Then we had lunch. – Then lunch was eaten. ✓

Then lunch was had. ✗

Anna is going to have a shower. – The shower is going to be used by Anna. ✓

A shower is going to be had by Anna. ✗

We also avoid using in the passive form a verb which is followed by a *to infinitive*. We find another way to say the same thing.

The dog refused to eat the fish. – The fish was rejected by the dog. ✓

The fish was refused to eat by the dog. ✗

Exercises

A. Are these sentences written in the active (A) or the passive (P) voice?

1. They often read emails while travelling to work.
2. The president was elected by the people.
3. This street has already been closed because of snow.
4. Will our invitation be accepted by them?

5. The instructor read out a long list of do's and don'ts.
6. The electricians are testing the fire alarm.

B. Complete the sentences in passive using the right forms of verbs in brackets.

1. She _____ (send) delicious chocolates by her grandfather.
2. Ramu _____ (save) by a kind man.
3. The deer _____ (kill) by the tiger.
4. Jasmine _____ (give) a diary for her birthday.
5. The garden _____ (take care of) by the gardener.
6. He _____ (look after) by his mother.

C. Look at the following paragraph. Change the underlined sentences in Active Voice to Passive Voice, and vice versa.

We weren't invited to the play by Steve and his friends, but we made our own plans. We took an early train to the theatre, and we reached by half past seven. People had just started to come in, while the media was busy taking photographs. It was decided by Peggy that we would patiently wait outside until her cousins showed up. Everyone knew that the tickets were being sold by Steve. After a while, Peggy's cousins Matt and Eva came and went up to the counter confidently. Steve was a bit surprised when Peggy was greeted by Matt and Eva. Matt and Steve were best friends, so he couldn't refuse when Matt bought six tickets for the play. We laughed quietly as we went in, for Peggy had turned the tables on Steve.

D. Write the correct past form of the verb in brackets in the gaps. It may be active or passive.

A portal dolmen is a type of chamber tomb. Portal dolmens ^{1.} _____ (build) by the early Neolithic peoples of the British Isles in the period 4000 BC to 3000 BC. They ^{2.} _____ (make) from large slabs of stone. Two big ones ^{3.} _____ (face) each other, forming a doorway into the single burial chamber. Portal means doorway, and these stones ^{4.} _____ (call) the portal stones. Behind this, smaller slabs ^{5.} _____ (place) in a rectangle to form the walls of the chamber. A giant stone ^{6.} _____ (balance) on top, supported at the front by the portal stones and at the back by one or more of the stones around the chamber. This stone generally ^{7.} _____ (slope) at an angle of about thirty degrees. A large open space ^{8.} _____ (construct) in front of the entrance. Often the entrance faced east but, in the case of portal dolmens built on a slope, the entrance ^{9.} _____ (always make) to face uphill. A round or rectangular pile of stones ^{10.} _____ (erect) over the top of the chamber. The remains of the dead person ^{11.} _____ (lay) in the chamber and a flat stone placed between the portal stones to block up the doorway. Portal dolmen sites ^{12.} _____ (find) in Ireland, Wales and Cornwall.

E. Rewrite the verb phrases in *italics* in the passive form.

1. A cairn is a pile of stones. *People have used cairns* as monuments to mark a pathway, or to mark the summit of a hill.

2. Typically, *travellers would have constructed them* while they were crossing the moors.

3. They used stones which *they picked up along the way* and added to the next cairn encountered on their journey.

4. *People used them* to find their way in foggy climates.

5. In the Bronze Age, *people used to build a cairn* around a cist.

6. A cist (*which you pronounce 'kissed'*) was a stone box containing a dead body.

F. Rearrange the given words and phrases to form proper sentences. Then change the sentences to Active Voice or Passive Voice accordingly.

1. by / very well / was / the match / played / both teams
2. for / very dearly / he / the price / lying / paid
3. mean / played a / way / she / trick / to have / her
4. assigned / have been / the Supervisor / you / this project / by
5. my birthday / gave / for / my grandmother / me / the silk scarf
6. was called / his / the police / statement / he / by / to give
7. he had / him / she asked / cat / seen her / if
8. by / book / I / Mindy's / was fascinated

G. Using the word(s) in brackets, complete sentence *b* so that it means the same as sentence *a*.

1. a. The Prakriti Theatre has cancelled its summer production of *The Wizard of Oz* because of a row over rights. (been)

- b. The Prakriti Theatre's summer production of *The Wizard of Oz* _____, because of a row over rights.
2. a. Two hundred children were to take part in the annual musical event. (involved)
b. Two hundred children _____ the annual musical event.
3. a. Theatre managers said it had been necessary to cancel because they couldn't secure suitable performing rights. (forced)
b. Theatre managers said they _____ to cancel the show because they were unable to secure suitable performing rights.
4. a. They said they had received the news yesterday that the owners of the rights had withdrawn the offer of a license. (informed, withdrawn)
b. They said they _____ yesterday that the offer of a license _____.
5. a. The girl who had got the part of Dorothy said she was extremely sad. (given)
b. The girl who _____ the part of Dorothy said she was extremely sad.
6. a. She said, 'It's so disappointing, as we have all put so much effort and energy into it' (dedicated)
b. She said, 'We are really disappointed, as so much effort and energy _____ to it by all of us.'

H.

Choose the sentence from each pair that is more natural.

1. a. A museum has been established in the house where Columbus stayed on Gran Canaria.
b. The house where Columbus stayed when he came to Gran Canaria is now a museum.
2. a. Colombus had been commissioned to find a sea route to India.
b. People had commissioned Christopher Columbus to find a sea route to India.
3. a. A room dedicated to the cartological history of Gran Canaria exhibits a scale model of the island.
b. A scale model of Gran Canaria is exhibited in a room dedicated to the cartological history of the island.
4. a. The museum has been painstakingly renovated since the 1950s.
b. The painstaking renovation of the museum has been underway since the 1950s.
5. a. The Renaissance arches which come from the Convent of San Domingo, destroyed in the sixteenth century, are particularly outstanding.
b. The Renaissance arches which come from the Convent of San Domingo, which was destroyed in the sixteenth century, are particularly outstanding.
6. a. My aunt said the renovations had been done extremely successfully.
b. My aunt said the renovators had done a brilliant job!

I. Change these sentences to the passive voice. Begin your sentences with the underlined words.

1. They are making the public aware of the problem.
2. Researchers are teaching farmers how to change their practices.
3. Scientists will use the knowledge to find some solutions.
4. Scuba divers do not often damage the corals.
5. The tourists are damaging the reefs.
6. Greenhouse gases cause the sea-warming.

J. Rewrite the sentences in the same voice with the underlined word as the subject.

1. The Bravery Award was given to Ayang by the President.
2. Some nuts were fed to the monkey by the children.
3. Some sweets were given to Tongpang by the shopkeeper.
4. Some food was offered to the child by my mother.
5. A box of chocolates was promised to my friends by Father.
6. Shelter was provided for the stray animals by the association.

K. Change the following questions to the passive voice.

1. Where have they kept the books?
2. Why is Mhathung lifting the heavy box?
3. Why are they emptying the cupboard?
4. Where are they taking him?
5. When should they begin work?
6. Why are they painting that building again?

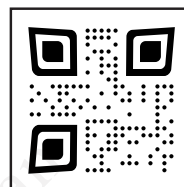
L. Rewrite the sentences changing the voice of the verbs, as the case may be.

1. We do not sell readymade garments at this shop.
2. Rotten eggs and tomatoes were thrown at the speaker.
3. They will build a flyover at this site.
4. Please keep quiet.
5. Somebody had already informed the police.
6. Why were they serving us so little?

M.

For each sentence in the active voice, choose the correct corresponding sentence in the passive voice.

1. The boy kicked the ball.
 - a. The boy is kicked by the ball.
 - b. The ball was kick by the boy.
 - c. The ball is kicked by the boy.
 - d. The ball was kicked by the boy.
2. The headmistress called Benjong to her office.
 - a. The headmistress was called by Benjong to her office.
 - b. Benjong was called by the headmistress to her office.
 - c. Benjong called the headmistress to her office.
 - d. Benjong was call by the headmistress to her office.
3. Fans cool these rooms.
 - a. These fans are cooling rooms.
 - b. The rooms are cool by fans.
 - c. These rooms are kept cool by fans.
 - d. These rooms are cooled by fans.
4. The directors have told Lucy about her promotion.
 - a. The directors have told about her promotion to Lucy.
 - b. Lucy has been told about her promotion by the directors.
 - c. Lucy have told about her promotion to the directors.
 - d. Lucy has told about her promotion by the directors.
5. He has encouraged the children to improve their reading speed.
 - a. The children has been encouraged to improve their reading speed.
 - b. The children were encouraged to improve their reading speed.
 - c. The children have been encouraged by he to improve their reading speed.
 - d. The children have been encouraged to improve their reading speed.

**N.**

Use the words and phrases given below to make sentences in either Active Voice or Passive voice. Then write a small story using them.

was baked

allowed

placed

had decided

gave

had forgotten

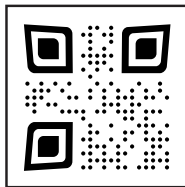
spilled

was broken

apologised

had fun

5 CLAUSES



A **main clause** has all the features of a sentence and can stand alone as an independent sentence.

Noun clauses usually—

1. act as subject to the verb.

- **How the thief entered the house** was a mystery.
- **Whatever happens** will be for the best.

2. act as object to the verb.

- The young girl knew **who the celebrity was**.
- She also knew **where he lived**.

3. act as the object to a preposition.

- She did not pay attention to **what they were saying**.

4. act as a complement to a verb.

- Her worry was **that she may not succeed in getting his autograph**.

How do you identify a noun clause in a sentence?

A noun clause answers the question **what?** about the verb in a sentence.

- **How the thief entered the house** is a mystery.

Here you may ask “What is a mystery?” and the answer to this would be the noun clause, that is, “How the thief entered the house”.

The words below are called **subordinating conjunctions** and they usually introduce noun clauses.

that	who	when
however	what	whoever

whenever	where	whatever
why	how	wherever

Adjective Clauses

Relative clauses do the work of adjectives and are also called **adjective clauses**. They are introduced by relative pronouns such as **who, which, whose, whom, what, that, when, where, why** and **how**.

Relative clauses are of two types—**defining** and **non-defining**.

Defining clauses give essential information about the person or thing that is being talked about. Without this information, we would not be able to identify the person or thing.

For example—

- The girl **who was injured** is in hospital.
- The man **whom you were talking to** is my neighbour.

Non-defining relative clauses give extra information about a person or thing which is not necessary for the meaning of the sentence. A non-defining clause is separated from the main clause by commas.

- Mother Teresa, **whose father was a grocer**, decided to be a nun at the age of twelve.
- We went on a school trip to Shimla, **which is in Himachal Pradesh**.

Adverb Clauses

Adverbial clauses can occur in the initial, middle (rarely) and final positions, that is, they can precede or follow the main clause.

- Rati succeeded **because she was a determined person**.
- He stayed on in Mumbai **though he was dismayed by the traffic**.

Kinds of Adverb Clauses

Adverbial Clause of Time

It answers the question **when** and is introduced by subordinates such as **after, as, before, till, until, while, whenever, as / so long as, since, as soon as, and so on**.

- **As soon as I entered the room**, I saw the stray cat.

- **Once all of us left for school**, our parents would go to work.

Adverbial Clause of Place

It answers the question **where**. The adverbial clause of place can indicate both position at a place and movement to a place. It is introduced by subordinates such as **where** and **wherever**.

- There were a lot of children **where the clown was performing**. (position)
- The volunteers went **wherever they could offer help**. (movement)

Adverbial Clause of Manner

The adverbial clause of manner talks about **how** or **in what way** something is done. It is introduced by subordinates such as **as**, **as if**, and sometimes with **like** and **the way**.

- **As she had desired**, her collection of books went to her niece.
- She enjoys singing **like her father did**.
- She looks **as if she is sick**.

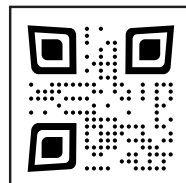
As if is especially common after verbs such as **look**, **sounds**, **feel** and **seem**.

Sometimes, even when verbs such as **feel**, **seem** and **play** are in the **present tense**, the verbs after **as if** are in the **past tense**. We use this construction to talk about something that is not real.

- His mother treats him **as if** he were a five-year-old child. (He is thirty.)

We do not use **what** or **how** after **as** in adverbial clauses.

- I have started going to the gym **as how you suggested**. (✗)
- I have started going to the gym **as you suggested**. (✓)



Adverbial Clause of Purpose and Result

The adverbial clause of purpose answers the question **why**.

- He studied hard **so that he could become a doctor**.
- He studied hard **because he wanted to become a doctor**.

We use subordinators such as **so that**, **in order that**, **in case**, **for fear that** and **because** to indicate purpose.

The adverbial clauses of result answer the question **what happened**.

- He studied very hard and **therefore he became a doctor**.
- He studied so hard **that he became a doctor**.

We use subordinators such as **so...that** / **such...that** and **therefore** to indicate result.

In the result clauses, **so** and **that** can be separated—**so** / **such** + adjective or adverb in the main clause + **that** introducing the subordinate clause.

- It was **such** a good book, **that** I could not put it down.
- The children ate **so** much pizza, **that** they started feeling ill.

Adverbial Clause of Reason

The adverbial clause of reason answers the question **why** in relation to the situation in the main clause. We use subordinators such as **because, as, since, so that** and **due to**.

We usually use adverbial clauses with **as** or **since** at the beginning of a sentence.

- **Since we woke up early**, we decided to go for a long walk.
- **Since we love going for long walks**, we got up early.

Exercises

A.

Combine the two sentences using appropriate connectors and form complex sentences.

1. The ruins of Hampi is a UNESCO World Heritage site. It is in Karnataka.
2. The area is a village located in the ancient Vijayanagara empire. It is an important religious centre even today.
3. The Vijayanagara kings were renowned for their distinctive architecture. They made Hampi their capital.
4. Hampi was laid siege to by the Deccan rulers. The kingdom was at the height of its power then.

B.

Complete the following sentences with the appropriate words from the box.

some of which due to in order to where as soon as

1. _____ you enter the ruins, you can see a stone chariot.
2. Hampi has various places of worship, _____ are still in use today.
3. The state of Karnataka has worked hand in hand with the ASI _____ preserve the ruins.
4. The areas in and around Hampi, _____ there are several ruins, are also of significant importance to the ASI.
5. Some of the ancient buildings are in danger of being destroyed _____ ongoing mining activities in Hampi.

C.**Complete the following complex sentences. Use the clues given in the brackets.**

1. The villagers at Hampi did not know _____. (preserve / the ruins)
2. The Karnataka government conducts the Vijayanagara Festival _____. (teach / importance of preservation)
3. Karnataka's tourism department decided _____. (use / stone chariot at Hampi as their logo)

D.**Complete the passage with suitable words.**

Gandhiji set up Tolstoy Farm in Johannesburg ¹_____ he wanted to look after the families of those Indians still in prison. Herman Kallenbach ²_____ was a wealthy German, bought the farm for Gandhiji. It was a thousand-acre orchard ³_____ had a small house, a spring and two wells, not far from the railway station. Gandhiji named it after Tolstoy ⁴_____ he admired him for leading a simple life ⁵_____ trying to bring about changes in Russia at that time.

E.**Identify whether the following sentences are adverbial clauses of time (AT), adverbial clauses of manner (AM), or adverbial clauses of reason (AR).**

1. The trains were delayed due to the rain. _____
2. She got a call from her aunt while she was at the concert. _____
3. As long as you complete your assignments, you can go for football practice. _____
4. Since I knew the recipe, I decided to help him with the cake. _____
5. When she returned from the hospital, she looked as if she would cry. _____
6. We will leave for Shillong as soon as the tickets are booked. _____
7. The children went to look for a park where they could practice cricket. _____
8. You can go home whenever you want. _____

F.**There is an error in each sentence. Edit and rewrite the passage.**

Tolstoy Farm soon became a busy colony. (1) The farm provided not only enough vegetables and also enough fruit for all to eat. (2) So the women did all the cooking, the men worked in the fields. (3) The residents of the farm belonged to different religions because they were treated as members of one big family. (4) Some were from North and South India, some like Kallenbach from Germany, some like Albert West from England, since there was really no language in common. (5) It is said which at its height, Tolstoy Farm supported a community of about fifty adults and thirty children.

G.**Rearrange the words to form meaningful sentences.**

1. rules / made sure / followed / Gandhiji / farm / everyone / that / the / of / the
2. physical / to do / his / of / sandals / share / everyone / work / as well as / had / to make / his / learn / own
3. walked / save on / miles / to / bus fare / members / Johannesburg / so that / twenty-one / could / they!

H.**Complete these sentences with clauses.**

1. Riku has a shoe _____.
2. I showed her the house _____.
3. They returned on the day _____.
4. We cannot go out _____.
5. _____ his mother gave him some fruit to eat.
6. I do not know _____.

I.**Underline the dependent clauses in the sentences.**

1. He has a chain which is made of gold.
2. Mother was sure that Meribeni had broken the cup.
3. He had finished his work when it started raining.
4. We all ran into the kitchen when we heard a bang.
5. She came back early from work because she was not feeling well.
6. If Nzano decides to leave, other people will leave too.

J.**Tick (✓) the correct sentences. Rewrite the incorrect ones.**

1. Liyung was able to put up a brave face despite trembling with fear.
2. Adina is likely to stay in Chandigarh in order missing home.
3. Maya was cheerful although she was burdened by many problems.
4. Despite of the roads being flooded, I have to go to the station or I'll miss my train.
5. The guard whistled in order to warn troublemakers.

K.

Underline the noun clauses, adjective clauses and adverb clauses in the following passage.

Sharad felt uncomfortable. The man whom Neha was talking to looked suspicious. Sharad had seen him loitering near the housing colony where they lived, and he was sure the man was up to no good. As soon as he left, Sharad went up to Neha and asked, "Do you know the man who was talking to you a while back?" "No," she said, "But it seemed that he was interested in buying a house in the locality." "Well," he said, "don't talk to anyone just because they seem friendly." Neha wasn't happy at being told off. "You don't have to be so negative all the time," she said. "In case something goes wrong, I can always inform the police."

L.

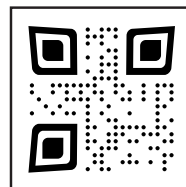
Choose the right clause to complete the sentence.

1. I'll always remember the teacher _____.
 - a. which helped me to understand astronomy
 - b. that help me pass my exams
 - c. that helped me discover my talents
 - d. who give me confidence
2. We are responsible for the animals _____.
 - a. that we keep as pets
 - b. which we keep them as pets
 - c. that keep us pets
 - d. who kept as pets
3. The tallest of the girls who are modeling the sports clothes _____.
 - a. have a round face
 - b. is also the most intelligent
 - c. are pretty
 - d. look very nice
4. We must try to understand people _____.
 - a. who beliefs are different from ours
 - b. whose beliefs are different from ours
 - c. whom believe differently from us
 - d. whom believe different things
5. The parade that we watched _____.
 - a. were all very colourful
 - b. have many children walking with the Chief Minister
 - c. encourage unity
 - d. was telecast live

M.

Complete the following sentences with adverbial clauses using the subordinating conjunctions given in brackets.

1. _____ they went to meet their grandmother. (after)
2. I went to the fair _____ (because)
3. _____ she wouldn't have fallen asleep. (had)
4. Nellie couldn't attend the picnic _____ (in spite of)
5. _____ it began snowing. (as soon as)
6. We didn't meet the professor _____ (until)
7. The students studied _____ (so...that)
8. She played the guitar _____ (like)



Orient BlackSwan

READING



Orient BlackSwan

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

- Additional Reading Comprehension passages with Questions
- Answer Key

The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed; employing themselves, meanwhile, in sucking their fingers most **assiduously**, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites.

Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy hinted darkly to his companions, that unless he had another basin of gruel **per diem**, he was afraid he might some night happen to eat the boy who slept next him. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening and ask for more; it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out. The gruel disappeared; the boys whispered to each other, and winked at Oliver. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said, somewhat alarmed at his own **temerity**:

"Please, sir, I want some more."

The master, a fat, healthy man, turned very pale. He gazed in stupefied astonishment at the small rebel for some seconds, and then clung to the copper for support. The assistants were paralysed with wonder; the boys with fear.

"What!" said the master at length, in a faint voice

An extract from *Oliver Twist* by Charles Dickens

assiduously: working hard with attention to detail

per diem: for each day

temerity: to say something that shocks others

1. Choose the correct answers.

(3 x 1 = 3)

- a. The 'bowls never wanted washing' because
 - i. they were clean anyway.
 - ii. the boys used their spoons to polish every bit of the food left in them.
 - iii. there was not enough food in the bowls.
 - iv. the boys were not served food in them.
- b. The master turned pale because
 - i. he was astonished to see Oliver asking for more food.
 - ii. he did not have enough food to give to the children.
 - iii. he did not expect the children to rebel against him.
 - iv. he did not want to give anymore food to the children.

c. Which word in the passage means wanting to 'devour great quantities of food'?

- i. voracious ii. desperate iii. temerity iv. astonishment

2. Answer these questions.

(2 x 1 = 2)

a. What was the reason for 'a council'?

b. Why do you think the boys whispered to each other and winked at Oliver?

II.

Read the passage and answer the questions that follow.

"Then you know practically nothing about my aunt?" asked the confident young girl. "Only her name and address," admitted the new neighbour, Mr Frampton. "Her great tragedy happened just three years ago," said the child. "Her tragedy?" asked Frampton. "You may wonder why we keep that window wide open on an October afternoon," said the girl, indicating a large French window that opened on to a lawn. "Out through that window, three years ago, her husband, her two young brothers and their dog went shooting. They were all swallowed up in a swamp. Poor aunt always thinks that they will come back some day. Sometimes on still evenings like this, I get a creepy feeling they will walk in through that window..." She broke off with a shudder. It was a relief to Frampton when the aunt bustled in.

"I hope you don't mind the open window," said Mrs Sappleton briskly, "my husband and brothers will be home directly from shooting." Frampton shivered. He saw Mrs Sappleton's niece was staring out through the open window in dazed horror. In the twilight, three figures and a dog were walking towards the window. Frampton grabbed wildly at his stick and hat and ran out of the hall door.

"A most extraordinary man," said Mrs Sappleton, "dashed off without a word of goodbye or apology. One would think he had seen a ghost." "I expect it was the spaniel," said the niece calmly, "he told me he had a horror of dogs. He was once hunted into a cemetery by a pack of stray dogs, and had to spend the night in a newly dug grave. Enough to make anyone lose their nerve."

Adapted from *The Open Window* by Saki

1. Choose the correct answers.

(3 x 1 = 3)

a. Mr Frampton was relieved when _____ walked into the room.

i. the young girl

ii. Mrs Sappleton

iii. Mr Sappleton

iv. Mrs Sappleton's brother

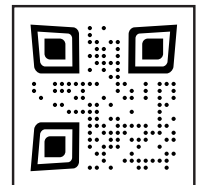
b. Mrs Sappleton's _____ went for shooting along with their dog.

i. husband

ii. husband and brother

iii. husband and two brothers

iv. two brothers



- c. Which word in the passage means the same as 'remarkable'?
- i. great ii. confident iii. nervous iv. extraordinary

2. Answer these questions.

(2 x 1 = 2)

- a. Why was Mr Frampton horrified when Mrs Sappleton told him about her husband and her brothers?
- b. What is the significance of the line, *One would think he had seen a ghost*? Write in a sentence.

III. Read the passage and answer the questions that follow.

Do extra-terrestrial creatures exist? Non-believers say that aliens, like magic, monsters and ghosts are only figments of our imagination—pure science fiction.

I have always had a fascination for these creatures, whether real or not. By looking into aliens and their habits we can begin to understand the reason for the interest.

The average alien comes in three types. First, there is the insectoid—a multi limbed, bug-eyed, praying mantis-like creature. Secondly, there is the reptilian variety, which has something of a prehistoric appearance. But by far the most common is the humanoid alien—a grayish blue or green, short and skinny creature with a huge bulbous head and large eyes. This alien type has no hair, no ears, no nose and only a slit for a mouth.

Over the past few years people have sighted 'the crop circle'. Aliens are said to make these huge circles as they land their spaceships. Are these just young aliens out for a joyride or do these markings have a deeper meaning? It is said that people are beamed up into spaceships and put through rigorous medical tests and experiments. They are then sent back to Earth to live normal lives and to earn lots of money by selling their stories to newspapers and magazines.

On the other hand, there is the question of alien invasion. It all starts off with sudden sightings of masses of UFOs looming in the horizon. Do we prepare for war? We all somehow think that aliens come in peace. But do they ever? Again and again, from the H.G. Wells' classic *War of the Worlds* to blockbusters such as *Independence Day*, we greet them, show them round and suddenly half our population's gone.

But is it perhaps the hope that they come in peace and with interplanetary goodwill that keeps us believing in aliens or, if not believing, at least interested and searching the skies?

Matthew Roden

1. Choose the correct answers.

(3 x 1 = 3)

- a. What is the speaker's main purpose?
- i. to inform ii. to entertain
- iii. to discuss different views iv. to make the readers believe in aliens
- b. What does the speaker want to focus on?
- i. why we are fascinated by aliens ii. what aliens look like
- iii. proving the existence of aliens iv. the different types of aliens

- c. The speaker thinks that we keep believing in or looking for aliens because
 - i. they are actually harmless.
 - ii. we hope that they come in peace and with interplanetary goodwill.
 - iii. we want to control them and the planets they come from.
 - iv. we are still unsure about their existence.
2. Answer these questions. (2 x 1 = 2)
- a. What are the three types of aliens described in the text?
 - b. What are crop circles?

IV. Read the passage and answer the questions that follow.

The human eye is perhaps our most important sense organ. We depend upon sight more than upon any other sense to supply us with crucial information about the world we live in.

In many ways the eye operates like a camera. Light rays enter through a small area of transparent material (called the cornea). The amount of light allowed in is controlled by the widening or narrowing of the pupil, which acts like a camera aperture. (The pupil is the black hole in the middle of the iris or coloured part of the eye.) Light rays are then brought into focus by the lens behind the pupil, and projected onto a membrane at the back of the eyeball. This membrane acts like the film inside the camera and is called the retina. As in a camera, the image projected is inverted (upside down).

The similarity between a camera and the eye ends here. When we take a photo, we record images onto film. Our eyes do much more. They allow us to make sense of what we see because our eyes are connected to our brain. The images formed on the darkened black wall of the retina are converted into electrical impulses which are sent to the brain along the optic nerve, and then converted into meaningful messages.

There are two particularly important things the brain does. Firstly, it puts together the separate information it receives from each eye so that we do not see double. Secondly, it reads the upside down images on our retina and turn them the right way up.

The brain also sorts out the information it gets from the two different types of light-sensitive nerve cells on the retina—the rods and the cones. The rods are highly sensitive to light intensity but do not register colour. The cones see colour and fine details, but only work in bright light.

1. Choose the correct answers. (3 x 1 = 3)
- a. The overall purpose of the text is to
 - i. discuss the importance of vision.
 - ii. explain how our eyes work.
 - iii. describe the different sections of the eye.
 - iv. explain how the brain sorts out the information it gets from the eyes.

- b. According to the text, the eye is our most important sense organ as
- it operates like a camera.
 - it is connected to the brain.
 - it is controlled by the brain.
 - we depend on our eyes to get crucial information about the world.
- c. Which word in the passage means 'clear or easy to see through'?
- narrow
 - inverted
 - transparent
 - sensitive
2. Answer these questions. (2 x 1 = 2)
- In what important way is a camera different from the human eye, according to the text?
 - What are the two important things the brain does to make use of the information it receives?

V. Read the passage and answer the questions that follow.

The flute is a very sensitive instrument and is highly suited to classical Indian music. In India, it has many names—*bansuri*, *vansh* or *venu*. A very old instrument, it has been mentioned in texts which are two thousand years old.

A typical Indian bamboo flute is a simple tube of uniform bore. The bamboo tube is closed at one end. This could be a natural closure made by the bamboo stem itself or, it is plugged with a stopper made of cork.

The bamboo for a flute is chosen very carefully. It has to be from a bamboo plant neither too old nor too young. The bamboo needs to be of medium thickness and the stem has to be clean and smooth. In India, the best bamboo comes from the north-east of the country. Once it is selected, the bamboo is dried in the shade for about a year. A flute is normally a metre long, depending upon the thickness and the density of the bamboo. The right number of holes of the correct size is then made on the bamboo.

While playing the instrument, the player's fingers are kept in direct contact with the holes to produce all the intricacies of the *ragas*. The flute is placed horizontally, under the player's mouth, tilted towards the ground. The artist sits straight. This helps the artist in breathing better and in blowing into the flute for long hours.

Flutes in the northern parts of India usually have six holes for playing and one for blowing the air into. In ancient **frescoes** and sculptures, flutes are depicted with only six holes in all. The flute used in Carnatic music is smaller in size and has nine holes. This flute is made of the thick bamboo found in the southern parts of India.

frescoes: paintings done rapidly in water colour on wet plaster on a wall or ceiling, so that the colours penetrate the plaster and become fixed as they dry

1. Choose the correct answers. (3 x 1 = 3)
- In India, the best bamboo comes from the
 - south.
 - west.
 - north-east.
 - north.

- b. The flute used in _____ music is smaller in size and has nine holes.
i. Hindustani Classical ii. Carnatic iii. Rajasthani folk iv. Odissi
- c. The word used in the passage that means the same as 'delicate' is
i. careful. ii. simple. iii. intricate. iv. sensitive.
2. Answer this question. (1 x 2 = 2)
- What are the differences between the flutes used in the southern and the northern parts of India?

VI. Read the passage and answer the questions that follow.

At Denver, many passengers got into the east-bound Boston train. In one coach sat a pretty young woman, beautifully dressed. Among the newcomers were two men: the younger was good-looking with a bold, honest face, the other a large sad-faced person, roughly dressed. The two were handcuffed together.

The only empty seats in the coach, was one facing the young woman. Here the linked pair seated themselves. The woman quickly glanced at them with disinterest. Then with a lovely smile, she held out a little grey-gloved hand.

"Well, Mr Easton, if you will make me speak first, I suppose I must speak first. Don't you ever say hello to old friends when you meet them in the West?"

The younger man pulled himself up sharply at the sound of her voice. He seemed to struggle with a little embarrassment which he threw off instantly. Then he held her fingers with his left hand.

"It's Miss Fairchild," he said with a smile, "I'll ask you to excuse the other hand. I'm not able to use it at present."

He slightly raised his right hand, which was bound at the wrist by the handcuff. The happy look in the woman's eyes slowly changed to one of horror. Easton, with a laugh, as if amused, was about to speak again when the other stopped him. The sad-faced man had been watching the young woman's face with his sharp, searching eyes.

"You'll excuse me for speaking, Miss. But I see you know the marshal here. If you'll ask him to speak a word for me, he'll do it. He's taking me to Leavenworth Prison".

"Oh!" she said with a deep breath and returning colour. "So that's what you're doing out here. Marshal!" ...

Two passengers in a seat nearby heard the conversation. "Pretty young to hold an office like that, isn't he?" said one.

"Young!" exclaimed the other, "Why, didn't you catch on? Say, did you ever know an officer to handcuff his prisoner to his right hand?"

Adapted from *Hearts and Hands* by O Henry

1. Choose the correct answers. (3 x 1 = 3)
- a. Miss Fairchild and Mr Easton were
i. neighbours. ii. old friends. iii. acquaintances. iv. strangers.
- b. Miss Fairchild was horrified to see that Mr Easton was
i. with a prisoner. ii. inside the coach. iii. handcuffed. iv. going to a prison.
- c. Which word in the passage means the same as 'indifference'?
i. disinterest ii. disregard iii. apathy iv. unconcern
2. Answer these questions. (1 x 2 = 2)
- Who was the sad-faced person? What do you think of his behaviour? Does his behaviour add to the surprise element in the story?

VII.

Read the passage and answer the questions that follow.

My five-year-old daughter, Mini, can't stop talking for a minute. After coming into the world, it only took her a year to learn to speak and ever since she has not wasted a minute of her waking hours by keeping silent. Her mother often scolds her and makes her shut up, but I can't do that.

When Mini is quiet, it is so unnatural that I cannot bear it. So her conversations with me proceed with great gusto.

One morning, as I was starting the seventeenth chapter of my novel, Mini came up to me and said, "Father, Ramdoyal the gatekeeper calls a crow a *kauya* instead of a *kak*. He doesn't know anything, does he?"

Before I had a chance to enlighten her about the multiplicity of languages in the world, she brought up another subject. "Guess what, Father? Bhola says it rains when an elephant in the sky squirts water through its trunk. What nonsense he talks! On and on, all day."

Without waiting for my opinion on this matter either, she suddenly asked, "Father, what relation is Mother to you?"

"Good question," I said to myself but to Mini I said, "Now run off and play with Bhola. I've got work to do."

But she then sat down near my feet beside my writing table and, slapping her knees, began to recite, *agdumbagdum* at top speed. Meanwhile, in my seventeenth chapter, Pratap Singh was leaping under cover of night from his high prison window into the river below with Kanchanmala in his arms.

My study looks out on to the road. Mini suddenly abandoned the *agdumbagdum* game, ran over to the window and shouted, "Kabuliwala, Kabuliwala!"

An extract from *The Kabuliwala* by Rabindranath Tagore

1. Choose the correct answers.

(3 x 1 = 3)

- a. ... *she has not wasted a minute of her waking hours by keeping silent*. This line suggests that
- Mini was an extremely talkative child.
 - Mini did not speak for more than a minute.
 - Mini wasted all her time talking.
 - Mini wasted all her time by keeping silent.
- b. Mini's father could not tolerate her being quiet because
- he found it boring.
 - it did not seem normal when Mini was quiet.
 - he liked listening to her talk.
 - he did not like it when she was quiet.
- c. When Mini's father asked her to get out and play with Bhola,
- Mini ran out immediately.
 - Mini went inside the house.
 - Mini sat down and began to recite something.
 - Mini started asking him questions.

2. Answer these questions.

(2 x 1 = 2)

- What do you think is the profession of Mini's father?
- Was Mini's mother patient with her? How do you know?

VIII. Read the passage and answer the questions that follow.

The animal kingdom can be divided into four categories. The first category comprises the diurnal animals, which are active during the day. In the second category, we have the nocturnal animals, which move about at night. Then we have two less well-known varieties, the crepuscular animals, which are active during twilight hours, and the cathemeral animals, which go about during both day and night. Probably such a division began when simple and weak animals began to come out in the dark to escape from diurnal predators. Today, although we associate the night with peace and silence, two-thirds of the mammals of the world move about at night, mammals such as mice, bats, foxes, flying squirrels and leopards.

How do the nocturnal animals find their way in the dark? Domestic cats, as we know, have eyes that can adapt to darkness. But in the wild, the mechanisms are more sophisticated. The eyes of an owl, for example, contain a large number of rods and nerve cells. These cells respond to dim light and to changes in light intensity. Would you believe it if you are told that an owl can detect a moving mouse in one millionth of a candle power of light? Snakes make use of the sense of smell at night. Their tongue picks up small particles from objects around them and sensors at the roof of the mouth smell the particles. Another sense that helps animals to find their way is the sense of heat.

The snake, again, can record the heat emitted by objects around it and move in on the objects with deadly precision. Some animals have a sort of kinesthetic sense which helps them to move about at night in familiar territory. It is a sense of the movements of the body involved in a particular action. Many of us walk down the stairs in the dark, open a cupboard and pick an object from inside with precision. It is this kind of sense that an owl uses to cover familiar territory. What do you know about a bat's ability to fly at night?

Most of us imagine that the main activities of animals at night consist of chasing and capturing their prey. To a certain extent this is true. Many animals seek and find their food at night. Owls pick up mice; tigers go out to feed upon animals which they have caught and stowed away earlier. But there are other activities at night. Animals play at night: raccoons, for example, play and gambol, as our pet dogs do in our garden. Male animals can be observed courting the females of their species. Spiders and toads court and mate at night: such behaviour has been observed by animal watchers.

But how does one watch animals in darkness? What are the techniques used for observing and taking pictures of animals at night? Any bright light will scare away the animals. Here scientists take advantage of the fact that most animals are blind to red light. They therefore, use a torch with a red mask. Infrared telescopes have also been used to observe animals at night. Today, with very sophisticated cameras and lighting devices, it is possible to photograph and make recordings of the cries of animals in their dark and inaccessible forest haunts.

1. Choose the correct answers. (3 x 1 = 3)
 - a. Snakes make use of the sense of _____ at night.
 - i. taste
 - ii. sight
 - iii. smell
 - iv. touch
 - b. The sense of _____ also helps animals to find their way.
 - i. colour
 - ii. cold
 - iii. smell
 - iv. heat
 - c. Some animals have a _____ sense which helps them to move about at night in familiar territory.
 - i. kinaesthetic
 - ii. athletic
 - iii. illusionistic
 - iv. sensory
2. Answer these questions. (2 x 1 = 2)
 - a. Besides chasing and capturing prey, name any two other activities of animals at night.
 - b. What is the technique used to watch animals at night?

IX. Read the passage and answer the questions that follow.

Is writing obsolete? Has the written note lost its relevance? Is it really necessary to be trained to write? Doubts once raised about the need to learn Mathematics after calculators and computers gained ground, are now being raised about the value of handwriting instruction.

Today, a greater dependence on technology is leading to the neglect of training in handwriting. While most school work demands handwriting on a daily basis, it is believed that a significant percentage of students struggle to achieve proficiency in this skill. Research reveals that handwriting influences reading, writing, language, and critical thinking. Yet, not all students are being provided adequate instruction in this foundational skill. In fact, some teachers have shifted their focus from handwriting instruction to teaching keyboarding because of the large student dependence on digital devices. In the 21st century classroom, keyboarding is necessary, but overemphasis can leave students at a definite disadvantage.

Handwriting is not just about lower level training for the hand to form correct patterns of letters. It is about higher level training for the brain and the hand to work together and create language with meaning and purpose! If handwriting is not learned and practised from the early years, students are denied several linked benefits such as increased brain activation, improved performance across academic subjects and a foundation for higher order thinking skills.

Experts say that daily writing lightens the strain of thinking, understanding, learning, and remembering. Regular handwriting practice makes the task more automatic and less challenging. It improves the quality, quantity and speed of writing. The brain is sufficiently conditioned to move on to the next level of planning and thought organisation required for effective writing. The habit of writing naturally and easily sharpens focus and develops crucial critical thinking skills.

All the evidence proves that handwriting instruction is a vital 21st century classroom skill. It cannot be ignored, reduced or diluted in any way. Clear, coherent writing practice enables students to efficiently develop a range of skills that ultimately lead to improved grades, enhanced test scores, and a superior academic performance.

1. Choose the correct answers. (3 x 1 = 3)
 - a. In the 21st century, _____ is necessary but should not be overemphasized.
 - i. keyboarding
 - ii. handwriting
 - iii. high-level training
 - iv. computer knowledge
 - b. The habit of writing naturally and easily sharpens focus and develops _____ skills.
 - i. developmental
 - ii. oral
 - iii. visual
 - iv. critical thinking
 - c. Which word in the passage means the same as 'old fashioned/outdated'?
 - i. diluted
 - ii. obsolete
 - iii. crucial
 - iv. proficient
2. Answer these questions. (2 x 1 = 2)
 - a. When does teaching keyboarding change from an advantage to a disadvantage?
 - b. Highlight the major difference between handwriting at the lower level and the higher level.

X.

Read the passage and answer the questions that follow.

Mizoram, the tiny hill state in north-east India, has an ancient history that is closely woven with the mysterious cycle of bamboo flowering. A traditional saying in Mizoram goes, "When the bamboo flowers, famine, death and destruction will follow." Elders say the flowering and fruiting of bamboo takes place at an interval of 40 to 50 years; the menace persists for three years.

The strange phenomenon of bamboo flowering usually occurs once in the plant's lifetime and the occurrence attracts national and international attention. Authorities in several Southeast Asian countries consult one another on how to handle the natural growth cycle of the humble bamboo plant, to prevent its high socio-economic and ecological impacts.

How does this happen? First, bamboo plants die after flowering, leaving bare, exposed soil. This could be disastrous in mountainous states. The time it takes before the plants take seed again denies fodder for cattle. When the cattle population is affected, it affects the people of the land. Secondly, the flowering produces a lot of fruit. This fruit draws rats on a massive scale; locals call it the time of *idur banya* (invasion by rats). The huge rat population eats up rice and other food crops, not only in the fields, but also stored in granaries. This then leads to large scale famine.

Bamboo and various items produced from it are the main source of livelihood for most indigenous people in remote hills. Besides food, fuel and fodder, bamboo supports a thriving economy that includes the paper industry, construction and cottage industry.

Experts agree that it is impossible to replace bamboo with other plant varieties without creating an upheaval among the people. "Bamboo is the green gold of the region. It is part of the living culture of the local people," an expert warns. "The only way to avert the cyclical famine associated with bamboo flowering is to teach farmers to plant crops that rats do not eat, such as ginger and turmeric, during the periods when vast fields of bamboo are expected to flower," he says.

People must be educated about the devastating consequences of the phenomenon so they can work hand in hand with the authorities to prevent loss of life and income.

1. Choose the correct answers. (3 x 1 = 3)

- a. Mizoram's ancient history is closely woven with the cycle of
 - i. famine and destruction.
 - ii. bamboo flowering.
 - iii. destruction of bamboo plants.
 - iv. ginger and turmeric harvesting.
- b. There are a lot of _____ and _____ impacts of the bamboo flowering.
 - i. sociological; ecological
 - ii. socio-economic; political
 - iii. socio-economic; ecological
 - iv. economic; ecological
- c. Large scale famine is caused because
 - i. rats eat up all the bamboo flowers.
 - ii. there is not enough food for rats.
 - iii. rats eat up rice and all other food crops in the fields and in the granaries.
 - iv. there is not enough food for people during the bamboo flowering season.

2. Answer these questions. (2 x 1 = 2)

- a. Name the industries in Mizoram that are supported by bamboo.
- b. *People must be educated about the devastating consequences of the phenomenon.*
Which phenomenon is being talked about here? Why do people need to be educated about it?

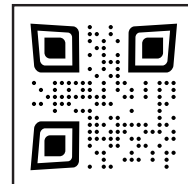
Something Told the Wild Geese

Something told the wild geese
It was time to go,
Though the fields lay golden
Something whispered, 'Snow!'

Leaves were green and stirring,
Berries luster-glossed,
But beneath warm feathers
Something cautioned, 'Frost!'

All the sagging orchards
Steamed with amber spice,
But each wild breast stiffened
At remembered ice.

Something told the wild geese
It was time to fly,
Summer sun was on their wings,
Winter in their cry.



Rachel Field

(3 x 1 = 3)

1. Choose the correct answers.

- a. In line 9, 'sagging orchards' mean that the trees were
 - i. falling apart.
 - ii. full of fruits.
 - iii. full of leaves.
 - iv. covered with feathers.
- b. The breasts of the birds stiffen when they remember
 - i. the golden fields.
 - ii. the luster-glossed berries.
 - iii. the warm sun.
 - iv. ice.
- c. The poet's description of the geese and their actions suggests that she finds them
 - i. green and stirring.
 - ii. alert and prepared.
 - iii. kind and loving.
 - iv. careful and kind.

2. Complete these sentences.

(2 x 1 = 2)

- a. The feathers of the birds are warm because _____.
- b. The birds are dreading _____.

XII.**Read the poem and answer the questions that follow.****A Poison Tree**

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I watered it in fears
Night and morning with my tears,
And I sunned it with smiles
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright,
And my foe beheld it shine,
And he knew that it was mine—

And into my garden stole
When the night had veiled the pole;
In the morning, glad, I see
My foe outstretched beneath the tree.

William Blake

1. Choose the correct answers. (3 x 1 = 3)
 - a. What does the apple stand for?
 - i. the poet's passion for gardening
 - ii. the happiness of the poet's foe
 - iii. the poet's anger
 - iv. the curiosity of the poet's foe
 - b. Which line tells us that the poet's wrath increased with time?
 - i. *I was angry with my friend*
 - ii. *I told it not, my wrath did grow*
 - iii. *I was angry with my foe*
 - iv. *And it grew both day and night*
 - c. Which word in the poem means 'covered by something'?
 - i. veiled
 - ii. beheld
 - iii. sunned
 - iv. concealed
2. Write if these sentences are True (T) or False (F). (4 x ½ = 2)
 - a. In stanza 1, the poet makes a contrast between two occasions when he gets angry with someone.
 - b. The poet treats his anger like a seed or a small plant.
 - c. The poet's foe was outstretched beneath the tree because he was angry with the poet.
 - d. The poem tells us how anger can lead to destruction.

XIII.**Read the poem and answer the questions that follow.****The People Upstairs**

The people upstairs all practise ballet
Their living room is a bowling alley
Their bedroom is full of conducted tours.
Their radio is louder than yours,
They celebrate week-ends all the week.

When they take a shower, your ceilings leak.
 They try to get their parties to mix
 By supplying their guests with Pogo sticks,
 And when their fun at last abates,
 They go to the bathroom on roller skates.
 I would love the people upstairs wondrous
 If instead of above us, they just lived under us.

Ogden Nash
 (3 x 1 = 3)

1. Choose the correct answers.
 - a. The poet says that his upstairs neighbours practice
 - i. ballet. ii. playing with pogo sticks. iii. using roller skates. iv. conducting tours.
 - b. What do the upstairs people do 'when their fun at last abates'?
 - i. they play with pogo sticks ii. they take showers
 - iii. they go the bathroom on roller skates iv. they play the radio
 - c. The word in the poem that means the same as 'awe-inspiring' is
 - i. abates. ii. wondrous. iii. spectacular. iv. brilliant.
2. Write if these sentences are True (T) or False (F). (4 x ½ = 2)
 - a. The poet's upstairs neighbours can be loud sometimes.
 - b. The poet's neighbours celebrate only on weekends.
 - c. The poet says that he would love his upstairs neighbours if they lived a floor below.
 - d. The poem is a humorous take on how living in apartments with other people can sometimes feel like.

XIV. Read the poem and answer the questions that follow.

All The World's A Stage

All the world's a stage,
 And all the men and women merely players;
 They have their exits and their entrances,
 And one man in his time plays many parts,
 His acts being seven ages. At first, the infant,
 Mewling and puking in the nurse's arms.
 Then the whining schoolboy, with his satchel
 And shining morning face, creeping like snail

Unwillingly to school. And then the lover,
 Sighing like furnace, with a woeful ballad
 Made to his mistress' eyebrow. Then a soldier,
 Full of strange oaths and bearded like the pard,
 Jealous in honor, sudden and quick in quarrel,
 Seeking the bubble reputation
 Even in the cannon's mouth. And then the justice,
 In fair round belly with good capon lined,
 With eyes severe and beard of formal cut,
 Full of wise saws and modern instances;
 And so he plays his part. The sixth age shifts
 Into the lean and slippered pantaloon,
 With spectacles on nose and pouch on side;
 His youthful hose, well saved, a world too wide
 For his shrunk shank, and his big manly voice,
 Turning again toward childish treble, pipes
 And whistles in his sound. Last scene of all,
 That ends this strange eventful history,
 Is second childishness and mere oblivion,
 Sans teeth, sans eyes, sans taste, sans everything.

William Shakespeare

1. Choose the correct answers. (3 x 1 = 3)
 - a. How many stages of man does the poet talk about?
 i. five ii. seven iii. six iv. nine
 - b. ...*And shining morning face, creeping like snail...* Who is being referred to in these lines?
 i. the infant ii. the soldier iii. the lover iv. the schoolboy
 - c. *Sans teeth, sans eyes, sans taste, sans everything.* What does the word 'sans' mean?
 i. with ii. without iii. sense iv. along with
2. Write if these sentences are True (T) or False (F). (4 x ½ = 2)
 - a. By 'exits' and 'entrances', the poet refers to death and birth.
 - b. The poet gently makes fun of the young lover.
 - c. As man grows older, he becomes mature and wise. And at this stage, he seeks reputation in all that he does.
 - d. The poet calls man's last age his second childhood because he loses all his senses and powers. He becomes dependent on others, just like a child.

WRITING

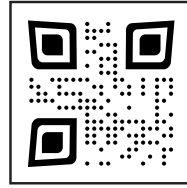


Orient BlackSwan

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

- Additional Questions for each topic

1 NEWSPAPER REPORT



Newspaper reports are the basic facts of a story or event found in newspapers. The purpose of a newspaper is to keep people informed about current affairs in and around their area, in their country and elsewhere.

News reports have a certain structure. Journalists use the term **inverted pyramid** to describe it. This is used to illustrate how information should be prioritised. The inverted or upside-down pyramid can be thought of as a triangle with the widest part at the top representing the most substantial, interesting, and important information followed by other material that should follow in their diminishing order of importance.

The steps you need to follow while writing a report are:

1. Collect the material.
2. Plan the report.
3. Arrange the material in order.
4. Draft the report.
5. Edit it.
6. Make a final copy.

A report has three main parts.

Part 1: An introduction which defines and/or classifies the topic

Part 2: The body of the report which contains relevant information divided into paragraphs

Part 3: The conclusion which rounds off the topic

Guidelines to write a newspaper report:

- Use a clear and catchy headline.
- Use formal and impersonal language.
- Focus throughout on facts not on opinion.
- Divide the text into paragraphs that describe different aspects of the topic (sub-topics).
- Deal only with one aspect of the subject in each paragraph.

Here is a checklist of details you will need to include in a newspaper report:

- what happened
- where it happened

- when it happened
- how it happened
- the people involved in the event
- the comments of people/the evidences from people
- the conclusions

Newspaper reports should be written in the third person. It would be good to use the passive form of the verb where the action described is more important than the person carrying it out. Active voice with impersonal tone could be used otherwise.

Here is a sample report.

Woman officer leads Guard of Honour at Rashtrapati Bhavan

Wing Commander Pooja Thakur became the first woman to lead the ceremonial Guard of Honour which was inspected by the U.S. President Barack Obama at Rashtrapati Bhavan in New Delhi on Sunday.

Wing Commander Thakur belongs to the administrative branch of the Indian Air Force and is currently posted at 'Disha', the publicity cell under the Directorate of Personnel Officers at the Air Force Headquarters.

She hails from Rajasthan and is active in para-jumping and adventure sports.

President Obama received a 21 gun salute at the forecourt of the Rashtrapati Bhavan and then met President Pranab Mukherjee. Prime Minister Narendra Modi and his council of ministers were also present.

Mr Obama later left for Raj Ghat to pay respects at the Mahatma Gandhi Memorial.

Source: The Hindu, January 26, 2015

Here is a checklist of details you will need to include in a report on an event or function:

- the nature of the event
- the occasion or the background information
- the date/the time/the place
- the chief guest
- the programme description
- the comment on the programme
- the conclusion

Here is a sample report for your school newspaper/magazine.

Mr Arnab Bose, our senior English teacher, retired last month after a long and distinguished service of more than thirty years.

The school held a farewell function in his honour on March 14, in the school auditorium.

He was a popular teacher in our school and senior students would relate to their juniors, stories of his brilliant and interesting classes. He had an imposing personality and was a gentle and caring teacher.

All the students and teachers cheered and clapped as the Principal escorted him to the stage. The Principal spoke at length highlighting the glorious contribution of Mr Bose in building the institution and helping it reach its present status. All the senior teachers also spoke on the occasion showering praises on the sincere and dedicated teacher. A memento was presented to him by the head girl on behalf of all the students and staff of the school. Mr Bose gave a wonderful speech which ended on an emotional note.

The function ended with everyone moving on to have tea and refreshments which were served in the adjoining hall.

Write a newspaper report in 100–150 words. Use the prompts given below. Remember to provide a suitable headline to the report.

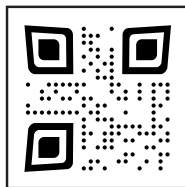
1. With mercury dipping down to 10 degrees Celsius, the birds and animals in the National Zoological Park are coping with the cold thanks to the special arrangements. The Director of the Zoo said that cats and other animals are being provided heaters, while snakes are being kept under blankets to help them withstand the cold.
2. An eight-year-old from Nagaland has won the first prize in the International Youth Chess Tournament held in Spain beating 150 other contestants from 29 countries.
He was not from an affluent family but was supported by people from the town he lived in.
3. Visitors to the Crocodile Park had a rude shock when they were suddenly attacked by a crocodile which tried to sneak in through a hole in the enclosure. Fortunately, it was spotted immediately. Its lethal jaws tore the watcher's bag in two, but the man escaped with minor injuries, thanks to the prompt action of the guards who rushed to the rescue within seconds.
4. You are a member of an international organisation concerned about the environment. The organisation has asked you to write a report on pollution in the nearest town or city. Your report should include:
 - a brief account of the kind of town or city it is—residential, industrial, etc.
 - the main causes of pollution
 - your opinion of how successfully the town or city is dealing with the problem
 - your own suggestions for improvement
5. Write a report on the 'Save Energy Week' programme organised by your school's Eco-club for the local daily.
6. Your school has just celebrated its golden jubilee by organising an inter-school sports and cultural meet which was attended by all the schools in your town. Write a report about it for your school magazine and then write another report about the events for a local daily.

7. You were a member of the swimming team which represented your school in a state level competition. As a student reporter for a city edition of a national newspaper, write a report for the newspaper.
8. Write a report on a fund-raising cultural programme organised by your local blood bank.
9. Write a report describing the Republic Day celebrations in your town.
10. Report the National Sports Meet which was held in your city/town.



Orient BlackSwan

2 ARTICLE



Article writing is the process of writing a non-fiction text on current or recent news, items of general interest or specific topics. They are published in print formats, such as newspapers and magazines, or on websites online.

The steps you need to follow while writing an article are:

Decide on the purpose of the article—to inform, instruct, explain, describe or to persuade.

- Decide who your readers are.
- Organise your ideas to suit the purpose.
- Choose the tone of the article—formal or informal.
- Draft, write, edit and make the final copy.

An article has three main parts.

- introduction to the topic which outlines the purpose of the article (sets the tone as well)
- information and ideas organised by paragraphs
- conclusion which may or may not round off with a clear opinion, could even end with a question or a doubt.

Guidelines to write an article:

- To write an effective article and to make an impact, structure your ideas.
- Give a title that catches the attention of the prospective reader.
- Begin with a striking opening sentence which addresses the readers and gets them interested in your topic. Of course, you should know who you are writing for.
- Next, you should present a strong argument for your case supporting it with at least two sentences, providing strong evidence or elaboration. Close the paragraph with a link to the next paragraph.
- Introduce a new point at the beginning of each paragraph, to strengthen your case further. Support them with arguments or develop your ideas as fully as you can. This will make your argument more interesting and substantial.
- If you want to persuade, conclude with your strongest point and make sure you sound extremely confident in your argument.
- Use the passive voice, humour, emotive language, rhetorical questions and alliteration only when you desire the specific effect.

Here are two sample articles

Sample 1

Their innovations may not have the steam of a James Watt engine but they do make a difference to a few people's lives.

For Remya Jose, a schoolgirl from Palakkad in Kerala, life was easy-going till her mother fell sick. Apart from her studies, she now had to take up the responsibility of household chores. A washing machine, she felt, would ease some of the burden, but was beyond the family's means. So she designed one herself. It is a box with a rotating strainer drum and two pedals. The drum rotates as one moves the pedals, like in a bicycle. All at a cost of just 1,500 rupees!

Far away in Assam, Dodhi Pathak too pedals a unique creation—a bamboo cycle! With his family barely managing to make ends meet, a bicycle was way beyond his reach. But that did not dissuade him from aspiring to own one. Through painstaking efforts, he put together a bicycle made of bamboo, abundantly available in his state. Barring the tyres and tubes, each part of his cycle—the valve, piston etc.—was made of bamboo.

These are unique innovations by faceless heroes, who maybe unlettered or unaware of their own talents, but who have made their daily lives, and that of their neighbours, a little better.

Sample 2

Will Newspapers Survive?

Readers have been attracted to the electronic media, in some cases to the exclusion of newspapers. In general, however, the two media are supplementary and complementary.

Newspapers are indispensable, performing functions that televisions cannot perform. It is very boring to sit in front of a TV set or a computer and look at text being scrolled past you along with the visuals. People like to leaf through and discover things. There is a great deal of joy when the readers find some information they were not actually looking for in the paper.

In addition, the printed word leaves an impression that you don't get with something that is purely visual. People tend to depend less on newspapers and more on electronic media for international and foreign news and to look at newspapers more for local coverage. It is impossible, however, for the public to be well informed on a complex foreign issue by simply getting capsule bits of information from the electronic media.

The newspapers are surely here to stay.

Write an article in 100–150 words. Use the prompts given below. Give a title to your article.

1. Tourism – the travel-based recreation – helps people break from the monotony – brings people of different nations together – scenic beauty and past heritage of a country – knowledge and experience gained – greater understanding and tolerance – fosters world peace – generates employment – adds to the entrepreneurial wealth of a nation – advantages are many – undesirable side-effects – raised fresh problems – damage is most in wildlife parks, the foremost sites of tourist attraction – vans and the visitors' feet destroy the ground vegetation – overcrowding brings about congestion – leads to environmental and health hazards – promote safe tourism – imperative to understand the factors that hamper the growth – check them effectively.
2. Vacation is over, it's back to school – parents worries about their wards' demands – all new things for school – teachers concerned about how to engage students – extra-curricular activities, inauguration of clubs, fresh academic material for the year – students' fears and uncertainties about new syllabus, new teacher, sometimes even new classmates or friend – Principals planning for annual activities – Founder's day, Sports Day, Cultural Week...
3. Our country is flooded with call centres providing services to companies at a fraction of the cost they would have to pay in their own countries. Most of our young people are happy to earn money quickly. This means that fewer and fewer young persons are going in for research and development work. You are concerned that this would lead to an intellectual vacuum in India. Write an article for the magazine *Youth Spark* highlighting this issue.
4. Education is a right every citizen of this country is entitled to. Look at this advertisement and write an article in 200 words. Subhag Lal is an example of how a little help can make a profound difference not only to an individual but to an entire community. Write an article about a person (real/imaginary) who has helped the community by educating the underprivileged.

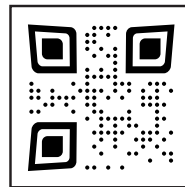


5. Write an article for the magazine *Earth Times* highlighting the importance of conserving water.
6. As part of Postal Week celebrations, write an article on stamp collecting as an enriching hobby. Your article will appear in your local post office's in-house newsletter.
7. You are running a career guidance cell in your school. You have to contribute an article on choosing a career, to be published in your school magazine.
8. You feel that young people are becoming increasingly rude and discourteous. Write an article in about 200 words to a weekly magazine on how people should inculcate common courtesy in their social interaction.
9. Write an article in about 150 words on changing fashion trends to *Youth Times*.
10. On the occasion of Independence Day, as School Pupil Leader, you have to write an inspirational article on patriotism and the reasons why you are proud to be Indian.



Orient BlackSwan

3 STORY WRITING



The steps you need to follow while writing a story are:

- Decide who your readers are.
- Decide on a theme.
- Create a realistic and atmospheric setting.
- Create believable characters.
- Decide if your narrative is descriptive, dialogue-based or a combination of both.
- Structure your narrative with suitable perspective—first person, third person or dual.
- Draft, write, edit and make the final copy.

A story has three main parts.

- Introduction which introduces the setting and sometimes, the main characters to the readers
- Complication/problem
- Ending/resolution

Guidelines to write a story:

- Think of an interesting story line.
- Give a title that catches the attention of the prospective reader.
- Organise your ideas to hold the interest of the reader.
- Maintain a balance of plot, description and dialogue.
- Use a range of sentence structures to avoid monotony setting in.
- Allow your characters to have strong traits but let them evolve.
- Experiment with figurative language.

Creating a setting

When you are writing a story, realistic locations are just as important as believable characters. Even in science fiction and fantasy stories, locations still have to be believable for the action taking place there. You can create a particular atmosphere through your description of the setting of the story. To create atmosphere, you need to think carefully about the vocabulary, imagery and sentence structure you use in your writing.

Creating characters

If you are to create believable characters, you need to know them really well before you start writing. One way to get to know your characters is to create a fact file. Once you have made a character fact file you should keep it as a reference to make sure that your character behaves in a believable way throughout the story.

Fill in the fact file to write about your favourite character and create character of your own using the guidelines given.

Name:

Age:

Occupation:

Appearance:

Personality:

Hobbies:

Ambitions:

Fears:

Family:

Past/secret:



Sample Story

Here is a very short story with the elements discussed.

Nobody exactly knew how deep the lake at that point was. Some said it went all the way to the centre of the earth. Ben had gone there with his brother and sister on a Saturday when their parents were visiting their uncle, and Bob had said without thinking, 'I'd never go in there, not even to wade', and this had made Ben wonder if he was daring enough to dive into the lake's flooded depths. He had always nurtured a secret ambition to become a sea explorer.

Dark brooding clouds bruised the evening sky. His mind was already made up when he looked at the wind-swept wavelets. Ben inched his toes forward. He was fifteen years old, and looked small and frail at the cliff edge. He could feel the cool breeze stroking his hair. His clothes lay as a heap beside his backpack; he was wearing black swimming shorts.

He closed his eyes, inhaled deeply and jumped.

The water went up in a high splash, and waves hurried to hit the walls of the cliff.

One second passed ... then another, and another ... ten minutes ... fifteen minutes... longer than any boy can hold his breath.

Then there was a ripple in one spot, a hand shot up, fingers rigid, followed by an arm and a head. Not gasping for air, not even the slightest bit out of breath, Ben swam with calm strokes, and climbed on to the rock without once looking back.

The **Introduction** to a story tells the reader the subject and the setting. Let us see what details we know after reading the first two paragraphs.

- that the subject of the story is a young boy
- the subject's name
- where the story's action takes place
- when the story's action takes place
- something interesting or special about the subject

The **complication** of a story is where the writer describes the main events, usually leading up to one critical event or problem. Here the author unfolds the complication in the third and the fourth paragraphs.

The **ending** of the story resolves the complication—tells exactly what happened to the boy.

Develop stories using the hints or the instructions given.

1. Lipok at the railway station – seeing off his friend – saw a little girl of five crying – obviously lost – calmed her down – took her to information counter – asked to announce in public address system – little girl's mother appeared – happily reunited
2. Timee a teenager – having fun in the sea with some friends – good swimmer – inclined to show off – ventured into deeper water – cramps in legs – shouted for help – friends not swimmers – life guard on shore heard cries – pulled Timee to shore
3. Azumi and her brother are street performers. Azumi is a tightrope walker and her brother is a drummer. They need money to save their sick mother. Someone from the crowd walks forward and ask them to stop performing. The day ends in a completely different way for Mithali and her brother.
4. Mamang was bored as he was all alone in his uncle's old bungalow where he had come to spend his summer holidays. He climbed up to the top of the stairs, when he saw a door which had never been there before. He went in and in the middle of the room was a strange red box. He slowly lifted the lid, peeked underneath and saw something which would change his life forever...
5. "Base to Captain Sky Fighter, Base to Captain Sky Fighter. Come in Captain Sky Fighter."
"Captain Sky Fighter. Come in Captain Sky Fighter. Where are you?"

“Captain Sky Fighter. This is an urgent message. We are tracking an unidentified object and it is heading straight for you. You need to leave immediately. Hurry!”

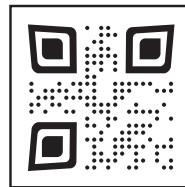
In his spacecraft, Captain Sky Fighter is fast asleep, unaware of what is fast approaching his ship. (This could be the beginning or the end of your story.)

6. Vireno was playing on her computer. Her mum had told her to turn it off because it was nearly dinner time, but she was so busy concentrating on the game that she didn't hear. She was on the last level of her favourite game, and she was just about to kill the evil wizard Mag so that she could move onto the next level. The screen flickered.... It flickered again, and it started flashing strange colours. Suddenly Vireno was sucked into her computer screen. When she awoke, she found herself in the the wizard's chambers. SHE WAS ACTUALLY INSIDE THE GAME!
7. It was Christmas Eve and Lucy Brown was very excited. She hung her stocking up on the wall next to her bed and fell fast asleep. In her dream, she thought of all the lovely things that Santa would bring her. When Lucy woke up, she looked in her stocking and found a silver box. It was very shiny, with a star on the lid. She opened it to find...
8. Study the picture given below. Write a story based on the picture. There must be a clear connection between the picture and your composition.



9. Write a story about a courageous class mate.
10. *“How can the mongoose provide the clue? Bursenla stared at the puzzle. She wondered where all this was leading.”* Complete the story.

4 DIALOGUE



Dialogue is another word for speech or conversation. Most fiction contains dialogue because it allows the main characters to communicate with each other.

Dialogue is important for the following reasons:

It helps to bring the characters to life.

It reveals new information about the character speaking, or the character being spoken about.

It adds variety to the story.

Guidelines to write a dialogue for real life situations:

- Be clear about what the characters have to say and how they say things.
- Write the dialogues in such a way that the readers should identify the personality of the speaker or the listeners from the dialogue.
- You may use colloquial language but it should suit the speaker's personality.
- You need not always use complete sentences as we do not always do so in real life.

Sample dialogues

Imnatula wants her grandmother to use an e-mail instead of the ordinary mail.

Imnatula: *Hi, Grandma! I smell pancakes in your kitchen. Can I have some?*

Grandma: *Yes, help yourself to as many pancakes as you want, dear.*

Imnatula: *Thanks, Grandma. Mmm...these pancakes are yummmeee!*

Grandma: *Imnatula, will you please get me an aerogramme from the post office on your way back from school tomorrow? I promised to write to your Aunt Tara...*

Imnatula: *No problem. But how about sending an e-mail instead? It's quicker and cheaper too. I remember creating a Gmail account for you last year...*

Grandma: *You know I'm not familiar with computers....And it'll take me hours to type an email.*

Imnatula: *Not at all. Shall we try emailing Aunt Tara right away?*

Grandma: *Well...*

Imnatula: We could use my laptop if you don't want to go upstairs to use your computer...

Grandma: Imnatula, I...I think all this technology is very complicated!

Imnatula: Not really, Grandma. You've been using technology all these years—the telephone, the television, the microwave, haven't you been using them? I think you'll get used to this one too in no time at all.

Grandma: Maybe. (Sighs) So, shall we begin?

Imnatula: Okay!

Zachamo meets the new student Misha and offers to show her around the school.

Zachamo: Hi there, aren't you the new student? I am Zachamo. Welcome to our school. Would you like a tour of the school?

Misha: Oh! Hello, my name is Misha. Will you be showing me around school now?

Zachamo: Only if you'd like me to, (laughs) yes, the Principal asked me to show you around.

Misha: (laughs) Sure, I'll be happy if you do. This is my third school and I've never had anyone show me around any of my schools before.

Zachamo: Which class have you joined, Misha? Shall we head straight to your class and then go on from there? Or, would you like us to start from the top floor where, we have two best facilities in this school – the cafeteria and the library?

Misha: (laughs) You are really funny. I'd like to start from the top, thank you.

Zachamo: Let's head to the Library first, shall we? Do you like reading Misha?

Misha: (laughs) Oh yes, I read a lot. Library sounds great.

Zachamo: Let's get moving then.

Topics for dialogue-writing

1. Phongshak is a very quiet and shy student in your class. Introduce yourself to Phongshak and begin a conversation with him. Use the cues below to find out about his favourite subjects, sports, hobbies and other activities.

Introducing yourself

Hi, my name ... You're... aren't you?

Hello, my name is... May I know...

Hello, I'm ... aren't you...?

Initiating a conversation:

Hi. Have you been ...? I don't recall ...

I notice you're/seem to be...; would you like me to...?

Are you a member...?

Do you play/watch/enjoy...?

2. Your school is hosting a music festival over the weekend. Look at the programme sheet below and talk about the different musical events with your mother. Your mother will tell you her choices. Compare her choices with yours, and decide which ones you will attend together.



3. Talk to your friend about his recent vacation. Ask questions about the vacation.
Where/how long/with whom/what he/she did there/photographs
4. Benjongkumla and Thungdemo studied together. The two friends meet after a long time. Benjongkumla is moving to Thungdemo's neighbourhood. She wants to know more about the neighbourhood. (kind of people—families, young people, retired people/stores/recreation facilities/public transportation/pollution/traffic/noise level/advantages and disadvantages)
5. Kenino has completed his class 12 and is planning to go abroad to study further. Renathing is asking Kenino about his future plans. Kenino asks him about the country of preference and the undergraduate course he wants to do there. He also wants to know about his stay and food. Further, Renathing wants to know if he has got admission in any of the universities already.
6. You have two tickets for your favourite music concert. You want to know if your friend would like to join you. Talk to her/him about the concert. Your friend wants to know the time and venue and how you would reach there.
7. You're at a restaurant. You place an order, but everything goes wrong. The service is poor. The food, when it comes, isn't what you ordered. It's poorly prepared. Even the plates and cutlery were not good. The waiter comes by and asks, "Is everything O.K.?" Write your response to the waiter and the waiter's replies to your complaints.

8. You are visiting an amusement park with your class. One of your classmates is lost. Talk to the security; answer his/her questions about your friend, for him to get a description of your friend. Tell him/her about the exact location where you noticed your friend missing.
9. You are practising for the hockey championship next month, but your term examinations too are coming up next month and your father is concerned that you spend too much time at practice. Write a dialogue between your father and you.
10. You want to become a member of a library. Get details from the librarian.

Guidelines to write a dialogue for stories:

Dialogues in stories help convey the crucial details of the story. Characterisation and subtle hints are suggested through the nature of the dialogues.

- **Do not use too much information in the dialogues** as this may make your writing appear unnatural and forced.
- **Use simple dialogue.** Fancy words may be a good way to show off your vocabulary, but these may divert the attention of the reader at times. Of course good appropriate vocabulary can make an impression on the reader, but avoid too many fancy words as this would clutter your work.
- **Avoid repeating words** and check if there are words you can leave out or there is a shorter way to say what you just wrote.
- **The dialogue should reflect the culture** of the place where the story is from. Using an inappropriate style could be misleading.

A sample extract of a story.

Hamid scratched his head as he sat staring in disbelief at the open hole on Moti Street.

How could he have missed it?! They had become old acquaintances for quite some time now.

A dead branch had been dutifully placed there by the Public Works Department to warn people. It had failed him today. He had pedalled over the hole, skidded and fallen on his back.

The second-hand books that he sold on the busy street lay scattered all around him. His cycle lay near the curb, its rear wheel continuing to spin for a few minutes before coming to a halt.

“Hamid bhai, here... let me help you” said Ganpath, the tarot reader. Hamid accepted Ganpath’s hand and gathered himself up.

Young Ganpath took the pride of place under the pipal tree. He sat with his back against the broad trunk. Hamid staked his claim on the space next to Ganpath. They were good friends.

The sale of four books and some sugary tea later, Hamid sat pondering.

“Hey Ganpath, shouldn’t we do something about it?”

“Do what Hamid bhai?” asked Ganpath.

“The gaping hole; it’s been there for some months now. Why not talk to the officials at the municipal office?”

Topics for Stories

- You have witnessed a robbery from a secluded area unnoticed by the thief...You meet the Police chief the next day....and relate the whole incident... The chief asks relevant questions
- A group of children are playing in an abandoned playground. One of them is tired and sits under a tree to rest. He/She feels something hard in the soil... He digs... Calls out to the rest...
- The boy saw the man at the park again. He was sitting on a bench reading a book. Walks up to the man...
- The morning light crept in through the window as usual. What was unusual, was a soft mew by the window...

Guidelines to write a dialogue for a play:

	Play Script Features
1	A title
2	List of the characters at the beginning (A narrator if required)
3	Introduction and description of the scene
4	Characters’ names written on the left
5	Characters’ names should have a colon after them
6	Start a new line for every new speaker.
7	Conversations/dialogues should be in the present tense
8	Start a new scene with every setting change
9	Do not use speech marks

Sample play (An extract)

The Importance of being Ernest by Oscar Wilde

The persons in the play:

John Worthing, J.P.

Algernon Moncrieff

Rev. Canon Chasuble, D.D.
Merriman, Butler
Lane, Manservant
Lady Bracknell
Hon. Gwendolen Fairfax
Cecily Cardew
Miss Prism, Governess

The scenes of the play

ACT I. Algernon Moncrieff's Flat in Half-Moon Street, W.

ACT II. The Garden at the Manor House, Woolton.

ACT III. Drawing-Room at the Manor House, Woolton.

TIME: *The Present (1895)*

ACT I

SCENE 1

Morning-room in Algernon's flat in Half-Moon Street. The room is luxuriously and artistically furnished. The sound of a piano is heard in the adjoining room.

[Lane is arranging afternoon tea on the table, and after the music has ceased, Algernon enters.]

Algernon: *Did you hear what I was playing, Lane?*

Lane: *I didn't think it polite to listen, sir.*

Algernon: *I'm sorry for that, for your sake. I don't play accurately—anyone can play accurately—but I play with wonderful expression. As far as the piano is concerned, sentiment is my forte. I keep science for Life.*

LISTENING



Orient BlackSwan

Short Transcripts

1. Listen to a talk.

Which one of these is true about the narration? Tick the right statement.

- a. It is about how the underwater wheelchair works.
- b. It is about her pleasant experience of using the underwater wheelchair.
- c. It is about how the underwater wheelchair has changed lives.
- d. It is about how the speaker can participate in competitions.

2. Listen to a conversation.

Tick the right statement. The conversation is about

- a. how noisy the place was.
- b. the difference between men's and women's games.
- c. women's hockey and women's netball.
- d. the place of women in sports over the years.

3. Listen to a talk.

Tick the right statement. The speaker feels that

- a. going to the gym is the best way to keep healthy.
- b. all gyms are fashionable.
- c. the gym people go to, is unimportant to many.
- d. fitness is all about a healthy lifestyle.

4. Listen to a talk.

Tick the right statement. Gerry is popular with children because he

- a. entertains them.
- b. keeps them safe and comfortable.
- c. lets them learn on their own.
- d. he puts them in their familiar surroundings.

5. Listen to a talk about a film.

Tick the right statement. Po's ambition is

- a. to meet Shifu and become a teacher.
- b. to meet the five great masters.
- c. to become an expert in Kung-fu.
- d. to help father run the noodle-shop.

6. Listen to a message.

Tick the right statement. The main purpose of the message is to

- a. review the company's services using a survey
- b. get positive feedback from the customers
- c. inform that they have completed five years of business
- d. give an opportunity for the customers to speak

Long Transcripts

1. Listen to a talk.

Say whether the following statements are True (T) or Not True (NT).

- a. Young people aren't getting enough sleep.
- b. Good sleep helps children concentrate in the classroom.
- c. Low sleep influences our mood.
- d. When we get tired, we also get angry.
- e. The speaker believes binge sleeping has no effect.

2. Listen to a talk.

Say whether the following statements are True (T) or Not True (NT).

- a. The speaker was a computer teacher in a school.
- b. He wanted to know if a child with no exposure to computers could learn to write programs.
- c. The speaker put a computer very high up in a wall.
- d. The eight-year-old boy was teaching the girl how to browse.
- e. This shows that children could teach themselves how to use the computer.

3. Listen to a talk.

Say whether the following statements are True (T) or Not True (NT).

- a. Moving with students from other countries will help you see others' viewpoints.
- b. You learn while you argue various issues.
- c. You are quite unaffected by what is happening around you in a new country.
- d. You will progress well if you learn a language in a county where it is spoken.
- e. Interacting with the local people will help you learn the language.

4. Listen to a talk.

Say whether the following statements are True (T) or Not True (NT).

- a. On a journey, digital volumes are better.

- b. Carrying an e-book is easier than carrying printed books.
- c. E-books are more expensive than the printed books.
- d. We never get e-books free of charge.
- e. You can adapt the size of the letters in an e-book.

5.

Listen to an interview.

Say whether the following statements are True (T) or Not True (NT).

- a. E-waste is all the electronic goods that we use and throw.
- b. E-waste collects in the less developed countries where it is recycled.
- c. There is very great public awareness of the dangers of e-waste.
- d. The problem of e-waste can easily be solved.
- e. The recycling of e-waste is usually done by children.

6.

Listen to a narrative.

Say whether the following statements are True (T) or Not True (NT).

- a. The speaker was standing in a place familiar to him/her.
- b. The speaker had walked down to the place.
- c. The speaker decided it was a monster as it was like none of the animals he/she knew.
- d. The monster made no attempt to approach the speaker.
- e. The extract is from a science textbook.

7.

Listen to a conversation.

Say whether the following statements are True (T) or Not True (NT).

- a. Karthik's cousins are going to visit Delhi soon.
- b. It is their first visit to Delhi.
- c. Umesh and Meena's cousin feels that they would enjoy nature and wildlife.
- d. Friends find Corbett, Bharatpur and Sariska equally good choices.
- e. Umesh and Meena's opinions matter in choosing the location.

8.

Listen to a conversation.

Say whether the following statements are True (T) or Not True (NT).

- a. The students are cooking for a class outing.
- b. Judy wants to make something from a family recipe.
- c. Any vegetable can be used to make stew.
- d. Judy says the stew goes well with rice.
- e. They are supposed to make enough stew to serve half a dozen people.
- f. The recipe has grown down the generations.
- g. New ingredients have been added to keep the stew bland.
- h. The vegetables and spices are sautéed in hot oil before simmering in water.

SPEAKING



Orient BlackSwan

1

ROLE-PLAY – PAIR WORK

A. Introducing Yourself and Initiating a Conversation

Useful phrases:

Introducing yourself

Hi, my name ... You're... aren't you?

Hello, my name is... May I know..

Hello, I'm ... aren't you...?

Initiating a conversation:

Hi. Have you been ...? I don't recall ...

I notice you're/seem to be...; would you like me to...?

Are you a member...?

Do you play/watch/enjoy...?

1. Two of you are students from different schools who have just met at an inter-school sports meet. Use the cues below to introduce yourselves and talk about the game(s) you are about to participate in.
2. Rajiv is a very quiet and shy student in your class. Introduce yourself to Rajiv and begin a conversation with him. Find out about his favourite subjects, sports, hobbies and other activities.
3. Mrs Nair, your new science teacher, is about to begin her class. She introduces herself and talks about how she likes to work with her students. As a student, introduce yourself to your teacher and ask questions about her classes.

Introductions

Hello/Hi... I am... My name is... I am taking part/participating in...

I am.../come from.../represent... My event is ...

When is your...?

Talking about your events

How many.../How long...?

B. Interviewing

Useful phrases:

Asking about experiences

Ms... / Mr... /, we are keen to hear from you about...

I'd like to ask you about...

Do tell us... / Could we talk ...?

So, did you feel / were you excited / disappointed / sad when ...

How did you react when they announced / declared...?

Talking about achievements

We all know that... won the...

I'd like to / must add here that your...

We're proud to have... winner among us.

If I am correct, you were also awarded...

Finding out and role models

- Ms _____ / Mr _____, you are an inspiration for many, but who was your guru/role model /...?
 - Do you have a favourite...?
1. Work in pairs and role-play this situation. You are a student representative and you have to interview a famous award-winning personality. Practise this interview with your partner—talk about achievements, and find out details about difficulties and challenges, and role-models.
 2. After the interview with the famous personality, you meet your classmate, who is curious to know about your experience. Form pairs and let your partner ask you questions; about how it went, how you felt, and you answer those questions.
 3. Work in pairs. Your favourite singer is preparing to launch his/her own band of fusion music. Your friend too is a fan of the artist. With your partner, talk about an interview that you had read about the artist. Let your friend ask you questions: you answer the questions. Use these cues for your conversation.
 - learned classical music as a child
 - plans to release the album...
 - draws inspiration from...
 - is highly disciplined...
 - reads a lot...

C. Giving and Accepting Feedback

Useful phrases:

Giving feedback

This is a beautiful... Don't you think we could improve/highlight/...on the... by....?

I notice that you tend to... quite often these days. Have you considered... instead?

I believe...could save you a lot of time/effort/energy. Do you agree?

This...could greatly benefit from some...

I think it is time you rethink/relook/consider...

Responding to feedback

Accepting

Thank you. I shall surely consider this seriously and...

Indeed I could. I will consider this seriously now...

I appreciate your feedback immensely. I shall implement this soon / right away / in a few days...

Accepting partly

I think that is an excellent suggestion, but it looks like...

Yes, you're right. I did consider that, but how about.../ I also think...

1. Your friend is very creative and always tries to present her school projects attractively, but she is not very confident of using her computer for her work. Tell her how she can do better with a computer. Let her talk about her project—give her your feedback, with positive suggestions about using the computer.
2. Your neighbourhood internet service provider wants to get more customers. He wants your feedback about his services. Role-play the conversation with a partner. Let him ask you about
 - why he is not getting new customers
 - how to get more customersUse the cues below to offer your feedback by
 - highlighting the best features that he should continue
 - pointing out new suggestions to attract more customers.
3. Work in pairs and role-play. Your brother has to work on a History project and plans to gather all his information from popular websites, but you think that he might miss out on information available at your school library. Share your views.

D. Presenting a Problem and Discussing Solutions

Useful phrases:

Presenting a problem

I'd like to talk about a serious concern/problem/issue...

How about...?

There's a... It's shocking to see...

We need to talk about/address... Besides this,

One serious problem...

Discussing solutions

Could we/they...?

The best way to deal...

I'd like to suggest...

Can we...

May I add/suggest

One way to prevent this is to...

1. June 5 is World Environment Day. Three students from each class will participate in the Environment Day Rally in your city/town. You need to prepare at least two posters to display as you walk or cycle in the rally. Form groups of three, and discuss and decide on
 - one or two major environmental problems for one poster.
 - one or two solutions for another poster.

Refer to the cues for some suggestions.

Problems

Burning plastic is dangerous!

Felling trees kills life!

Beware of Air/Noise Pollution

Solutions

Say no to plastic!

Recycle and Reuse

Go green: Plant/Adopt a Tree

We love Wildlife

2. Your school principal has requested all class monitors to reduce the pile-up of plastics from each class inside the school compound. As the class monitor, discuss with the assistant monitor, about different ways to make your class plastic-free and to encourage the whole class to achieve this goal. Use the cues below.

Presenting the problem

Did you know: plastic can take up to 500 years to break down/plastic chokes and kills birds and fish/millions of forest land lost

Suggesting solutions: We can.../Shall we.../Let's... form a club that will collect waste plastic every Saturday/hold talks about the proper use of plastic... give away prizes to...

3. Your class is back from a visit to a famous Zoological Park and you are all disappointed at spotting very few tigers. Take turns to share your views on the following.
 1. poaching of tigers, corruption
 2. felling trees
 3. solutions/penalties at the state level and private level
 4. by saving tiger we save the human race

Use the clues below.

Causes

steady deforestation

poaching

pollution

forest fires, floods, etc.

Solutions

stop deforestation
afforestation compulsory for factories
strict punishment, penalty for poachers
special protection zones for tigers

E. Expressing Positive and Negative Reactions

Useful phrases:

Describing positive and negative sights

breath-taking view/scenery; stunning
brilliant work of art/painting/piece of architecture; exciting place to visit/go to;
interesting trek/trip; most memorable moment/trip
very poor/shockingly poor facilities

Expressing positive reactions

I couldn't believe it / what I saw / my eyes!
I have never seen...
I couldn't take my eyes off...
It was very interesting to see/ride/watch...
What an adventure it was/turned out to be!
I was dumbstruck/speechless with wonder/surprise.
The beauty of...cast a spell on me.

Expressing negative reactions

I'll never go to/visit...
Can you imagine what I saw/went through/put up with?
Nothing can make me
I had no idea it would be so bad/poor/such a shock!

1. Your class had visited a museum in your town. Take turns and talk to your class about your new experience at the museum. Describe one section each that you found most interesting.
2. You saw a puppet show last evening. Describe your experience to your father/mother/brother/sister. Talk about what was new, how you felt seeing such colourful puppets and how they were made to move, and so on. Your partner should ask you relevant questions. Take turns and change roles.
3. You have just visited a historic cave which has been damaged by graffiti. In a conversation with your partner, talk about your experience. Let your partner ask you for more details about what you saw, where and how it affected you and share your feelings.

F. Asking for and Giving Directions

Useful phrases:

Asking for and checking information

Could you tell me...? / How do I get to...?

Please tell me... / Could you please repeat ...? / Excuse me... / Have you got that? / Clear? / Okay?

Giving directions

take the left/right; go straight/past/across; make a U-turn; continue as far as/until...; don't take/turn

Describing exact distances

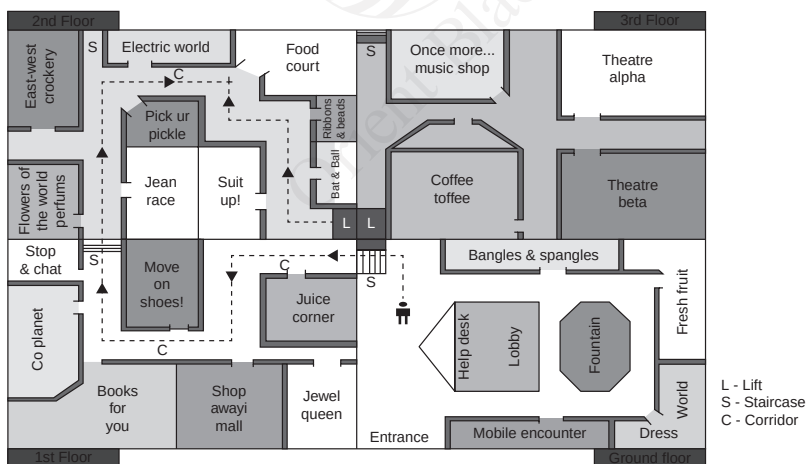
a hundred metres down the road; 10 km from here; the second road to your right; a five-minute walk; half an hour on foot

Describing rough distances

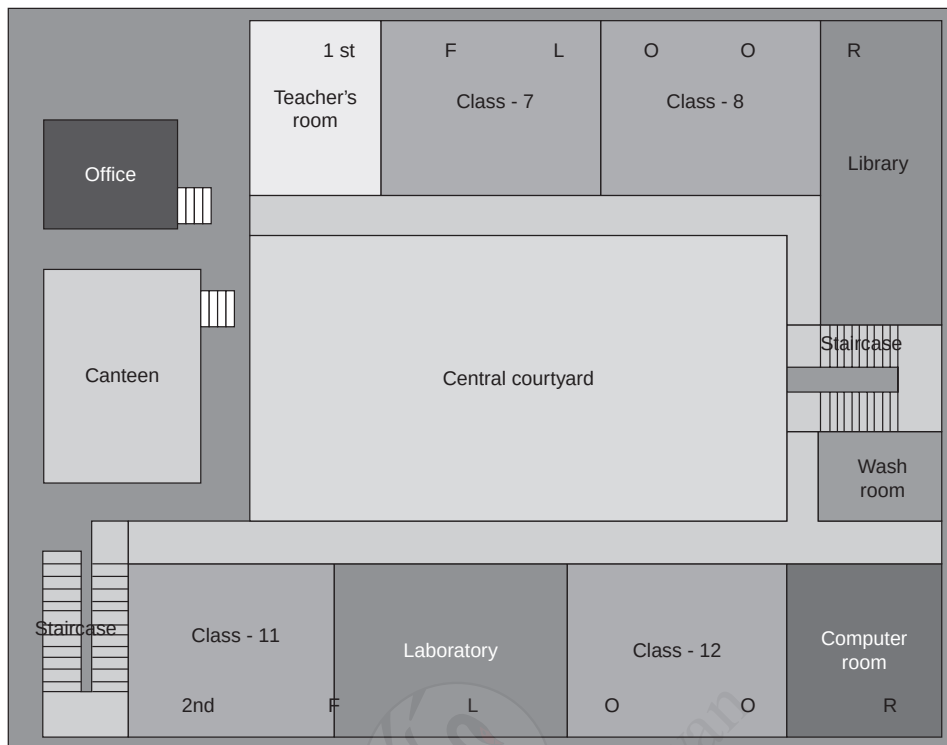
not far; quite close by; just round the corner; a few blocks/shops to your left; about an hour away

1. You are in a large mall and have to meet your sister at the Food Court. You ask for help at the Help Desk. The woman at the desk gives you directions to go to the Food Court.

Work in pairs and do the role-play



2. Look at the map of your school given below and do this task. Work in pairs and take turns to ask for and give directions to each other to go
 - from the classroom to the canteen.
 - from the library to the lab.



3. You are on a hike in the mountains with an adventure team. You realise you have got left behind and cannot find the other members of the team. Speak to the group leader on the wireless set to seek directions to reach them.

Cue: Say *Over* every time you finish what you are saying on the wireless.

G. Asking for and Giving/Refusing Permission

Useful phrases:

Asking for Permission (informal)

Could we...?; Can I...? Are we allowed to...? (formal) May I...?; Would you permit...?

Giving Permission (informal)

You could...; Yes, you can...; Sure... (formal) Of course, you are permitted to...; You may...

Refusing Permission (informal)

I'm sorry, but you can't...; You are not allowed to...; (formal) You may not...

Describing obligation

should; must; have to; need to;/shouldn't; mustn't; don't have to; needn't or don't need to

1. You are at the zoo. You talk to the zookeeper, requesting him for permission to
 - feed the animals (✓)
 - use a camera with flash (✓)
 - go on an elephant ride (✗)
 - post pictures of the zoo on their blog (✗)
 [Use the clues in your conversation. ✓ means permission given; ✗ means permission refused]
2. You ask your parents for permission to go to the tennis stadium to watch an international tennis match. Your father refuses and tells you why it is not a good idea. Your mother tells you why she thinks you should watch the match at the stadium. Role-play this and decide that you will go!
 Clues:
 Father: late hours unsafe; crowded; tickets expensive; excellent TV broadcast
 You: atmosphere; friends; first-hand experience; rare chance
3. Work in pairs and role-play this with a partner. Sunil is 12 years old. He would like to use the public swimming pool. He calls the official-in-charge and asks him/her if he is allowed to use it, and if so, on what terms and conditions, and what the dos and don'ts are.
 Here are some clues:
 age-limit, timings, swim-wear, conduct in the pool, hygiene

H. Encouraging and Giving Positive Advice

Useful phrases:

Giving positive advice

Stay positive/strong; Don't worry, be...; You've got to...; Don't let...; You should...; I think you should...; I don't think you should...

Encouraging I believe you can...; I'm sure you can...; Of course, you can/will...; Keep on...; Never give up; Why don't you...?

Describing your experience: a disappointing match; the winning/losing team; a successful film

1. You take part in a play staged in your city by the Children's Dramatics Society. But you are very disappointed because the play is a failure. Your parents talk to you and help you to accept the situation cheerfully.
2. Your younger brother is a good swimmer, but is not selected for the school team. He is feeling discouraged. Advise him so that he feels he
 - can accept or overcome his failure.
 - must try again to achieve his goal.

2

GROUP WORK

Form groups of six. Read the following problems. Discuss together and find solutions for the problems. Share your group's views with the class.

1. More and more students are commuting to school on bicycles. There is an acute shortage of space in the cycle stand. Students have started parking their bicycles in front of the canteen and are also encroaching upon the basketball court area. Discuss
 - the consequences of this increase.
 - suggestions to set right the problem.
2. A friend in class is an excellent football player but a bad loser. He becomes abusive when he loses. The coach is not inclined to send him for the forthcoming District Level Tournament. Discuss
 - the repercussions of such a decision.
 - how you can help him.
3. Your class misbehaved during the last outdoor excursion. The school is planning a winter trip to Goa. The Principal has decided to ban all excursions for your class. Discuss
 - why she/he does not want to relent.
 - how you can convince her/him that your class will follow the rules on this trip.
4. Some of your friends miss school to see films in a nearby picture hall. They have been submitting false applications for leave. Discuss
 - their reasons for doing this.
 - the steps you can take to check this tendency.
5. Your friend has been selected for a lead role in a play being produced for School Day. Her/His parents are reluctant to grant permission. Discuss
 - possible reasons for their refusal.
 - what you can do to convince her/his parents.
6. One of your classmates is lazy in class. He/She has made it a habit to borrow notes and assignments from his/her classmate regularly. Discuss
 - how will this habit impact on his/her future.
 - how he/she can be motivated to work on his/her own.
7. Some students are perpetual latecomers. Despite warnings they do not mend their ways. You are the student leader in charge of discipline. Discuss
 - some reasons for non-compliance of the rules.
 - what you can do to instill the value of punctuality in them.

8. You are representing your school as a part of the debating team for an inter-school competition. Your team mate suddenly gets nervous before the event. Discuss
 - why the team mate feels that way.
 - how to encourage or raise his/her morale.
9. You have noticed that a few friends have been carrying their mobile phones to school for the past few days. Discuss
 - the possible reasons why they are doing this.
 - how you would discourage the habit.
10. During a school survey of food habits among students it is discovered that most students prefer junk food to home food. Discuss
 - why this trend exists among so many students.
 - how student awareness can be raised on the value of home food.



Orient BlackSwan

3 TOPIC PRESENTATION

Give a few topics to the students and ask them to come prepared with a topic of their choice. Ensure that the topics are ones they are familiar with; ideally ones they have covered in the course of the term.

- Some amount of teacher support is permitted ahead of the assessment day. Encourage students to jot down points or make a mind-map/flow-chart of what they wish to say in their presentation.
- Instruct them not to memorise the text or make a written presentation.
- Ask them to utilise the vocabulary and structures learnt in class.
- Tell them the presentation must be fluent, cohesive and relevant to the topic.
- If the student is not able to speak at length help her/him with prompt questions.

Topic Presentation

People

Qualities of a great leader

leads by example—hard working and knowledgeable—an articulate and impressive speaker—understands the feelings of others—empathises—good with people—always thinks of the greater good—simple living and high thinking—sacrificing, caring and giving

Family

The joint family

a boon to a growing child—builds strong bonds of love among the members—more members to look out for each other and the children—develops socialisation skills—child learns to adjust with other members naturally—provides models of culture and customs of the family

Environment

Wonders of nature

an opportunity to travel—memorable creations—majestic icebergs, magnificent seashores, meandering rivers, snow-capped mountains, colourful marine life, wonderful corals, etc.—a treat for the eye and the soul—rejuvenates the spirit—teaches lessons about life and living

Children

Qualities of childhood

innocent, joyful and trusting—vulnerable and helpless when young need formal and moral education—future citizens of the country

Sports and Games

Importance of sports

for a healthy body and a healthy mind—maintains energy and strength—tests endurance and will power—how to be a team player—teaches about victory and failure—reflects ups and downs of life

Money

Its purpose and uses

a mode of transaction for utilities—an index of the economy—partly a measure of success—ensures basic necessities of life—volatile—easily affected by inflation or market pressures—source of greed, ambition, pride, etc.

Suggested topics for Topic Presentation

1. Introducing a chief guest to an audience.
2. If you were given an opportunity to have dinner with a celebrity who would you like your guest to be...why...
3. Recount of a visit to a place (positive and negative aspects of it).
4. How you manage your time between studies and sports.
5. Paying the electricity/telephone bills online is simpler than waiting in a queue and remitting in person.
6. Recount of a trek or any other adventurous trip/experience.
7. Talk about a persuasive speaker/writer (Mahatma Gandhi, Martin Luther King, Abdul Kalam, parent, any one of their relatives, friend...).
8. If I were ... (Spiderman, Superman, Harry Potter, Sherlock Holmes, Amitabh Bachchan, ...)

AUTOBIOGRAPHY



Orient BlackSwan

List of assets that can be accessed through the **Orient BlackSwan Smart App**:

- Weblinks: Videos about Anne Frank, Anne Frank's diary, the Secret Annex, and the Second World War
- Presentation: The Holocaust
- Analysis and Review
- Additional Questions
- Answer Key

The Diary of a Young Girl

ANNE FRANK

Edited by Mridula Jose
ELT Consultant, Chennai



Orient BlackSwan

Contents

The Diary of a Young Girl	150
Introduction	154
World War II	155
The Holocaust	156
Saturday, 13 June 1942	156
Saturday, 20 June 1942	157
Sunday, 21 June 1942	158
Wednesday, 24 June 1942	158
Wednesday, 1 July 1942	158
Sunday, 5 July 1942	159
Wednesday, 8 July 1942	159
Thursday, 9 July 1942	160
Friday, 10 July 1942	160
Saturday, 11 July 1942	160
Friday, 14 August 1942	160
Friday, 21 August 1942	161
Monday, 21 September 1942	161
Sunday, 27 September 1942	162
Tuesday, 29 September 1942	162
Thursday, 1 October 1942	162
Friday, 9 October 1942	162
Tuesday, 20 October 1942	162
Monday, 9 November 1942	163
Tuesday, 10 November 1942	163
Tuesday, 17 November 1942	164
GUIDE TO THE SECRET ANNEX	165
Thursday, 19 November 1942	166
Saturday, 28 November 1942	166
Tuesday, 22 December 1942	166
Wednesday, 13 January 1943	166
Saturday, 27 February 1943	167

Wednesday, 10 March 1943	167
Friday, 2 April 1943	167
Tuesday, 27 April 1943	168
Saturday, 1 May 1943	168
Sunday, 13 June 1943	168
Tuesday, 15 June 1943	168
Friday, 16 July 1943	168
Monday, 19 July 1943	169
Monday, 26 July 1943	169
Tuesday, 3 August 1943	169
Friday, 10 September 1943	169
Friday, 29 October 1943	170
Monday evening, 8 November 1943	170
Sunday, 2 January 1944	170
Thursday, 6 January 1944	170
Wednesday, 12 January 1944	171
Saturday, 15 January 1944	171
Thursday, 3 February 1944	171
Wednesday, 16 February 1944	172
Friday, 18 February 1944	172
Wednesday, 23 February 1944	172
Sunday, 27 February 1944	173
Saturday, 4 March 1944	173
Tuesday, 14 March 1944	173
Sunday, 19 March 1944	173
Wednesday, 22 March 1944	174
Thursday, 23 March 1944	174
Tuesday, 28 March 1944	174
Wednesday, 29 March 1944	175
Friday, 31 March 1944	175
Monday, 3 April 1944	175
Wednesday, 5 April 1944	176
Tuesday, 11 April 1944	176

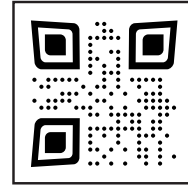


Sunday, 16 April 1944	177
Friday, 28 April 1944	178
Tuesday, 2 May 1944	178
Wednesday, 3 May 1944	178
Saturday, 6 May 1944	179
Monday, 8 May 1944	179
Friday, 19 May 1944	179
Monday, 22 May 1944	180
Thursday, 25 May 1944	180
Monday, 5 June 1944	180
Tuesday, 6 June 1944	180
Friday, 9 June 1944	181
Tuesday, 13 June 1944	181
Tuesday, 27 June 1944	181
Saturday, 15 July 1944	182
Friday, 21 July 1944	182
Tuesday, 1 August 1944	182
Afterword	183



Orient BlackSwan

1 INTRODUCTION



The World War II was a very dark period in the history of the world. Adolf Hitler rose to power as the Chancellor of Germany in 1933 and was intent on ridding Europe of Jewish people. He established many anti-Jewish laws which made life harsh and dangerous for Jews in Germany.

Anne Frank and her family, who had considered Germany their home for centuries, were forced to leave and start a new life in Netherlands (Holland). The Franks settled into their new life comfortably. They felt free and safe again. But this peace was to last them only a few more years.

In 1940, Hitler attacked the Netherlands and his Nazi party took control of the country. The Franks knew they were no longer safe. Imprisonment and death would become their reality soon if they did not act fast. They had to escape.

The Nazis had closed the way in and out of the country, so the Franks decided to hide in a secret flat in Mr Frank's office building in Amsterdam. In 1942, the Franks shifted into their hiding place—the 'Secret Annex'.



Anne Frank
(12 June 1929–February 1945)

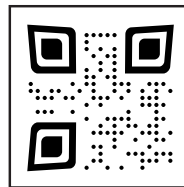
Life in hiding was fraught with many difficulties. Cut off from the outside world, the residents of the Secret Annex battled boredom, hunger and petty conflicts with each other. The very real fear of being discovered and arrested hung over each of them constantly.

Sensitive and intelligent, thirteen-year-old Anne Frank started recording her daily experiences, thoughts and emotions in a diary. It was the closest friend she had in the two years she spent in hiding. As she wrote, Anne realised she wanted to become an author when she grew up; her experiences in hiding would make for a great novel.

Sadly, Anne did not live to see her dream come true. In 1944, when Anne was fifteen, someone betrayed the Franks and they were all arrested. Anne Frank died in 1945 in the Bergen-Belsen concentration camp.

Otto Frank, Anne's father, was the only one to survive the war. He published her diary in 1947. He wanted the world to know and love Anne as an ordinary girl living in extraordinary circumstances.

2 WORLD WAR II



World War II was the most destructive war in history. More than fifty nations took part in the War. On one side were the Axis Powers, including Germany, Italy and Japan. On the other side were the Allies. They included Britain, France, Australia, Canada, New Zealand, the Soviet Union, China and the United States of America.

It is said that World War II was caused by the Treaty of Versailles and the German people's resentment towards the League of Nations (an organisation established in 1919 to prevent wars and promote international cooperation and peace). The Treaty of Versailles was signed in 1919 to ensure peace in Europe following World War I. As one of its conditions, the treaty stated that Germany would pay for damages caused by the war and that Germany could only have a small army with no air force, submarines or tanks.

Germany suffered many economic hardships after World War I. Adolf Hitler was able to convince the German people to give him the power to improve conditions in Germany and restore the country's strength and dignity. He became the leader of the National Socialist Party, or Nazi Party, which came to power in 1933.

Hitler built up the German army and their weapons. On 1 September 1939, Germany invaded Poland. When that happened, Britain and France declared war on Germany. They wanted to help Poland after it was invaded, but they were too late. By the summer of 1940, Germany conquered Holland, Belgium, France, Denmark and Norway.

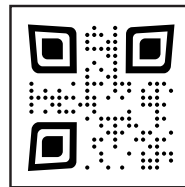
In July 1940, German planes started bombing British coastal towns, defences and ships in the English Channel in order to gain control of the skies in the South of England. In mid-September 1940, after many battles, Germany postponed their planned land invasion of Britain, as the Royal Air Force had effectively fought off the German Luftwaffe.

Commonwealth nations, such as Canada and Australia, helped Britain. In 1941, Germany attacked the Soviet Union (Russia) and America too, who redoubled its effort, after Japan attacked the American naval base at Pearl Harbour in Hawaii.

By 1943, the Allies were winning. In 1944, a huge Allied army crossed from Britain to free France. Then, Allied armies invaded Germany. By May 1945, the war in Europe was over.

Elsewhere, the war went on until August 1945. There was fierce fighting in the Pacific islands and fierce naval battles at sea. Finally, the Allies dropped atomic bombs on two Japanese cities, Hiroshima and Nagasaki. The damage was so terrible that Japan surrendered and World War II came to an end.

3 THE HOLOCAUST



The term Holocaust is originally from the Greek word *holokauston*, which means 'sacrifice by fire'. Today, the Holocaust refers to the Nazi persecution and planned slaughter of millions of European Jews.

After World War I, Germany suffered a great deal. Its people were largely unemployed and many were living in complete poverty. The Treaty of Versailles placed harsh restrictions on them. When Adolf Hitler came to power, he dreamt of building a better and more powerful Germany.

Hitler loved people he believed were of Aryan descent, but hated the Jews. He blamed them for all the problems in Germany and convinced his fellow Germans that the Jews were the enemy. Soon, Jews lost their citizenship and life became exceedingly hard for them. As war broke out and Germany invaded Poland, the persecution of Jews became greater. They were forced to wear yellow stars. Jewish children could not attend public schools, Jews could not be out of their own homes past a certain time and Jews could not marry Germans.

All Jews were forced to live within certain areas of big cities called *ghettos*. From the ghettos, the Jews were deported to concentration camps, extermination camps or death camps. Many Jews went into hiding to escape being arrested by the Nazis but most of them were captured.

Life within these camps was horrible. Prisoners were forced to do hard physical labour and given very little food. Many people were forced to share a very small place and live in extremely unhygienic conditions.

While concentration camps were meant to work and starve prisoners to death, extermination camps or death camps were built for the sole purpose of killing large groups of people quickly and efficiently.

In addition to Jews, the Nazis targeted many other groups of people. People of different ethnic and religious backgrounds, physically challenged people and anyone who resisted the Nazis were forced into labour camps or murdered.

It is estimated that 11 million people were killed during the Holocaust, six million of whom were Jews.

Saturday, 13 June 1942

On Friday, June 12, I was awake at six o'clock, which isn't surprising since it was my birthday. But I'm not allowed to get up at that hour, so I had to control my curiosity until quarter to seven. When I couldn't wait any longer, I went to the dining room, where Moortje (the cat) welcomed me by rubbing against my legs.

A little after seven, I went to the living room to open my presents and the diary was the first thing I saw, maybe one of my nicest presents. I got lots of things from Father, Mother and my friends. Among other things I was given a blue blouse, a game, a bottle of grape juice which tastes a bit like wine (after all, wine is made from grapes), a puzzle, a jar of cold cream, some money and a gift certificate for two books.

In school, I passed out cookies to my teachers and my class during recess, and then we had to go back to our lessons.

Saturday, 20 June 1942

Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on, neither I nor anyone else will be interested in the musings of a thirteen-year-old schoolgirl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest.

I need a diary because I don't have any friends. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I also have a lot of admirers who can't keep their eyes off me. No, on the surface I seem to have everything, except one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary, everyday things. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not likely to change. This is why I've started the diary.

Let's start with the story of my life. My father, the most adorable father I've ever seen, didn't marry my mother until he was thirty-six and she was twenty-five. My sister Margot was born in Frankfurt am Main in Germany in 1926. I was born on June 12, 1929. I lived in Frankfurt until I was four. Because we're Jewish, my father immigrated to Holland in 1933, where he became the Managing Director of the Dutch Company called Opteka which manufactures products used in making jam.

After May 1940, the good times were few and rare: first there was the war and then the Germans arrived in Holland, which is when the trouble started for the Jews.

Our freedom was severely restricted by a series of anti-Jewish laws: Jews were required to wear a yellow star; they were to walk everywhere; they had to do their shopping in 'Jewish shops' and be indoors by eight o'clock at night—they couldn't even sit in their own garden after that time. They were forbidden to use swimming pools, tennis courts and hockey fields. They were forbidden to visit Christians in their homes and were only allowed to attend Jewish schools, etc.

musings: thoughts

get all kinds of things off my chest : write about something she has not been able to share with anyone

a yellow star: to distinguish them from others, all Jews were forced by the Germans to wear a yellow six-pointed star.

Sunday, 21 June 1942

Our entire class is trembling. The reason, of course, is the upcoming meeting in which the teachers decide who'll be promoted to the next grade and who'll be kept back. I'm not so worried about my girlfriends and myself. We'll make it. The only subject I'm not sure about is math. Anyway, all we can do is wait.

I get along pretty well with all my teachers. Mr Keesing, who teaches math, often gets mad at me because I talk so much. After several warnings, he assigned me extra homework—an essay on the subject 'A Chatterbox'.

Wednesday, 24 June 1942

It's boiling hot, we are all positively melting, and in this heat I have to walk everywhere. Only now do I realise how pleasant public transport is, but we Jews are no longer allowed to make use of this luxury. Yesterday at lunchtime I had an appointment with the dentist. It's so far away from our school that I nearly fell asleep afterwards in the afternoon. Fortunately, the dentist's assistant was really kind and gave me a drink.

Something unexpected happened yesterday morning. A nice boy called Harry Silberberg asked if he could accompany me to school. Harry is sixteen and good at telling funny stories. He was waiting for me again this morning, and I expect he will be every day from now on.

Wednesday, 1 July 1942

Until today, I honestly couldn't find the time to write here. Harry and I have gotten to know each other very well this past week, and he's told me a lot about his life. His parents are in Belgium and he's staying here in Holland with his grandparents. He had a girlfriend called Fanny, but he told me that after having met me, he's not interested in her anymore. I know her too—she's perfectly sweet and perfectly boring.

Harry told me that his grandmother doesn't like him meeting me. But on Wednesday nights, she thinks he goes for woodwork classes—but he doesn't, so he will be free to see me.

"If your grandparents don't want you to, you shouldn't go behind their backs."

"All's fair in love and war."

Harry came over to meet Father and Mother yesterday. Afterwards we went out for a walk, and we didn't get back until ten past eight. Father was furious because it was dangerous for Jews to be out after eight o'clock. I had to promise to be home by ten to eight in the future.

behind their backs: without letting them know.

Sunday, 5 July 1942

My report card wasn't too bad this year. My parents are pleased, but they're not like other parents when it comes to grades. They never worry about report cards, good or bad. My sister Margot has also gotten her report card—brilliant, as usual.

Father has been home a lot lately. Being a Jew, he can't work at the office anymore. It must be awful to feel you're not needed. A few days ago, as we were taking a stroll around our neighbourhood, Father began to talk about going into hiding. He said it would be very hard for us to live cut off from the rest of the world. I asked him why he was bringing this up now. "Well, Anne," he replied, "you know that for more than a year we've been secretly storing away our clothes, food and furniture. We don't want to fall into the hands of the Germans."

"But when, Father?" He sounded so serious that I felt scared.

"Don't you worry. We'll take care of everything. Just enjoy yourself while you can."

Wednesday, 8 July 1942

It seems like years since Sunday morning. So much has happened. It's as if the whole world had suddenly turned upside down. But we're all still alive, and that's the main thing.

On Sunday afternoon we heard that Father was to be taken away by the Germans. Visions of concentration camps and lonely cells raced through my head. How could we let Father go to such a fate? "Mother's gone to Mr van Daan to ask whether we can move to our hiding place tomorrow," said Margot. Mr van Daan was Father's good friend and business associate whose family was to go into hiding with us. Later, Margot told me that the Germans had called *her* up, not Father. At this second shock, I began to cry. Margot is sixteen—apparently they want to send girls her age away on their own. But thank goodness she won't be going!

Hiding...where would we hide? In the city? In the country? In a house? In a shack? When, where, how...? These were questions I wasn't allowed to ask, but they still kept running through my mind. Margot and I started packing. The first thing I stuck in was this diary, and then curlers, handkerchiefs, schoolbooks, a comb and some old letters. Preoccupied by the thought of going into hiding, I stuck the craziest things in the bag, but I'm not sorry. Memories mean more to me than dresses. Miep arrived to help us pack and left, taking with her a bag full of our clothes. Miep, who works for Father, and her husband Jan are good friends of ours.

I slept in my own bed for the last time that night. Mother woke me up at five-thirty the next morning. The four of us left the house wrapped in so many layers of clothes. No Jew in our situation would dare leave the house with a suitcase full of clothes. We just wanted to get out of there and reach our destination in safety. Nothing else mattered.

More tomorrow.

fall into the hands of the Germans: Jews in Holland were being arrested by Germans and sent to concentration camps, where they were tortured and usually killed.

Thursday, 9 July 1942

The hiding place is located in Father's office building. Father didn't have a lot of people working in his office, just Mr Kraler, Mr Koophuis, Miep and Elli Vossen, a twenty-three-year old typist, who all were informed of our coming. Mr Vossen, Elli's father, works in the warehouse along with two assistants, none of whom were told anything.

On the third floor of the building is our 'Secret Annex'. There are some attics for storage on the left, and on the right is the door to our hiding place. It's surprising that there are so many rooms behind that small grey door.

Margot and I share a small room, and Mother and Father's bedroom is also our sitting room. Up the stairs is a big, light room which will be the kitchen and Mr and Mrs van Daan's bedroom. There is a very small room for Peter, their son, and another attic. So that's our lovely Annex!

Friday, 10 July 1942

All the cardboard boxes that had been sent to the office in the last few months were piled on the floors and beds. If we wanted to sleep in properly made beds that night, we had to get going and straighten up the mess. Mother and Margot were unable to move a muscle. They lay down on their bare mattresses, tired and miserable. Father and I cleaned all day until we fell exhausted into our beds at night. We hadn't eaten a hot meal all day, but we didn't care.

Until Wednesday, I didn't have a chance to think about the enormous change in my life. Then for the first time since our arrival in the Secret Annex, I found a moment to realise what had happened to me and wonder what was yet to happen.

Saturday, 11 July 1942

Father, Mother and Margot still can't get used to the chiming of the big clock outside, which tells us the time every quarter of an hour. Not me, I liked it from the start; it sounds so reassuring, especially at night. I don't think I'll ever feel at home in this house, but that doesn't mean I hate it. Up till now our bedroom, with its blank walls, was very bare. Thanks to Father—who brought my entire postcard and movie-star collection here beforehand—and to a brush and a pot of glue, I was able to plaster the walls with pictures. It looks much more cheerful.

Margot and Mother have recovered somewhat. Yesterday Mother felt well enough to cook soup for the first time, but then she was downstairs talking and forgot all about it. The beans were scorched black, and no amount of scraping could get them out of the pan.

Last night the four of us went down to the private office and listened to England on the radio. I was so scared someone might hear it that I begged Father to take me back upstairs. Whatever we do, we're very afraid the neighbours might hear or see and I'm terrified our hiding place will be discovered and that we'll be shot.

Friday, 14 August 1942

I haven't written for an entire month, but not much has happened. The van Daans arrived a day early on July 13. The Germans were arresting people right and left and causing a lot of unrest, so

they decided it would be safer to come early than a day too late. Peter van Daan is sixteen, shy and awkward and I don't think I'll find him too interesting.

From the first, we ate our meals together, and after three days it felt as if the seven of us had become one big family. Naturally, the van Daans had much to tell about the week we'd been away from civilisation. People think we escaped to Switzerland. But one family living in our square claimed they saw all four of us riding by on our bikes early in the morning, and another woman was absolutely positive we'd been loaded into some kind of military vehicle in the middle of the night!

Friday, 21 August 1942

Now our Secret Annex has truly become secret. Mr Kraler thought it would be better to have a bookcase built in front of the entrance to our hiding place. It swings out on its hinges and opens like a door.

There is little change in our lives here. Mother always treats me like a baby, which I can't stand. I don't think Peter's gotten any nicer. He's an obnoxious boy who lies around on his bed all day, only getting up to do a little carpentry work before returning to his nap.

It's a beautiful day outside, nice and hot, and we make the most of it by lying on the folding bed in the attic.

Monday, 21 September 1942

Mrs van Daan is unbearable. I'm continually being scolded for talking too much. Madame now has a new trick up her sleeve: trying to get out of washing the pots and pans. If there's a bit of food left at the bottom of the pan, she leaves it to spoil instead of transferring it to a glass dish. Then in the afternoon when Margot is stuck with cleaning all the pots and pans, Madame exclaims, "Oh, poor Margot, you have so much work to do!"

Father and I are currently working on our family tree, and he tells me something about each person as we go along. I've also begun my schoolwork and am working hard at French. Peter has taken up his English with great reluctance. Pim (that's our pet name for Father) wants me to help him with his Dutch lessons. He makes the most unbelievable mistakes!

Mrs van Daan walked into the room just now. Thump, I slammed the diary shut.

"Hey, Anne, can't I even take a peek?"

"No, Mrs van Daan."

"Just the last page then?"

"No, not even the last page, Mrs van Daan."

Of course, I nearly died, since that particular page contained a lot of rude things about her!

Sunday, 27 September 1942

Mother and I had a 'discussion' today. Daddy is always nice to me, and he also understands me much better. At moments like these I can't stand Mother. It's obvious that I'm a stranger to her.

For the umpteenth time, Mrs van Daan is in a bad mood. She has been removing more and more of her belongings and locking them up. She also thinks I'm spoiled. She always complains about me and says, "If Anne were my daughter..." Thank goodness I'm not.

Tuesday, 29 September 1942

Try to picture this. Because we don't have a bathroom, we take our water away to different places to wash. Peter takes a bath in the office kitchen; Mr van D. takes his bath upstairs. Mrs van D. is yet to take a bath—she's waiting to see which the best place is. Father bathes in the private office and Mother in the kitchen behind a screen. Margot and I have declared the front office to be our bathing grounds. We draw the curtains and scrub ourselves in semi-darkness.

The plumber was at work downstairs on Wednesday. We were not allowed to run water during the day, and the bathroom was also off-limits. Father and I found a suitable pot which we could use as a toilet. We had to sit still all day and not say a word. You can imagine how hard that was for me.

Thursday, 1 October 1942

I got a terrible shock yesterday. At eight o'clock, the doorbell suddenly rang. All I could think was that someone was coming to get us, you know who I mean. But I calmed down when everybody swore it must have been either pranksters or the mailman.

From time to time, Peter can be very amusing. He and I have one thing in common: we like to dress up. One evening we made our appearance, with Peter in one of his mother's skin-tight dresses and me in his suit. He wore a hat; I had a cap on. The grown-ups split their sides laughing.

Elli bought new skirts for Margot and me at The Bijenkorf¹. They look like sacks!

Friday, 9 October 1942

Today I have nothing but dismal and depressing news to report. Our many Jewish friends and acquaintances are being taken away by the dozen to the concentration camps at Westerbork. We assume that most of them are being murdered. The English radio says they're being killed with gas. Perhaps that's the quickest way to die—maybe you don't suffer too much pain.

Tuesday, 20 October 1942

My hand still shakes, though it's been two hours since we had the scare. We heard some loud noises at our bookcase door. Someone kept knocking on the door, pulling and pushing it. We turned

1. The Bijenkorf: A large shop at the centre of Amsterdam

white with fear. We thought somebody had come to arrest us. Just when I thought my days were numbered, we heard Mr Koophuis' voice saying, "Open up, it's me." The door was stuck and he couldn't open it!

We had lots of fun on Monday. Miep and Jan spent the night with us. The menu was drawn up in their honor, and the meal was delicious.

Monday, 9 November 1942

Yesterday was Peter's sixteenth birthday. He received a game of Monopoly, a razor and a cigarette lighter. Not that he smokes so much, it just looks good.

The biggest surprise came from Mr van Daan, who reported that the English had landed in Tunis, Algiers, Casablanca and Oran. It is not the end of the war yet, but it has given us some hope.

I should talk to you about food at the Annex. Bread is delivered daily by a very nice baker, a friend of Mr Koophuis'. We also purchase ration books on the black market. Aside from the hundred cans of food we've stored here, we've bought three hundred pounds of beans. We decided to move them to the attic, and Peter was entrusted with the heavy lifting. He managed to get almost all the sacks up intact, however, the last one broke and a flood of brown beans came pouring down the stairs. Peter was stunned, but then burst into laughter when he saw me standing at the bottom of the stairs in a sea of brown. We promptly began picking them up, but the beans are so small and slippery that they have rolled into every corner and hole. Now each time we go upstairs, we bend over and hunt around for more beans.

Tuesday, 10 November 1942

Great news! We're planning to take an eighth person into hiding with us! It's just as dangerous whether there are seven or eight, and the situation outside is getting worse for Jews. We have chosen a dentist called Albert Dussel. He's known to be quiet and refined and he seems nice. Miep knows him well, so she'll be able to make the necessary arrangements. If he comes, Mr Dussel will have to sleep in my room instead of Margot, who will have to make do with the folding bed.

Tunis, Algiers, Casablanca and Oran: British and Americans troops invaded Algiers, Oran, and Casablanca—the areas in North Africa in the hands of the French. With most of North Africa already under the control of the Allies, this would help them gain control of the Mediterranean Sea and prepare them to invade Southern Europe. If they were successful in the attack, the Allies planned to move to Tunisia and attack the German forces there.

black market: when people buy and sell things unofficially, this is called the black market. The black market usually works when food, clothes or other things are hard to find and very expensive.

Tuesday, 17 November 1942

Mr Dussel has arrived. Everything went smoothly. Miep asked him to remove his coat so the yellow star couldn't be seen, and brought him to the private office. When he opened the bookcase and stepped inside, Mr Dussel was amazed. We were seated at the dining table waiting for him. Mr Dussel sank into a chair and stared at us in dumbstruck silence—he thought we had left the country! We all had lunch together. Then he took a short nap, put away his belongings and began to feel much more at home. Especially when we handed him the typewritten rules and regulations for the Secret Annex that the van Daans had written.



Orient BlackSwan

GUIDE TO THE SECRET ANNEX

For Jews and other people without homes

Open all year round: Near to the centre of Amsterdam, but in a quiet street with trees.

Price: Free.

Food: Low fat.

Water: In the bathroom (sorry, no fixed bath) and also on some of the walls.

Space for storing things: Plenty.

Private radio: For all guests after 6 p.m. But you must never listen to the news on German radio stations, only music.

Rest hours: From 10 p.m. to 7.30 a.m.; 10.15 a.m. on Sundays. This is for your safety. The Management may also ask you to rest at other times.

Use of language: Speak softly at all times, and not in German.

Exercise: Every day.

Lessons: Offered in English, French, and other subjects.

Singing: Only softly, and after 6 p.m.

Mealtimes:

Breakfast: 9 a.m. (11.30 a.m. on Sundays and holidays).

Lunch: A light meal from 1.15 p.m. to 1.45 p.m.

Dinner: Sometimes a hot meal, sometimes not. The time of dinner changes because of radio news broadcasts.

Bath: The moveable bath can be used by all guests after 9 a.m. on Sundays. You may take your bath in the bathroom, kitchen, private office or front office.

The end

Thursday, 19 November 1942

Just as we thought, Mr Dussel is a very nice man. Of course he didn't mind sharing a room with me. To be honest, I'm not exactly delighted about it, but you have to make sacrifices for a good cause. "If we can save even one of our friends, the rest doesn't matter," said Father, and he's absolutely right.

Mr Dussel has told us much about the outside world. He had sad news. Countless friends and acquaintances have been taken off to a dreadful fate. Night after night, green and grey military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house.

In the evenings when it's dark, I often see long lines of good, innocent people, accompanied by crying children, walking on and on. They are ordered about by a handful of men who bully and beat them until they nearly drop. No one is spared. The sick, the elderly, children, babies and pregnant women—all are marched to their death.

We're lucky here, away from the turmoil. But I feel bad sleeping in a warm bed, while somewhere out there my dearest friends are suffering. And only because they're Jews.

Saturday, 28 November 1942

Mr Dussel, the man who was said to get along so well with children, has turned out to be old-fashioned and fussy. He gives me long lectures on manners and regularly complains to Mother about me and I get scolded even more. In bed at night, as I think about my many sins, I get so confused. Am I really so bad? Afterwards, I end up crying or laughing, depending on my mood, and fall asleep wanting to be different.

Tuesday, 22 December 1942

The Annex was delighted to hear that we'll all be receiving an extra quarter pound of butter for Christmas. Each of us is going to bake something with the butter. This morning I made two cakes and a batch of cookies.

My dear roommate, Mr Dussel, thinks I make too much noise at night and says "shh shh" to me all night. According to him, I shouldn't even turn over. He's particularly infuriating on Sundays, when he switches on the light at the crack of dawn to exercise for ten minutes.

My plans for revenge, such as unscrewing the light bulb, locking the door, and hiding his clothes, have unfortunately had to be abandoned in the interests of peace. We've got to be reasonable about everything we do here: studying, listening, holding our tongues, helping others, being kind, making compromises and I don't know what else!

Wednesday, 13 January 1943

Terrible things are happening outside. At any time of night and day, poor helpless people are being dragged out of their homes. They're allowed to take only a small bag and a little cash with them, and even then, they're robbed of these possessions on the way. Families are torn apart—men,

women and children are separated. Children come home from school to find that their parents have disappeared. Women return from shopping to find their houses sealed, their families gone. The Christians in Holland are also living in fear because their sons are being sent to Germany. Everyone is scared. Every night hundreds of planes fly over Holland to drop bombs on German cities. Every hour, hundreds or maybe even thousands of people are being killed in Russia and Africa. The entire world is at war, and even though the Allies are doing better, the end is nowhere in sight.

As for us, we're luckier than millions of people. It's quiet and safe here, and we're using our money to buy food. We're so selfish that we talk about 'after the war' and look forward to buying new clothes and shoes. But actually we should be saving every penny to help others when the war is over.

The children in this neighbourhood run around in thin shirts and wooden shoes. They have no one to help them. Things have gotten so bad that they stop passersby in the streets to beg for a piece of bread. I could spend hours telling you about the suffering the war has brought, but I'd only make myself more miserable. All we can do is wait as calmly as possible for it to end.

Saturday, 27 February 1943

Pim is expecting the invasion by the Allies any day now. Churchill² has been ill, but is slowly getting better.

There's a new division of butter in the Annex. Each person is to get their portion on their own plate. The distribution is very unfair. The van Daans, who always make breakfast for everyone, give themselves a lot more butter than they do us. My parents are much too afraid of an argument to say anything.

Wednesday, 10 March 1943

Last night, the guns were booming away until dawn. I still haven't gotten over my fear of planes and shooting, and so I crawl into Father's bed nearly every night for comfort. I know it sounds childish, but wait till it happens to you! The guns make so much noise you can't hear your own voice.

Another night, we were all woken by strange noises inside the Annex. Peter went to the attic with a torch and—what do you think he saw? A whole lot of big rats!

Friday, 2 April 1943

Last night, I was lying in bed, waiting for Father to say my prayers with me. Mother came into the room, sat on my bed and asked very gently, "Anne, Daddy isn't ready. Shall I say your prayers with you tonight?" "No, Mommy," I replied. Mother got up, stood beside my bed for a moment and then slowly walked towards the door. Suddenly she turned, and her face was full of pain. She said, "I don't want to be angry with you. I can't make you love me!" A few tears slid down her cheeks as she left.

I lay still, thinking about how cruel I had been. But I couldn't have answered her any other way. I felt sorry for Mother, but the truth is that she's the one who first rejected me with her cruel jokes.

2. Winston Churchill led the British Government during World War II.

She cried half the night and didn't get any sleep. Father has avoided talking to me, but I can read his unspoken words: "How can you be so unkind? How dare you make your mother so sad?"

Everyone expects me to apologise, but I can't apologise for telling the truth.

Tuesday, 27 April 1943

Everyone in the Annex is quarrelling, everyone is mad at everyone else: Mother and I, Mr van Daan and Father, Mother and Mrs van Daan. The number of bombings on German cities is increasing every day. We haven't had a good night's rest in so long. It is very tense here.

Our food is also terrible. Breakfast consists of plain, unbuttered bread and coffee. For the last two weeks we have been eating vegetables that have a rotten taste. If you're trying to diet, the Annex is the place to be!

Saturday, 1 May 1943

Yesterday was Dussel's birthday. At first he acted as if he didn't want to celebrate it, but when Miep arrived with a large shopping bag full of gifts, he was as excited as a little kid. He got eggs, butter, cookies, lemonade, bread, cake, flowers, oranges, chocolate, books and writing paper. He put all his presents on a table and displayed them for three days, the silly old goat!

He already has a lot of food. We found bread, cheese, jam and eggs that he hasn't shared with us in his cupboard. And to think we shared everything we had with him!

Sunday, 13 June 1943

Father composed a lovely poem for my birthday. It's about me, and the hard life that I'm leading in the Annex under the control of parents who are always finding fault with me! It is very funny. The rest have also spoiled me. I received a number of presents, including a big book on my favourite subject, Greek and Roman mythology, and candy—people had to dig into the last of their stores for this.

Tuesday, 15 June 1943

We have to hand over our radio to the authorities. All over the country people are trying to get hold of an old radio that they can hand over so that they can keep their real radio secretly. Mr Koophuis has a small set hidden in his home that he's giving us to replace our beautiful big radio. It's against the rules, but what does that matter? We're already breaking the law by staying here! The radio with its wondrous voice helps us not to lose heart. As the reports from outside get worse, we keep telling ourselves, "Cheer up, keep your spirits high, things have to get better!"

Friday, 16 July 1943

There's been a break-in! Peter went down to the warehouse this morning and noticed at once that the warehouse door was open. Our orders in such situations are not to wash ourselves or run any

water, to be quiet, and not to go to the bathroom. Mr Koophuis later told us that the burglars had forced the door open and stolen two cashboxes and all our coupons for sugar. It won't be easy to get new ones.

Monday, 19 July 1943

North Amsterdam was very heavily bombed on Sunday. There was a great deal of destruction. Entire streets are in ruins, and it will take a while for them to dig out all the bodies. So far there have been two hundred dead and countless wounded. The hospitals are full.

Monday, 26 July 1943

We had a terrible bombing raid yesterday. The guns were booming loudly, the bombs kept falling and the entire house shook. I was holding on to my 'escape bag' tightly but I know we can't leave here. Being seen on the streets is just as dangerous as getting caught in an air raid. After half an hour, the planes flew away. There were columns of smoke rising from all over the city and the smell of fire was everywhere.

After dinner, there was another bombing raid. It was raining bombs and according to British reports, Schiphol Airport was bombed. My legs were still shaking from fear when I went to bed. At the stroke of midnight I woke up again: more planes! I ran to Father and stayed in his bed almost all night.

In the morning though, there was wonderful news, the best we've had in months—Mussolini has resigned and the King of Italy has taken over the government. We jumped for joy. After the awful events of yesterday, finally something good happens and brings us hope! Hope for an end to the war, hope for peace.

Tuesday, 3 August 1943

We just had another air raid. I decided to grit my teeth and practise being courageous. Mrs van Daan, the one who always said, "Let them fall", is the most cowardly one amongst us. She was shaking like a leaf this morning and even burst into tears.

We have had so little physical exercise in the Annex. We're so stiff we can hardly turn our heads.

Friday, 10 September 1943

Every time I write to you, something special has happened. Usually it is unpleasant, but this time however, something wonderful is going on. There was an announcement on the radio that Italy is out of the war! The British have landed in Naples, but Northern Italy is still occupied by the Germans.

There's bad news as well. It's about Mr Koophuis. It seems he has to go to the hospital for a very difficult operation on his stomach, and will have to stay there for at least four weeks. He's so brave—always smiling and cheerful though he's in pain.

Friday, 29 October 1943

Mr Koophuis is out of the hospital. But his stomach won't give him a moment's peace—he had to go home again today because it is still troubling him.

Mr and Mrs van Daan have been fighting. Mr van Daan sold his wife's fur coat for an enormous amount. She wanted to keep the money for herself, so she could buy new clothes after the war. Mr van Daan tried to make her understand that it was desperately needed for the expenses in the Annex but she was very stubborn. You can't imagine the screaming and stamping that went on. It was terrifying.

I'm doing fine, except I've got no appetite. I keep hearing, "Goodness, you look awful!" And I feel awful, especially on Sundays. The atmosphere inside is suffocating. Outside, you don't hear a single bird, and it is deathly quiet. I feel as though I'm being dragged down to hell. I wander from room to room, climb up and down the stairs, and feel like a bird whose wings have been ripped off. A voice inside me cries, "Let me out where there's fresh air and laughter!" I don't bother to reply to the voice. I go lie down on the divan. Sleep makes time go by more quickly.

Monday evening, 8 November 1943

My moods swing from one end to another, here in the Annex. I'm currently very depressed. I am so scared all the time. At night in bed, I see myself alone in a dungeon, without Father and Mother. Or I'm roaming the streets, or the Annex is on fire, or they come in the middle of the night to take us away and I crawl under my bed in desperation. Miep often says she envies us because we have such peace and quiet here. But it is as though the Annex is a small circle of blue sky, and all around it are black, dangerous clouds. We are safe for now, but the circle is getting smaller and the dangerous clouds are moving closer. If only we could find a way to escape the danger—oh circle, open wide and let us out!

Sunday, 2 January 1944

This morning, I was going through the old pages of my diary. I was shocked to see everything that I'd written about Mother. Why was I filled with so much anger and hate? I saw things only from my point of view without thinking about how I may have hurt others. I was furious at Mother (and still am a lot of the time). It's true, she didn't understand me, but I didn't understand her either. But now, the period when I made Mother shed tears is over. I've grown wiser and Mother isn't so nervous either. On the surface, we seem to be getting along better. But I can't love her like a child anymore.

Thursday, 6 January 1944

I have realised something about Mother. She sees us more as friends than as daughters. That's all very nice, of course, except that a friend can't take the place of a mother. I need my mother to set a good example and be a person I can respect.

On another note, I think that what's happening to me is so wonderful. I don't just mean the changes taking place on the outside of my body, but also those on the inside. Even though it is a nuisance

whenever I get my periods (three times so far), I'm happy about them. I feel I'm carrying a secret inside me. I'm always looking forward to the time when I'll feel like that again.

My need for someone to talk to in the Annex got so bad, that I went up to the attic to talk to Peter yesterday. I looked into his dark blue eyes and it gave me a wonderful feeling. I wanted him to tell me all about himself. But that night, I lay in bed and cried my eyes out. Did I have to *beg* Peter to talk to me? I'm not in love with Peter, of course, but I need a friend. So I have made up my mind to visit him more often, and get him to talk to me. If the van Daans had a daughter instead of a son, I'd have tried to make friends with her as well.

Wednesday, 12 January 1944

I have a craze for dancing and ballet at the moment, and practise dance steps every day. I've made a dance costume out of a dress belonging to Mother. I tried to turn my tennis shoes into ballet slippers, but with no success. Now, with the exercise, my body doesn't feel so stiff anymore.

Saturday, 15 January 1944

I'm not going to describe all our quarrels down to the last detail, but we're sharing food differently now. Each family has their own stores of meats and oils, and cooks their own potatoes. Mother has made a wish which isn't likely to come true any time soon: to not have to see Mr van Daan's face for two whole weeks. I wonder if everyone who shares a house ends up fighting like this. Or is it just that we are unlucky?

Thursday, 3 February 1944

Everyone in the country is talking about the Allied invasion. Reports say that the Germans will let water from the sea into the country and flood it³, in case Allied forces do invade Holland. What do we do if this happens? Everybody had a response to this tricky question.

"We'll have to walk through the water."

"Don't be silly. We'll have to try and swim. We'll all put on our bathing suits and swim underwater, so nobody can see we're Jews."

"Oh, please! Will the ladies swim with rats biting their legs!" (That was a man, of course; we'll see who screams loudest!)

The second question about the invasion: what should we do if the Germans make everybody leave Amsterdam?

"Leave the city along with the others. Disguise ourselves as well as we can."

"Whatever happens, don't go outside! The Germans will send everyone to Germany, where we will all die!"

3. Holland is very flat, and the water is carefully controlled. Once, most of the land was naturally under water.

"Of course we'll stay here. This is the safest place. Let's ask Miep and Koophuis to bring some extra blankets, just in case. And we'll order some extra food supplies. At the moment we've got about sixty-five pounds of beans and ten pounds of split peas. And don't forget the fifty cans of vegetables."

"What about the rest, Mother? Give us the latest figures."

"Ten cans of fish, forty cans of milk, three bottles of oil, four jars of meat, twenty jars of tomatoes, nine pounds of rice. That's it."

"Let's all make little bags for our money so we can hide them in our clothes if we need to leave here."

And on and on they go. All day long that's all I hear. Invasion, invasion, nothing but invasion. I'm very calm. I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just concentrate on studying and hope that everything will be all right in the end.

Wednesday, 16 February 1944

Today, I went up to get some potatoes from the attic for Mother. I had to go through Peter's room. When I was going up the stairs, he took my arm and tried to stop me. "I'll go," he said. I replied that it wasn't really necessary. On my way back down, I asked him what he was working on. "French," he replied. I asked if I could take a look at his lessons. Then I went to wash my hands and sat down across from him on the divan. After I'd explained some French to him, we began to talk about lots of things.

That evening he said something I thought was nice. We were talking about the picture of a movie star I'd once given him, which has been hanging in his room for at least a year and a half. He liked it so much that I offered to give him a few more. "No," he replied, "I'd rather keep the one I've got. I look at it every day, and the people in it have become my friends." I now understand why Peter always hugs Mouschi the cat so tightly. He obviously needs affection too.

Friday, 18 February 1944

Whenever I go upstairs, it's always so I can see *him*. Now that I have something to look forward to, my life here has improved greatly.

Mother doesn't like me going upstairs. She says I should leave him alone. She always looks at me so oddly when I go to Peter's room. When I come down again, she asks me where I've been.

Wednesday, 23 February 1944

The weather's been wonderful since yesterday, and I'm feeling so much better. I go to the attic almost every morning to get some fresh air. This morning when I went there, Peter was there too. The two of us sat down on the floor and looked out at the blue sky, the trees and the birds. It was so beautiful that we couldn't speak. I was thinking, "As long as the sky and the sunshine exist, and as long as I can enjoy it, how can I be sad?" The best remedy for those who are frightened, lonely or

unhappy is to go outside; somewhere they can be alone with nature. God wants us to be happy and enjoy the beauty of nature. I firmly believe that it can help us with all our troubles.

Sunday, 27 February 1944

Day and night, all I do is think about Peter. I dream about him and wake up thinking about him. I have a strong feeling that he and I aren't really that different as we seem to be on the outside. Both he and I have very strong feelings that cannot be controlled. Neither of us has a mother. His doesn't bother much about what goes on in his head; mine takes an interest in my life, but doesn't understand me at all.

Saturday, 4 March 1944

This is the first Saturday in months that hasn't been boring. The reason is Peter. I joined him and Father for their French lesson and I was in heaven because I was sitting on Father's chair, so close to Peter. Afterwards, we talked for so long. You have no idea how good it is to talk to him. Whenever I leave the room, and no one else can hear, he says, "Bye, Anne, see you later."

I'm so happy! I wonder if he's in love with me!

Tuesday, 14 March 1944

I'm sitting at the van Daans' table with a handkerchief covering my nose and mouth.

Let me start at the beginning. The people who supply us with food coupons have been arrested, so we don't have fats and oils. Miep and Mr Koophuis are ill, and Elli has no time to do shopping. So the food is miserable, as are we. Lunch today consisted of mashed potatoes and some smelly, rotting vegetables—that is why I'm wearing the handkerchief. To tell you the truth, the food wouldn't matter so much if life here were more pleasant. But life in hiding during the fourth year of war is no picnic.

Mr M, the man who sells us potatoes, butter and jam on the black market, has also been arrested. He has five young children and another baby coming.

Sunday, 19 March 1944

Yesterday was a great day for me. I had decided to talk with Peter. After lunch I went to his room. We stood in front of the window and talked as it grew dark. It's easier to talk in the semi-darkness than in broad daylight.

We told each other so much. It was the most wonderful evening I've ever had in the Annex. We talked about our problems with our parents. We talked about how when I'm miserable I cry my heart out in bed; he goes up to the loft and swears. We talked about everything possible—about our feelings and ourselves. It was just as I thought it would be.

We also talked about the year 1942, and how different we were back then. Neither of us liked the other at first. He'd thought I was a noisy pest, and I'd quickly concluded that he was uninteresting.

I told him that we are like two sides of the same coin—I'm noisy and he is quiet. But that I too liked peace and quiet. I understand how he feels when his parents fight and told him how much I'd like to help him during such times.

"But you're always a help to me!" he said.

"How?" I asked, greatly surprised.

"Because you're always cheerful."

That was the nicest thing he said all evening. It was wonderful. I think he loves me as a friend now and that's enough for the time being. I'm so happy and grateful.

Wednesday, 22 March 1944

Things are getting more and more wonderful here. I think that true love may be happening in the Annex. Everyone has been making jokes, saying that if we stayed in the Annex long enough, Peter and I might get married. Maybe the jokes are not so silly after all. Not that I'm thinking of marrying him, mind you. I don't even know what he'll be like when he grows up. Or if we'll even love each other enough to get married.

I'm sure now that Peter loves me too—I just don't know in what way. Does he only want a good friend, or maybe a sister? But oh, when I think about Saturday evening, for the first time I feel satisfied with myself. I wouldn't change a word of what I said.

Thursday, 23 March 1944

Things are more or less back to normal here. Our black market ration book men have been released from prison, thank goodness!

Yesterday, a plane crashed nearby. It crashed on top of a school, but luckily there were no children inside. There was a small fire and a couple of people were killed. As the crew got out of the plane, the Germans shot them. The locals who saw it nearly exploded with anger at the cowardliness of such a deed. We were also scared out of our wits by the noise. Brrr, I hate the sound of gunfire.

Tuesday, 28 March 1944

Mother has forbidden me to go up to Peter's room. She says it's because Mrs van Daan is jealous, but I think she's jealous herself. Father, however, thinks it's nice we get along so well.

Mother thinks that Peter is in love with me. To tell you the truth, I wish he were. He and I have so many difficulties, but I think we will overcome them. That will make it more beautiful in the end. When he lays his head on his arms and closes his eyes, he's still a child. When he plays with Mouschi, his cat, he's loving. When he carries the potatoes or other heavy loads, he's strong. When he goes to watch the gunfire or walks through the dark house to look for burglars, he's brave. When he's awkward and clumsy, he's hopelessly adorable.

Wednesday, 29 March 1944

Mr Bolkestein, the Cabinet Minister, made an announcement on the Dutch broadcast from London. He said that after the war, a collection would be made of diaries and letters written during and about the war. Everyone, of course, thought of my diary. Maybe I could also write a novel about the Secret Annex. The title would make people think it was a detective story! Seriously though, ten years after the war, people would find our lives very amusing—how we Jews in hiding lived, what we ate and talked about. There is so much that I don't write down here. For instance, about how frightened the women are during air raids. (Last Sunday, 350 British planes dropped 550 tons of bombs on IJmuiden. The houses trembled like blades of grass in the wind.) Or about the terrible diseases people are catching here.

People have to stand in line to buy vegetables and all kinds of goods. Doctors can't visit their patients, since their cars and bikes are stolen the moment they turn their backs. Burglaries and thefts are so common that you ask yourself what has gotten into the Dutch to make them such thieves. Little children—eight- and eleven-year-olds—smash the windows of people's homes and steal whatever they can. People don't dare leave their house for even five minutes because everything may be stolen. Even the electric clocks on street corners and the public phones are not safe.

Everyone's hungry—a week's food ration doesn't last two days. The Allied invasion seems so far away. The men are being sent off to Germany, the children are sick or undernourished, and everyone's wearing old, worn-out clothes and shoes. Shoe repair is expensive, and besides, if you give your shoes to a mender, you may never see them again.

Friday, 31 March 1944

Just imagine, it's still cold, and most people don't have anything to put on their fire and keep them warm. Sounds awful, doesn't it? People are optimistic about the battle at the Russian front. The Russians have reached the Polish border and the Prut River in Romania. But Hungary has been occupied by German troops. There are still a million Jews living there; I think they are doomed now.

Nothing special is happening here. Today is Mr van Daan's birthday. He received lots of presents and a cake. It was not perfect because of the poor quality of the ingredients, but it was still delicious.

They have stopped talking about me and Peter now. We're very good friends. We spend a lot of time together and talk about every imaginable subject. It's so nice that I don't have to hold anything back from him. He thinks we women are quite strong. I wonder why.

My life here has gotten better, much better. God has not left me, and He never will.

Monday, 3 April 1944

I'm going to write about the food situation here, since it's become a problem not only here in the Annex, but in all of Holland and Europe. In the twenty-one months we've lived here, there have been many times during which we had only one type of food to eat—one kind of vegetable or salad. We would eat it in every possible form or combination. Now there are no vegetables at all. Our weekly

lunch consists of brown beans and potatoes. We have soup and little packages of other things that make lunch more interesting. But it's mostly brown beans with everything, including bread.

The high point of the week is when we get a piece of sausage and jam with our bread. But what matters is that we're still alive, and much of the time the food still tastes good.

Wednesday, 5 April 1944

For a long time, I wondered why I was bothering to do any schoolwork. The end of the war still seemed so far away. I had decided that if the war wasn't over by September, I wouldn't go back to school, since I don't want to be two years behind. Only Peter filled my days. My dreams and thoughts were full of Peter, until Saturday night, when I felt miserable.

I sat on the floor in my nightgown and said my prayers. Then I lay down on the floor and cried. I tried to pull myself together and fought against it. Just before ten-thirty, I climbed back into bed—it was finally over. I finally realised that I must do my schoolwork to keep from being ignorant and to become a journalist. That's what I want!

I know I can write. A few of my stories are good, my descriptions of the Secret Annex are humorous, and much of my diary is alive but...I still don't know whether I have a true talent or not. Even if I don't have the talent to write books or newspaper articles, I can always write for myself. But I want to achieve more than that. I can't imagine living like Mother, Mrs van Daan and all the women who do their everyday work and then are forgotten. I need to have something more than a husband and children in life.

I want to make something of myself. I want to be useful and bring enjoyment to all people, even those I've never met. I want to go on living even after my death. I'm grateful to God for my ability to write and I am determined to at least try.

Tuesday, 11 April 1944

So much has happened; I really don't know where to begin. At nine-thirty, Peter knocked and asked Father to come upstairs and help him with a difficult English sentence. "That sounds fishy," I said to Margot. You could tell by the way the men were talking that there had been a break-in! I was right. The warehouse was being broken into at that very moment. Father, Mr van Daan and Peter went downstairs. Margot, Mother, Mrs van Daan and I waited. Four frightened women need to talk, so that's what we did until we heard a loud noise from downstairs. After that all was quiet. The clock struck a quarter to ten. But the men still hadn't come back.

We waited, calm but terribly afraid. Finally, at ten, the men came in, nervous and pale. "Lights out, we're expecting the police!" They told us what had happened, as we hid in the dark. Burglars had broken into the warehouse downstairs and on seeing them, Mr van Daan yelled "Police!" The burglars fled. Our men tried to put the warehouse door back up, but not before someone shone a light from the outside through the gap. Most probably the people with the flashlight had alerted the police. So all four of our men raced upstairs, and now we all waited in the dark for the police to come.

At eleven, we heard footsteps on the staircase. The fear was indescribable. "Now we're done for," I said. I had visions of all eight of us being dragged away by the police that very night. There was more

rattling at the bookcase. Then at last we heard the footsteps recede. We were out of danger, so far! A shiver went through everyone's body, no one said a word. We had to stay quiet all night. We tried to sleep on the floor but everyone was worried.

"We should hide the radio!" moaned Mrs van Daan.

"If they find us, what does it matter if they find the radio as well?" answered Mr van Daan.

"They'll also find Anne's diary," added Father.

"So burn it," someone suggested.

Oh, not my diary! If my diary goes, I go too! But thank goodness nothing more was said about this.

Next morning, we rang Mr Koophuis, and Jan and Miep arrived. They went off again to the police to inform them about the burglars. The house was an awful mess, so we cleaned up the place.

None of us has ever been in such danger as we were that night. God was truly watching over us. Just think—the police were right at the bookcase, and still no one had discovered our hiding place! "We have been saved, keep on saving us!" That's all we can pray for.

This incident has brought about a whole lot of changes. Peter will be patrolling the house between eight-thirty and nine-thirty. He isn't allowed to open his window anymore, since someone noticed it was open. We can no longer flush the toilet after nine-thirty at night. The incident has also reminded us that we're Jews. We must live like prisoners. We must put our feelings aside and be brave. One day this terrible war will be over. The time will come when we'll be people again and not just Jews.

Who has made us suffer like this? Who has set us apart from the rest of the world? God has made us the way we are, but it's also God who will lift us up again. If after all this suffering, there are still Jews left, the Jewish people will be held up as an example of goodness. Who knows, maybe our religion will teach the world and all the people in it about goodness, and that's the reason we have to suffer. We can never be just Dutch, or just English, we will always be Jews as well.

Be brave! There will be a way out. God has never left our people. Throughout history Jews have had to suffer, but this suffering has made us stronger. That night I really thought I was going to die. I was ready to die like a soldier. But now that I'm alive, I want to stay in this country even after the war. I love the Dutch, I love this country, I love the language, and I want to work here. If God lets me live, I'll achieve more than Mother ever did. I'll make my voice heard. I'll go out into the world and work for mankind.

Sunday, 16 April 1944

Yesterday was an important day for me. Isn't it an important day when a girl gets her first kiss?

Last night at eight I was sitting with Peter on his divan and he put an arm around me. I put my arm around his shoulder too. We've sat like this on other occasions, but never so close as we were last

patrolling: Keeping watch over an area by regularly walking or travelling around it

night. My heart began to beat faster. He wanted me to lay my head on his shoulder and then he put his on top of mine. It was so wonderful. I could hardly talk. At nine-thirty we stood up, Peter had to go check the building. How I suddenly made the right movement, I don't know, but he gave me a kiss. It was through my hair, half on my left cheek and half on my ear. I ran downstairs and didn't look back.

Friday, 28 April 1944

Last night Peter and I were sitting on the divan in each other's arms. Suddenly the usual Anne slipped away and a second Anne took her place. The second Anne is never overconfident or amusing, but wants only to love and be gentle. Tears rushed to my eyes. Did he notice? He made no movement to show that he had. Did he feel the same way I did? He hardly said a word. Did he realise he had two Annes with him? My questions went unanswered.

At eight-thirty I stood up and went to the window where we always say goodbye. I was still Anne number two. He came over to me, and I threw my arms around his neck and kissed him on his left cheek. I was about to kiss the other cheek when my mouth met his and we kissed on the lips.

Last night was a great shock to my heart. The gentle second Anne does not appear often but she's not about to leave anytime soon. Peter's reached a part of me that no one has ever reached before. Oh, Peter, what have you done to me?

But Anne, be honest. If I was older and he wanted to marry me, what would my answer be? I wouldn't be able to marry him. Peter is too much of a child. He has too little willpower, courage and strength. But it's so hard to let go.

Tuesday, 2 May 1944

Saturday night I asked Peter whether he thought I should tell Father about us. He said I should. I was glad; this shows he's sensible. As soon as I came downstairs, I went with Father to get some water. While we were on the stairs, I said, "Father, when Peter and I are together, we don't exactly sit at opposite ends of the room. Do you think that's wrong?" Father paused before answering, "No, I don't think it's wrong. But Anne, when you're living so close together, as we do, you have to be careful."

Then again on Sunday morning Father called me to him and said, "Anne, you must be the one to be careful. Men always want to take it further and you must set the limits. Outside, where you're free, things are different. You see other boys and girls; you can go outdoors, take part in sports and all kinds of activities. But here, you see each other all the time. If you're together too much and want to get away, you can't. Be careful, Anne, and don't take it too seriously!"

Father wants me to stop going upstairs so often, but I don't want to!

Wednesday, 3 May 1944

For the last two weeks, we've been eating lunch at eleven-thirty on Saturdays. Starting tomorrow it'll be like this every day. That will be one less meal each day. Vegetables are still very hard to come by. This afternoon we had rotten boiled lettuce. Add rotten potatoes to that and you have a delicious combination!

As you can imagine, we often ask in despair, “What’s the point of the war? Why, oh, why can’t people live together peacefully?” No one has come up with a satisfactory answer till now. Why is England manufacturing bigger and better airplanes and bombs and at the same time building new houses? Why are millions spent on the war each day, while not a penny is available for medical science, artists or the poor? Why do people have to starve when mountains of food are rotting away in other parts of the world? Oh, why are people so crazy?

I don’t believe war is simply the work of politicians. Oh no, the common man is every bit as guilty, otherwise, people and nations would have rebelled long ago! There’s an urge in everyone to rage, murder and kill. And until all of humanity, without exception, undergoes a change, wars will continue to be waged.

I’ve often been sad here. But I look upon our life in hiding as an interesting adventure. It’s full of danger and romance. I’ve made up my mind to lead a life that is different from other girls. I don’t want to become a housewife. Living in the Annex is a good beginning to an interesting life, and that’s the reason why I laugh at the humorous side of it, even the most dangerous moments.

I’m young and strong and cheerful. Every day I feel myself growing up. I feel the end of the war coming soon; I feel the beauty of nature and the goodness of the people around me. Every day I think what a fascinating and amusing adventure this is! So why should I despair?

Saturday, 6 May 1944

We can hardly believe what Jan, Mr Kraler and Mr Koophuis tell us about the prices and the people on the outside. Everything is expensive and everyone is buying and selling on the black market. Everyone has something to offer. One person has wool, another has ration books or cheese. Murders and thefts take place daily. Even the police and night watchmen are doing it. Everyone wants to put food in their stomachs, but don’t have enough money to do it.

Monday, 8 May 1944

Have I ever told you anything about our family? I don’t think I have, so let me begin. Father was born in Frankfurt to very wealthy parents. His father Michael Frank owned a bank and became a millionaire. When Father was young, there were parties and dancing every week and they lived in a huge house. After Grandpa died, most of the money was lost, and after the Great War there was nothing left at all. Mother’s family wasn’t as wealthy, but still pretty well-off. Mother has also told us stories about private balls, dinners and engagement parties with 250 guests.

We’re far from rich now, but I hope things will be better after the war. I’d like to spend a year in Paris and London learning the languages and studying art history. I want to see the world and do all kinds of exciting things. So a little money won’t hurt!

Friday, 19 May 1944

I felt really sick yesterday. Vomiting, headache, stomachache and anything else you can imagine. I’m feeling better today. I feel very hungry, but I think I’ll skip the brown beans we’re having for dinner.

All goes well with Peter and me. We kiss goodnight every evening and he always asks for one more kiss. He's so happy knowing somebody loves him. I'm not so close to him as I used to be, but you must not think my love has cooled. Peter's a darling, but I've closed the passage to my inner self from him. If he ever wants to find her again, he'll have to try much harder.

Monday, 22 May 1944

We have heard something horrible and frightening. It seems many people have changed their opinions about us Jews. They say that the Jews who are in prison tell the German authorities about their Christian helpers, who are then caught and punished terribly. All of this is true. But they should look at the matter from both sides: would Christians act any differently if they were in our place? Could anyone, regardless of whether they're Jews or Christians, remain silent when the Germans are trying to make them talk? Everyone knows it's practically impossible, so why do they ask the impossible of the Jews? I have only one hope: that this hatred of the Jews will pass soon. I hope the Dutch will not forget what they know in their hearts to be just and right, for this is not right.

Thursday, 25 May 1944

There's something happening every day now. This morning Mr van Hoeven, the man who brings us potatoes, was arrested. He was hiding two Jews in his house. It's terrible. The world's been turned upside down. The most decent people are being sent to concentration camps and prisons, while the lowest of the low rule over young and old, rich and poor.

Mr van Hoeven is a great loss to us too. Elli can't possibly carry such huge amounts of potatoes all the way here. So we have to eat fewer of them. Mother says we'll have to skip breakfast, eat hot cereal and bread for lunch, and fried potatoes for dinner. If possible, we'll have vegetables once or twice a week. That's all there is. We're going to be hungry, but nothing's worse than being caught.

Monday, 5 June 1944

There are new problems in the Annex. There has been a very silly quarrel between Dussel and the Franks. The van Daans don't see why we should bake a cake for Mr Kraler's birthday when we can't have one ourselves. Very petty. There are very few potatoes and vegetables left. The weather is bad. But the Allies are bombing Pas de Calais and the west coast of France.

Tuesday, 6 June 1944

"This is D-Day" the BBC radio announced at twelve. This is *the* day. The invasion has begun!

This is D-Day: On June 6, 1944, the Allied Forces of Britain, America, Canada and France attacked German forces on the coast of Normandy, France. With a huge force of over 150,000 soldiers, the Allies attacked and gained a victory that became the turning point in World War II in Europe. This famous battle is sometimes called D-Day or the Invasion of Normandy.

At one, BBC reported that 11,000 planes are flying in to help the invasion—either on bombing raids or carrying soldiers. 4,000 boats are arriving in the area between Cherbourg and Le Havre. English and American troops are already fighting there.

Is this really the beginning of the end of the war? It still seems too good to come true. Will this year, 1944, bring us victory? We don't know yet. But where there's hope, there's life. It fills us with fresh courage and makes us strong again.

The best part about the invasion is that I have the feeling that friends are on the way to free us from the Germans. Maybe, Margot says, I can even go back to school in October or September.

Friday, 9 June 1944

Great news of the invasion! The Allies have taken Bayeux, a village on the coast of France, and are now fighting for Caen.

Tuesday, 13 June 1944

Another birthday has gone by, so I'm now fifteen. I received quite a few gifts. Books on art history, a set of underwear, a handkerchief, a jar of jam, two honey cookies, a botany book from Father and Mother, a gold bracelet from Margot, candy from Miep and flowers from Peter.

The invasion is still going splendidly, in spite of the miserable weather—pouring rains, strong winds and rough seas.

Peter's affection for me grows day by day, but something is holding us back. Sometimes I think my terrible longing for him was not real. But that's not true, because if I'm unable to go to his room for a day or two, I long for him as desperately as I ever did. Peter is kind and good, and yet there are things I don't like about him. I especially don't care for his dislike of religion and the way he talks about food. And why doesn't he share his innermost thoughts with me?

I think it's because I haven't been outdoors for so long that I've grown so crazy about nature. I remember a time when a magnificent blue sky, chirping birds, moonlight and budding flowers wouldn't have affected me. But things have changed since I came here. Looking at the sky, the clouds, the moon and the stars really does make me feel calm and hopeful. It's the best medicine for all my troubles. Nature makes me feel humble and ready to face everything with courage!

Unfortunately, I can only look at nature through dusty curtains hung over dirty windows.

Tuesday, 27 June 1944

The mood has changed; everything is going well with the invasion. Cherbourg, Vitebsk and Zhlobin fell today to the Allies. What a feat! In the three weeks since D-Day, there hasn't been a day without rain and storms, but this bad luck hasn't kept the British and the Americans from displaying their might.

How far do you think we'll be on July 27?

Saturday, 15 July 1944

I know very well that I won Peter over as a friend and not the other way around. I created an image of him in my mind as a quiet, sweet boy badly in need of friendship and love. I too needed to pour out my heart to someone—a friend who would help me find my way. I succeeded—I finally got him to be my friend. But we became shockingly close. We talked about the most private things, but we haven't yet touched upon the things that are closest to my heart. And I still can't understand Peter. Is he shy, or is there really nothing deep in him?

The biggest mistake I made: I forced Peter, more than he realises, to get close to me, and now he's holding on too tightly. No other friendship is possible between us now. And I don't know how to change that anymore.

Friday, 21 July 1944

Things are going well! Great news! Someone tried to kill Hitler and it was actually a German general of high ranking. Hitler escaped, unfortunately, with only a few minor burns and scratches. But this is proof that many officers and generals are fed up with the war and would like to see it end.

Tuesday, 1 August 1944

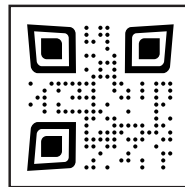
As I've told you before, I'm split into two different people. One side of me is cheerful, appreciates the lighter side of things and enjoys a rude joke or a kiss. No one knows my better, purer, deeper side and that's why most people don't like me. Oh, I can be an amusing clown for an afternoon, but after that everyone's had enough of me for a month.

I've tried to push the first Anne away, to beat her down, and hide her. But it doesn't work, and I know why. I'm afraid that people will laugh at me. Only the 'lighthearted' Anne is used to being laughed at; the 'deeper' Anne is too weak. If I force the good Anne to come out for even fifteen minutes, she refuses to speak and makes Anne number one do the talking. And before I realise it, the nicer Anne has disappeared.

So the nice Anne is never seen when there are other people around. But when I'm alone, it's she who's almost always there. I'm trying very hard to change myself, but it's tough. I know exactly how I'd like to be, how I am...on the inside. But unfortunately I'm like that only with myself. If I'm quiet and serious in front of the others, they think I'm ill! But I keep trying to find a way to become what I'd like to be and what I could be if...if only there were no other people in the world.

ANNE'S DIARY ENDS HERE

4 AFTERWORD



On the morning of 4 August 1944, a car arrived at 263 Prinsengracht, the address of the Secret Annex. German and Dutch police arrested the eight people who were hiding in the Annex. Somebody must have told the authorities that they were hiding there. They also arrested two of their helpers, Mr Kraler and Mr Koophuis. Miep and Elli were not arrested. The police took all the money and anything valuable that they could find in the Annex. Miep later found Anne's diary in the building and kept it safely until after the war.

The police took Kraler and Koophuis to a prison in Amsterdam. On 11 September 1944, they were sent to a concentration camp in Amersfoort, also in Holland. Because Koophuis was ill, he was allowed to go free on 18 September. He lived in Amsterdam until he died in 1959. Kraler later escaped, and he went to live in Canada, where he died in 1989.

Elli's full name was Elisabeth Voskuijl Wijk, and she died in Amsterdam in 1983. Miep Santrouschitz Gies lived in Amsterdam till she died in 2010, and her husband Jan died in 1993.

The eight people from the Annex were first taken to a prison in Amsterdam. Then they were sent to Auschwitz, the concentration camp in Poland. It seems that Mr van Daan died by gas at Auschwitz, and his wife was taken to several more concentration camps. She died in a concentration camp, though nobody knows exactly how.

On 16 January 1945, Peter van Daan had to go on the terrible prisoners' walk from Auschwitz to Mauthausen in Austria, where he died on 5 May 1945. He died only three days before the Allies got to the camp.

Albert Dussel died on 20 December 1944 in the Neuen Gamme concentration camp.

Edith Frank, Anne's mother, died in the Auschwitz concentration camp on 6 January 1945, too tired and too hungry to live any longer.

Margot and Anne Frank were taken from Auschwitz to the Bergen-Belsen concentration camp near Hanover, in Germany. A terrible illness attacked the prisoners there. They both died in the winter of 1944–45. Anne must have died in late February or early March. All the bodies of the prisoners were thrown together. The British army arrived at the camp on 12 April 1945.

Otto Frank was the only one of the eight to survive the war. After Russian soldiers reached Auschwitz, he was finally taken back to Amsterdam. In 1953, he moved to Switzerland, married again, and lived there until his death in 1980. He spent the rest of his life trying to share the message of his daughter's diary with the rest of the world.

Questions

Choose the best option. (The best answer is not just right, it is also well-reasoned and more relevant than the other options.) 

1. Why was the radio so important to the residents in the Annex?
 - a. Listening to the news kept them updated on the cruel treatment that was being meted out to the Jewish people by the Nazis.
 - b. The residents were starved for entertainment and the music that played on the radio helped them relax.
 - c. The radio united the residents of the Annex and kept them from fighting amongst themselves.
 - d. News on the war gave them courage and hope for freedom from persecution and hiding.
2. How did writing in a diary help Anne through her years in hiding?
 - a. Writing down her grievances against various members of the Annex helped Anne maintain her sanity.
 - b. Anne had no real friends; the diary was the best friend she ever had.
 - c. The diary was the one place where Anne could completely be herself; expressing her thoughts on everything helped her grow as a person.
 - d. Anne's feelings about Peter were too strong to be kept in. Writing in the diary helped her figure out her relationship with him and feel less confused.
3. Before the Franks went into hiding, they, like all Jews, had to live with a lot of restrictions on their freedom. What purpose did these restrictions serve?
 - a. They helped the Germans identify them as Jews.
 - b. They stripped the Jews of their rights as citizens.
 - c. It humiliated and caused pain to the Jews.
 - d. It kept them apart from the non-Jewish population.
4. Why did the Franks dress in a lot of clothes when they left for the Annex?
 - a. It was very early when they left the house and hence cold.
 - b. The Jews were not allowed the use of suitcases outside the house.
 - c. Suitcases would draw a lot of attention to the Franks.
 - d. It would look as though they were escaping if they carried suitcases.
5. Why do you think Anne's diary became so iconic?
 - a. The courage and strength embodied by a young girl during one of the darkest periods of history inspired readers.
 - b. The diary was an honest account of the suffering of Jews during World War II.
 - c. The diary offered the readers a very unique perspective on the War.
 - d. The readers had come to know Anne personally and the tragedy that befell her and the other residents was very moving.
6. Do you think the diary is an accurate portrayal of all the residents of the Secret Annex?
 - a. Yes, Anne Frank was a smart girl and a good judge of human nature.

- b. Anne kept to herself a lot, so maybe the diary isn't perfectly accurate.
 - c. The representation of the other residents included Anne's biases and prejudices against them.
 - d. The isolation of hiding in a small space forced all the residents to get to know each other very well.
7. *We can never be just Dutch, or just English—we will always be Jews as well.* What does this line tell you?
- a. Religion was very important to the Jewish people, more so than their citizenship in one country or another.
 - b. By persecuting Jews from all across Europe, the Nazis had set the Jews apart from the non-Jews in their respective countries.
 - c. Having moved from Germany to Holland, Anne and her family felt like they were more Jewish than they were Dutch.
 - d. Anne and the other residents did not feel as though they belonged to Holland anymore.
8. *I'm split into two different people.* The issue Anne explores in her last diary entry is one of _____.
- a. adolescence
 - b. identity
 - c. love
 - d. discrimination
9. How did Anne feel when she saw Jews outside on the streets, being marched to concentration camps?
- a. Terrible that she couldn't save them.
 - b. Thankful that she was safe.
 - c. Guilty that she was fortunate to live in hiding.
 - d. Anne had heard so many stories of suffering by then that she had grown numb to it.
10. *I don't believe war is simply the work of politicians. Oh no, the common man is every bit as guilty.* In this diary entry, according to Anne, what is the common man guilty of?
- a. Building concentration and death camps.
 - b. Allowing the Nazis to wage war and persecute the Jews.
 - c. Betraying the Jews in hiding.
 - d. Spending on war instead of education and health.

Short answers

1. Why do you think Mr Keesing chose the topic 'A Chatterbox' for Anne's homework? (Sunday, 21 June 1942)
2. Why was father angry? (Wednesday, 1 July 1942)
3. Which two incidents from the diary entries of Wednesday, 24 June and Sunday, 5 July 1942 show the kind of difficulties the Jewish people were facing?
4. What was the strange thing about bathing in the Secret Annex? (Tuesday, 29 September 1942)

5. What is the difference between Anne's mother and father, according to Anne? (Sunday, 27 September 1942)
6. How do the residents of the Annex manage to get their food? (Monday, 9 November 1942)
-  7. The prospectus shows the sense of humour of the inmates and their opinions on the German invasion. Discuss. (Tuesday, 17 November 1942)
8. What do they get to know from Mr Dussel about the world outside? (Thursday, 19 November 1942)
9. What little cheer does Christmas bring to the residents? (Tuesday, 22 December 1942)
10. Describe briefly the scene outside the Secret Annex. (Wednesday, 13 January 1943)
11. Discuss how the living conditions of the residents of the Annex had deteriorated. Also mention how it affected their mood and behaviour. (Tuesday, 27 April 1943)
-  12. How important is a radio to the people in Holland? Why do you think the authorities don't allow a radio? (Tuesday, 15 June 1943)
13. What is the good news about the war and what is the bad news about Mr Koophuis' health? (Friday, 10 September 1943)
14. What was Anne ashamed about when she read the pages of her diary? (Sunday, 2 January 1944)
-  15. Anne is maturing both physically and emotionally. Elaborate on this statement. (Thursday, 6 January 1944)
16. What are the changes in the relationship between the people in the Annex? (Saturday, 15 January 1944)
-  17. What do you think—do all people who share space and resources begin to hate each other? Why or why not? (Saturday, 15 January 1944)
-  18. What do you think Anne is feeling, after reading her reaction to the conversation around her? (Thursday, 3 February 1944)
-  19. What are the reasons that make Anne feel that Peter needs to feel loved? (Wednesday, 16 February, 1944)
-  20. What do the children see from the attic? How does it make them feel? (Wednesday, 23 February 1944)
21. What are the similarities between Anne and Peter? Do you think these reasons contribute to them becoming closer? (Sunday, 27 February 1944)
22. Who is Mr M? What has happened to him? (Friday, 14 March 1944)
23. How are the residents affected by the arrests of their helpers? (Tuesday, 14 March 1944)
-  24. How do you think Anne helps Peter by being cheerful? Why is this important? (Sunday, 19 March 1944)
-  25. How has Anne and Peter's relationship changed from 1942 to now? (Wednesday, 22 March 1944)
26. How does it help the residents of the Annex that the black market ration book men are out of prison? (Thursday, 23 March 1944)
27. What are the difficulties that people have to face during a war? (Wednesday, 29 March 1944)
-  28. What is the tone of this entry—is Anne angry, sad or matter-of-fact? Why? (Wednesday, 29 March 1944)
-  29. Why do you think the residents of the Secret Annex continued to celebrate birthdays even in hiding? (Friday, 31 March 1944)
-  30. Have Anne's feelings about being in hiding changed? How and why? (Friday, 31 March 1944)

31. What are the two rare moments of excitement about food for the residents?
(Monday, 3 April 1944)
-  32. How is life in the outside world? Do you think the people inside the Annex had a better life?
(Saturday, 6 May 1944)
33. Do you think people's perception of the Jews is right? What reasons could cause them to think like that? (Monday, 22 May 1944)
34. What are Anne's feelings when the invasion finally takes place? (Tuesday, 6 June 1944)
35. What does Anne describe as being 'the best medicine'? Why? (Tuesday, 13 June 1944)
-  36. Who are the two Annes? (Tuesday, 1 August 1944)

Think and answer.

1. Why do you think memories were more important to Anne than dresses?
2. What tells us that Otto Frank and other Jews living in Holland knew they would have to go into hiding soon?
3. *Madame now has a new trick up her sleeve...* Why does Anne refer to Mrs van Daan as 'madame'?
4. Why is Mr Dussel asked to remove his coat *so the yellow star couldn't be seen*?
5. Study the *GUIDE TO THE SECRET ANNEX* and answer these questions.
 - a. What tells us that the Franks did not discriminate against anyone?
 - b. Why were residents of the Secret Annex asked not to listen to news on German radio stations?
 - c. Who does 'Management' refer to?
 - d. Why were residents asked not to speak in German?
6. What do you think Mrs van Daan meant when she said "let them fall", referring to the aerial bombing?
7. *I wander from room to room, climb up and down the stairs, and feel _____.*
Complete the sentence using one word to describe how Anne was feeling.
8. What does Anne mean when she says "I can't love her like a child anymore", referring to her mother?
9. Try to map these statements to the correct speaker from the residents of the Secret Annex. Support your answer with a reason.
 - a. "We'll have to walk through the water."
 - b. "We'll all put on our bathing suits and swim underwater, so nobody can see we're Jews."
 - c. "Oh, please! Will the ladies swim with rats biting their legs!"
10. If you could rephrase Father's advice to Anne about getting too close to Peter into a direct warning or suggestion, how would you say it? Write it down in one sentence.

Long Answers

1. Anne calls her diary 'the nicest present' that she had received on her thirteenth birthday. How did the diary prove to be a true friend to the sensitive teenager?
2. Why does Anne think that she will be a strong person one day? Explain your answer with examples.
3. Comment on Anne Frank's erratic relationship with her mother.

4. How does Anne describe the eight residents of the Annex? What does it reveal about her?
5. Based on her diary entries from 12 June 1942 to 13 June 1943, how do you think Anne's life changed from her thirteenth birthday to her fourteenth birthday? (changes in school life, friends, social life, living arrangements, food, health and relationships with others).
6. How do the circumstances in which they were living encourage the relationship of Anne and Peter?
7. Write a brief character sketch of Anne Frank. Choose words that describe Anne's character and find examples from the text for each—*optimistic, intelligent, curious, moody, sensitive, practical, well-educated, selfish, egoistical, talkative, lively, rebellious, serious, happy-go-lucky*.
8. Even before going into hiding, Anne is sensitive to the difficulties the Jewish people have to face. Comment on Anne's feelings about the discrimination meted out to the Jewish people.
9. Work with your partner and complete the table below.

Anne at the beginning of the book	Anne at the end of the book
happy-go-lucky, worried only about marks or friends	lonely, worried about her own and her family's future

10. Explain Anne's relationship with Nature.
11. Anne's diary is not simply a record of everyday events. It has several themes which are listed below. Write short notes or sentences about each theme.
 - War
 - Isolation and loneliness
 - Growth of a person from childhood to adolescence
 - Family relationships
 - Selfishness
 - Generosity and greed
 - Fear (of being caught, uncertainty about future)
 - Inward versus outward self (Anne)
 - Anti-Semitism
12. Explain the historical background of *The Diary of a Young Girl*. Include information about the causes of World War II, Hitler's power and influence, prejudice at that time, lost privileges of the Jews, and how these factors affected Anne's family.
13. While Anne is surrounded by petty-minded people, she also has people around her who are examples of extraordinary courage and heroism. Comment.
14. After reading Anne Frank's diary, what idea do you have of the effects of war? What important historical lessons do you learn from it?