

Tips to write a Formal Letter :

1. Properly write your postal address, e-mail address, phone number or any other contact information.
2. Write a simple salutation.
3. State the argument you are responding to, provide evidence and say what should be done.
4. Give a simple closing.
5. Keep the tone 'formal' or 'business like' but always polite and courteous.
6. Keep the language formal, straight forward and clear. There is no ambiguity.

Format

1. Sender's address
2. Date (any standardised format -21.5.20 /21 May '20 / 21/5/20 etc.)
3. Receiver's address—mentioned in the Q/ fictitious (receiver's address may also be followed by date)
4. Subject
5. Salutation
6. Complimentary close
 - An organised format structure is expected.
 - Absence of even one aspect shall result in credit of ½ marks only.
 - Full credit of 1 mark requires all listed aspects of format.
 - Zero credit if just format is listed without letter content.

Format of a Formal Letter**Sample Letter :**

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

<i>Sender's Address</i>	50-C, Pushp Vihar, New Delhi	<i>Leave one line (Spacing)</i>
<i>Date</i>	26 August 20××	<i>Leave one line (Spacing)</i>
<i>Receiver's Designation and address; Subject Statement should not be very lengthy</i>	The Editor, India Today, New Delhi Subject : Ban on Poly Bags	<i>(Spacing)</i>
<i>Salutation</i>	Sir,	<i>Salutation</i>
<i>Change in paragraph with the change in point.</i>	Through the columns of your reputed newspaper, I wish to share my views on poly bags which are largely used these days. I totally agree with the views, published in the article 'Ban on Poly Bags'. It is a fact that poly bags are harmful due to their non-biodegradable nature. They don't decompose, instead they choke the drainage system. Most animals eat them and die in the long run. If they are burnt, their obnoxious smell pollutes the atmosphere.	<i>Details</i>
<i>Never use apostrophe in Yours</i>	I wish that people at large, in their own interest and in the interest of mother earth wake up to this problem. Everyone should stop using poly bags. Jute bags, paper bags, etc., should take their place. I request you to publish this letter of mine in your newspaper so as to make everyone aware about the harm of poly bags.	<i>Why ban poly bags ?</i>
<i>Write full name if it is given</i>	Thank you Yours truly Kavita Khanna	<i>Measures that should be taken</i>

(A) Letter to SHO requesting action against flouters of quarantine rules

- An organised format structure is expected.
- Absence of even one aspect shall result in credit of ½ marks only.
- Full credit of 1 mark requires all listed aspects of format.
- Zero credit if just format is listed without letter content.

Suggestive Points:

Complaint about some residents not following the quarantine rules.

- There is an evident disregard to the rules of social distancing.
- People roaming without masks in the colony.
- No staying indoors.
- The Resident Welfare Association is not taking any steps to prevent such behaviour.
- Any other relevant.

Impact

- Putting everyone's life at risk through their casual behaviour.
- Aggravates mental stress.
- Any other relevant.

Appeal

- Request to look into the matter at the earliest.
- Take immediate action.
- Any other relevant point.

[CBSE Marking Scheme, 2020]

Detailed Answer:

Satya Nagar Colony

Bhubaneswar

24 May, 20XX

The Station House officer

Satya Nagar Police Station

Bhubaneswar, Odisha

Subject: Complaint Against Flouters of Quarantine Rules

Sir,

Through this letter of mine, I would like to draw your attention towards some residents of our colony who are repeatedly flouting quarantine rules which have been laid out during the outbreak of COVID 19 pandemic.

There is an evident disregard to the rules of social distancing. Many people are roaming without masks in the colony and do not stay indoors. Despite repeated requests, they are turning a deaf ear to all the appeals. The RWA is also not taking any steps to prevent such behaviour. It is a matter of great concern as they are putting everyone's life at great risk through their casual behaviour. It aggravates mental stress also.

I request you to look into the matter at the earliest. I earnestly hope that you will take immediate action against these people. I hope for a positive response from your end.

Thank you.

Yours sincerely

Tarun

OR

(B) Letter to Book Haven Store requesting home delivery of ordered goods

Competency applied for overall expression

- Paragraphing recommended. Listing of points shall lead to deduction of 1 mark
- Opening--using phrases like 'This is with reference to the order ...'; 'Kindly refer to order no....' etc.
- Reason—using 'because', 'due to', 'since' etc.
- Request-- use of 'Kindly...', 'I would be grateful...' etc.
- Accuracy—grammar, spellings

– Reference

Competency applied for content

- Reference to order placed telephonically for pick-up in person

– Inform**– Give reason** - Illness, family emergency, professional commitments, any other relevant reason &

- Inform about inability to pick in person, provide reason/s and forward request to deliver the goods at home

– Request

- Present details of suitable time slot, conformation of address and phone number

– Details

[CBSE Marking Scheme, 2020]

Detailed Answer:

204 Prakasham Nagar
Secunderabad

14 October 20XX

The Sales Manager
Book Haven Store
Secunderabad

Subject: Request for home Delivery of Books.

Sir,

This is with reference to the order placed telephonically on 9 October '20 by me for some reference books, registers, oil pastels, and brushes, I had informed you that I would pick up the goods of the placed order in person.

But through this letter, I request you to make arrangements for the home delivery of ordered goods. Actually, an emergency meeting has been called by our organisation and I have to leave for Mumbai for one week tonight only. I would really be grateful if you deliver the ordered goods at the address stated above.

Thank you.

Yours sincerely
Vaijanthi

□□

Chapter - 3 : Grammar

1. Tenses :➤ Present tense :**1. Indefinite (Simple) Tense****Henceforth****MV-** Main verb**HV-** Helping verb**Usage :****(i) Habitual actions :** He **gets up** early in the morning.**(ii) Scientific facts :** Water **boils** at 100 centigrade.**(iii) Universal facts/General truth :** The sun **rises** in the east.**Keywords :** daily, never, always etc.**Verb :**

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

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

Sentences

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

2. Continuous (Progressive, Imperfect) Tense

Usage :

(i) Action taking place at the time of speaking.

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

(ii) Action continued over a period of time in the present.

- I am working on a science project nowadays.

Keywords : nowadays, at present, these days etc.

Verb :

MV- I form + ing

HV- is, am, are

3. Present Perfect Tense

Usage :

Just completed action.

- I have completed my homework just now.

Keywords : Recently, Just now

Verb :

MV- III form

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

4. Perfect Continuous Tense

Usage :

Action started somewhere in the past but being done now.

Example

- I have been living in Baroda for the last two years.
- She has been studying in this school for two years.

Keywords : Since, for

Verb :

MV- I form + ing

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

Since- Point of time

For- Period of time

➤ Past Tense :

1. Past Indefinite (Simple) Tense

Usage :

Action done in remote past.

Example

- I went to Mathura yesterday.
- I did not go to Mathura yesterday.

Keywords : - yesterday, last, etc.

Verb :

MV- II form (Affirmative sentences)

HV- Did

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

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

2. Past Continuous Tense

Usage :

An action done progressively in the past.

Example

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

Keywords : those days, etc.

Verb :

MV-I form + ing

HV- was, were

3. Past Perfect Tense

Usage :

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

- The patient had died before the doctor came.

Keywords : before, when, as soon as etc.

Verb :

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

HV- had (earlier past)

4. Past Perfect Continuous Tense

Usage :

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

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

Keywords : since, for

Verb :

MV- I form + ing

HV- had been

➤ Future Tense :

1. Future Indefinite (Simple) Tense

Usage :

Refers to simple action which is yet to take place.

I will go to Surat tomorrow.

Keywords : tomorrow, next, coming etc.

Verb :

MV- I form

HV- will, shall (Modals)

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

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

2. Future Continuous Tense

Usage :

A progressive future action.

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

Keywords : tomorrow at this time etc.

Verb :

MV- I form + ing

HV- will, shall (Modals) + be

3. Future Perfect Tense

Usage :

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

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

Keywords : after, by, etc.

Verb :

MV- III form

HV- will, shall (Modals) + have

4. Future Perfect Continuous Tense

Usage :

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

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

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

Verb :

MV- I form + ing

HV- will, shall (modals) + have been

➤ Future Time Reference

1. By using – will/shall

- I'll go to Agra tomorrow.

2. By using – Simple Present tense

- What time does the match begin?

3. By using – Present Continuous tense

- The PM is leaving for America next week.

4. By using – Going to :

- I am going to take bath.

5. By using – about to :

- The train is about to come.

2. Modals :

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

Modal Verbs Function/Idea conveyed

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

3. Subject-verb Agreement

A verb must agree with its subject in number and person, *i.e.*, the verb should be of the same number and person as the subject.

- Mohan **likes** sweets.
- Children **like** sweets.

1. Two or more singular subjects joined by 'and' take a plural verb;

- He and his brother were absent.

⇒ **Note:**

☞ When two subjects are regarded as representing one idea, then the verb is singular;

- Slow and steady **wins** the race.

☞ If two singular nouns refer to the same person or thing, the verb must be singular;

- The poet and philosopher is dead. [Here 'poet' and 'philosopher' refer to the same person.]

2. If two singular nouns joined by 'and' are preceded by 'each' or 'every', the verb is singular;

- Every man and every woman in the village **was** terrified.

3. Two or more singular subjects connected by 'or, nor', either or, neither nor, take a singular verb;

- Either Ashok or Ranjit is the culprit.

⇒ **Note:** when one of the nouns or pronouns joined by 'or, nor' is in the singular and the other on the plural, the subject should be placed near the verb;

- John **or** his brothers are to blame.

4. If two subjects joined by, 'or, nor' are of different persons, the verb agrees in person with the subject nearest to it;

- Either you or he is telling a lie.;

5. If two nouns are joined by 'with or as well as' the verb agrees with the first noun, *i.e.* if the first noun is singular, the verb must be singular, even if the second noun is plural;

- Raman as well as his friend **has** won the prize.

6. A collective noun takes a singular or in plural verb according to the sense;

- The jury [=men of the jury] **were** divided in their opinions.

- The jury [=one body] **has** elected its leader.

7. 'Either, neither, each, every one, many a' must be followed by a verb in the singular;

- Either of the two candidates is suitable.
- Each one of these men is reliable.

8. When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular;

- One lakh rupees **is** a good sum (not are)

9. Similarly, with titles of books and names of sciences

- The Arabian Nights **is** an interesting book.

10. A relative pronoun always agrees in number and person with its antecedent;

- I am a woman who works (not work) for children's welfare.

11. Errors of Proximity (nearness):

Often the verb is made to agree in number with a noun near to it instead of its proper subject. This should be avoided:

- The behaviour of the children was excellent [Here the verb will agree with 'behaviour' not children]

- The quality of the mangoes was (not were) good.

12. Some sentences begin with 'there' or 'here'. In these sentences the subject comes after the verb and the verb agrees with the subject;

- Here is a rabbit.
- There is one girl behind the door.

4. Determiners :

What are determiners?

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

Types :

- (a) **Articles** : a, an and the
 (b) **Demonstrative adjectives** : this, that, these, those

- (c) **Possessives** : my, our, your, his, her, its, their
 (d) **Adjectives (Quantity and Number)** : some, any, much, many, all, both, little, few, several, less, one, two, etc.
 (e) **Others** : each, every, next, another, either or neither nor, first, second, etc.



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

- Used before singular countable nouns.
- Represents a class or kind in general.
e.g. - A cow gives us milk.

↓

(Every Cow)

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

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

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

↓

(First time reference)

→ (Second time reference)

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

↓

(Phrase)

- Used before superlatives
She is the tallest girl of the class.
- Used before the names of water bodies
i.e. - rivers, seas, oceans
The Ganges, The Arabian Sea, The Pacific Ocean, etc.
Note : not used before the names of lakes.
e.g. Dal Lake.
- Used before the names of mountain ranges.
e.g. The Himalayas.
Note : not used before the names of peaks.
e.g. Mount Everest.
- Used before the names of satellites, planets, stars.
e.g. The moon, the earth, the sun.
- Used before the names of monuments and memorials.
e.g. The Red Fort, The Taj Mahal.
- Used before the names of states/countries that have a common noun in their name.
e.g. the USA, the UAE, the UNO, the UK.
- Used before the names of scriptures.
e.g. The Ramayan, The Quran, The Guru Granth Sahib, The Bible.
- Used before the names of newspapers, magazines.
e.g. The Times of India, The Competition

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

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

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

Usage :

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

Success Review, The Reader's Digest.

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

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

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

(a) Kalidas is the Shakespeare of India.
(a great dramatist)

(b) **Demonstrative adjectives**

This- to demonstrate nearby things

That- to demonstrate far off things

These- plural of 'this'

Those- plural of 'that'

(c) **Possessives**

These are used to show belongingness/ ownership.

e.g. ● This is my book.

● That is his book.

5. Reported Speech (Narration) :

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

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

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

Examples :

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

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

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

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

Thus,

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

Rules for changing Direct Speech into Indirect

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

Thus,

- A simple present becomes a simple past.**
 - Direct :** He said, "I am quite well."
 - Indirect :** He said that he was quite well.
- A present continuous becomes a past continuous.**
 - Direct :** She said, "My brother is writing a letter."
 - Indirect :** She said that her brother was writing a letter.
- A present perfect becomes a past perfect.**
 - Direct :** Lakshmi said, "I have passed the examination."
 - Indirect :** Lakshmi said that she had passed the examination.
- The will/shall of the Future Tense is changed into would/should**
 - Direct :** The girl said to her friend, "I will write a letter."
 - Indirect :** The girl said to her friend that she would write a letter.
- The simple past in the Direct becomes the Past perfect in the Indirect.**
 - Direct :** Doctor said, "The patient died in the night."
 - Indirect :** Doctor said that the patient had died in the night.

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

- Direct :** The girl says, "I may not sing today."
- Indirect :** The girl says that she may not sing that day.
- Direct :** Rahim will say, "I have not done my work."
- Indirect :** Rahim will say that he has not done his work.

Exception :

- If the reported speech contains some universal truth or habitual fact, the tense of the verb does not change even if the reporting verb is in the past tense.
 - Direct :** The teacher said to the students, "The earth is round."
 - Indirect :** The teacher said to the students that the earth is round.
- When two actions occur at the same time in the past, no change in the tense of the verb in the reported speech is made.
 - Direct :** He said, "I cried out when I saw the thief coming."
 - Indirect :** He said that he cried out when he saw the thief coming.
- Words expressing nearness in time or place are generally changed into words expressing distance. Thus:-

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

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

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

- Direct :** He said, "I am glad to be here this evening."
- Indirect :** He said that he was glad to be there that evening.

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

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

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

Thus,

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

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

Indirect : He says that he is going to Delhi.

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

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

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

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

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

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

5. Questions :

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

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

Indirect : He asked me what I was doing.

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

Indirect : The stranger enquired where I lived.

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

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

6. Commands and Requests :

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

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

Indirect : Ganguly ordered Mahmood to go away.

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

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

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

7. Statements

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech. Therefore, you need to learn how to transform direct speech into reported speech. The structure is a little different depending on whether you want to transform a statement, question or request.

Indirect : He forbade the students to make noise.

7. Exclamation and Wishes :

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

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

Indirect : He exclaimed sadly that he was ruined.

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

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

8. Said to :

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

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

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

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

Indirect : He told me that I was getting lazy.

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

9. Must and need not :

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

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

Indirect : He said that he had to go then.

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

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

(b) **'Must' is used in place of 'should/would, have to' when it expresses necessity or compulsion.**

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

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

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

When transforming statements, check whether you have to change:

- pronouns
- present tense verbs (3rd person singular)
- place and time expressions
- tenses (backshift)

Type	Example
Direct speech	"I speak English."
Reported speech (no backshift)	He says that he speaks English.
Reported speech (backshift)	He says that he spoke English.

8. Questions

When transforming questions, check whether you have to change:

- pronouns
- present tense verbs (3rd person singular)
- place and time expressions
 - *tenses (backshift)*

Also note that you have to:

- *transform the question into an indirect question*
- *use the interrogative or if / whether*

Type	Example
With interrogative	Direct speech "Why don't you speak English?"
	Reported speech He asked me why I didn't speak English.
Without interrogative	Direct speech "Do you speak English?"
	Reported speech He asked me whether/ if I spoke English.



Literature

(Prose) Chapter - 1 : A Letter to God

— By G.L. Fuentes

SUMMARY—

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

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

The next Sunday, Lencho went to the post office. The postmaster handed him the letter. Lencho was not at all surprised on receiving a letter from God. He had unshakable faith that God would reply in the form of money and he did receive it. He opened the envelope but became angry on counting the money. There were only seventy pesos in the envelope, whereas he had asked for one hundred. He knew God could not have made a mistake. Immediately, he wrote another letter to God, put it in the mail-box and went out.

The postmaster took out the letter from the mail-box and opened it. Lencho had requested God to send the rest of the money *i.e.*, thirty pesos as he had received only seventy pesos. Lencho had a feeling that the people at the post office had cheated him by taking out some money from God's envelope. So, he wrote that God should not send money through mail as according to him, the post office employees were a bunch of crooks.

Chapter - 2 : Nelson Mandela : Long Walk To Freedom

— By Nelson Rolihlahla Mandela

SUMMARY—

The oath taking ceremony of Nelson Mandela, the first black President of South Africa, and his colleagues took place on 10th May 1994. It was a historic occasion. Dignitaries and representatives of 140 countries came to attend it. The ceremony took place in the lovely sandstone amphitheater, formed by the Union Buildings in Pretoria. First, Mr. De Klerk, the 2nd Deputy President, and then Thabo Mbeki, the 1st Deputy President were sworn in. Nelson Mandela took oath as the President. He pledged to obey and uphold the Constitution and devote himself to the well-being of the republic and its people.

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

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

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

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

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

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

His comrades taught him what courage meant.

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

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

Mandela said that he was born free. He had the freedom to run in the fields, swim in the stream and ride on a bull. Boyhood freedom was an illusion. As a student he wanted transitory freedom—freedom to stay out at night, to read books of his choice. As a young man, he yearned for basic honourable freedoms of achieving his potential, of earning, of marrying and having a family. When he became a young man and joined the African National Congress Party, he first wanted freedom only for himself and then for all his people and his country. Both need to be liberated. The oppressor is a prisoner of hatred, prejudice and narrow mindedness. The oppressor and the oppressed, both are robbed of their humanity.

Chapter - 3 : Two Stories About Flying

— By Liam O' Flaherty

(A) His First Flight

SUMMARY—

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

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

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

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

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

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

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

He had made his first flight.

(B) Black Aeroplane

— By Frederick Forsyth

SUMMARY—

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

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

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

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

The seagull waited a moment in surprise. He wondered why his mother did not come nearer. He was so mad with hunger that he dived at the fish. He fell outwards with a scream and downwards into space. His mother had swooped upwards. As he passed beneath her, he heard the swish of her wings. Then a great fear caught him. His heart stood still. He could hear nothing. But it only lasted for a moment. The next moment, he felt

his wings spread outwards. He felt the wind rushing against his breast feathers. It rushed under his stomach, and against his wings. He was not falling headlong now. He was soaring slowly downwards and upwards. He was no longer afraid.

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

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

He had made his first flight.

Chapter - 4 : From The Diary of Anne Frank

SUMMARY—

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

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

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

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

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

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

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

Then the teacher gave her another essay, 'An Incurable Chatter Box'. It was a sort of punishment for Anne for talking in class. Anne wrote it and handed it in. For two whole lessons, nothing went wrong. But in the third lesson, Mr. Keesing, again, was annoyed with her and gave her an essay to write on 'Quack Quack Quack, said Mistress Chatterbox'. At this topic, the whole class roared. Anne too laughed. Though Anne tried for this essay but her friend Sanne became ready to help her. In a way the teacher was playing a joke on her but in other words it was a joke on him. So, Anne wrote this essay like a poem. Anne read the poem in the class. It stated, "There was a mother duck and a father Swan with three ducklings. The ducklings were beaten to death by their father since they quacked too much". It was Anne's good luck that the teacher took it in the right way. He read the poem, gave his own comments. After that Anne was allowed to talk and no extra work was given. Since then, Mr. Keesing too started making jokes.

Chapter - 5 : The Hundred Dresses-I

— By Eleanor Estes

SUMMARY—

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

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

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

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

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

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

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

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

Chapter - 6 : The Hundred Dresses-II

— By Eleanor Estes

SUMMARY—

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

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

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

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

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

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

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

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

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

□□

(Poetry) Chapter - 1 : Dust of Snow

— By Robert Frost

SUMMARY—

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

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

Explanation of the Poem

1. The way a crow
Shook down on me
The dust of snow
From a hemlock tree
Has given my heart
A change of mood
And saved some part
Of a day I had rued.

Explanation: The poet is upset and sitting under the hemlock tree. Suddenly a crow, sitting on the tree, shakes the particles of snow from the tree which fall on the poet. The soft and cold touch of snow changes the poet's mood from sad to happy. He starts feeling soothed and refreshed. In this way, a simple moment proves to be very significant and saves the rest of the day of poet from being wasted and held in regret.

Chapter - 2 : Fire and Ice

SUMMARY—

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

Explanation of the Poem

1. **Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.**

Explanation: The poet says that there are two notions in the society about the destruction of the world. The first of these theories states that fire will cause the disaster to happen. He equates fire with human passion and desire. The poet frankly confesses that he agrees with those people who believe that the world will be burnt by fire.

2. **But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.**

Explanation: In these lines, the poet stops discussing the first theory and goes on to talk about the second theory – the theory about the destruction of earth by ice. He does not disagree with the first theory about fire. He simply considers what might happen if the earth were to be destroyed a second time. He is sure that the second time ice will be enough to destroy the earth as nearly and effectively as the fire. He then compares ice with hatred and indifference.

Chapter - 3 : A Tiger in The Zoo

— By Leslie Norris

SUMMARY—

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

Explanation of the Poem

1. **He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.**

Explanation: The tiger in the zoo walks in the limited space provided to it in a concrete cell in a zoo. It takes a few steps. There are stripes on its body which are quite prominent. Its paws are soft like velvet. No noise is produced when it walks on its 'pads of velvet'. The tiger is in rage but silent because he finds himself helpless in the locked cell.

2. **He should be lurking in shadow,****Sliding through long grass****Near the water hole****Where plump deer pass.**

Explanation: The poet suggests that the cage is not the proper place for the tiger. It is not its natural habitat. He should have been sitting under long grass near a stream. As soon as he would see his prey, like deer coming, he would slide silently through the grass and kill them. The poet wants to convey that the tiger should be there in the forest, in its natural habitat and not in a cage.

3. **He should be snarling around houses****At the jungle's edge,****Baring his white fangs, his claws,****Terrorising the village !**

Explanation: The poet then gives another suggestion that the tiger should be sitting at the jungle's edge in close vicinity of a village. He should be terrorising the people passing that way by its sharp teeth, baring its claws and producing low sound of anger.

4. **But he's locked in a concrete cell,****His strength behind bars,****Stalking the length of his cage,****Ignoring visitors.**

Explanation: The poet now shows deep sympathy at the plight (unpleasant situation) of the tiger that is imprisoned in a cell made of concrete. He cannot come out of the cell because strong bars are fixed. Thus, the poet says that the tiger's strength is locked behind the bars. He shows no interest in looking at the visitors. Rather he keeps on stalking (in anger) in the limited space of the cage.

5. **He hears the last voice at night,****The patrolling cars,****And stares with his brilliant eyes****At the brilliant stars.**

Explanation: The poet again takes the readers to the cage where the tiger is sitting in the cage and feeling unpleasant and restless. He hears the sound of the patrolling cars of the zoo authorities. He shows no interest in them. He stares at the shining stars with his brilliant eyes and hopes for his freedom. The poet raises a moral issue here. He intends to present a strong case against the cruelty.

Chapter - 4 : The Ball Poem

— By John Berryman

SUMMARY—

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

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

Explanation of the Poem

1. **What is the boy now, who has lost his ball,
What, what is he to do ? I saw it go
Merrily bouncing, down the street, and then
Merrily over — there it is in the water!
No use to say 'O there are other balls'.**

Explanation: The poem is about a little boy. He loses his ball and watches it bouncing down the street into the water. To us, the loss of ball is of minor consequence but to the little boy, it was a valued possession. The ball had been with him for a long time and it was linked to the memories of the days when he played with it.

2. **An ultimate shaking grief fixes the boy
As he stands rigid, trembling, staring down
All his young days into the harbour where
His ball went. I would not intrude on him;
A dime, another ball, is worthless.**

Explanation: The boy is very much troubled at the loss of his ball and plunges into grief. He stands stiff and trembling while staring at his ball. He is upset as he looks into the gloomy water because it has been with him for

a long time. When the ball bounces into the water, all his memories of the childhood days flash in front of him. Moreover the poet doesn't offer him money to buy another ball because that would be worthless.

3. **Now he senses first responsibility**

In a world of possessions.

People will take balls,

balls will be lost always, little boy.

And no one buys a ball back. Money is external.

Explanation: The boy cannot find his ball in the gloomy water. This is when he gets his first sense of responsibility. The poet suggests that from the loss of the ball, the boy is learning what it means to lose something in the world of possessions, where he will lose things, he will buy some more to replace the ones lost, but would never be able to buy back the thing that he had lost. The poet, thus, makes the boy understand about his responsibility as the loss is immaterial. Money is external as it cannot buy memories, nor can it replace the things that we love, the things that really matter.

4. **He is learning, well behind his desperate eyes,**

The epistemology of loss, how to stand up

Knowing what every man must one day know

And most know many days, how to stand up.

Explanation: The poet suggests that from the loss of the ball, the boy is learning how to stand up in a world of possessions. The boy is learning what it means to lose something. The poet says that knowing that everyman has to stand up after such losses, the boy too will learn how to stand up and leave the losses behind as he would have understood the true meaning and nature of loss.



Supplementary Reader : **(Footprints without Feet)**

Chapter - 1 : A Triumph of Surgery

— *By James Herriot*

SUMMARY—

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

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

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

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

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

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

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

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

Chapter - 2 : The Thief's Story

— By Ruskin Bond

SUMMARY—

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

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

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

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

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

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

Chapter - 3 : Footprints without Feet

— By H. G. Wells

SUMMARY—

Griffin was a brilliant scientist. He carried on experiments for years to prove that human body could become invisible. He swallowed certain rare drugs and became an invisible person. He had a quarrel with his landlord. In revenge, he set fire to the house. He removed his clothes, became invisible and got away without being seen. He began to wander about the streets of London, without clothes, without money and invisible.

He happened to be in some mud. As a result, his footprints were left behind as he walked. Two boys were fascinated by the footprints without feet. They followed the foot-marks. However, Griffin easily dodged them. It was mid-winter. The air was bitterly cold and he was without clothes. When the cold became unbearable, he slipped into a big London store. When the store was closed, he broke open boxes and found warm clothes for himself. On wearing them, he became a visible person. He found cold meat and coffee in the kitchen. Then he took sweets and wine. At last, he slept on a pile of quilts. When he woke up the next morning, the assistants had already arrived. He got nervous and began to run. They chased him. Then he quickly took off his clothes, became invisible and escaped from there.

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

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

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

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

Mrs. Hall was convinced that the room was haunted by spirits. She held the strange scientist responsible for that. The neighbours felt that the trouble was caused by witchcraft. When they came to know of the burglary at the clergyman's home, they suspected the strange scientist. Their suspicion was strengthened when he suddenly produced some ready cash because only a day before, he had admitted that he had no money.

They secretly sent for the village constable. When Mrs. Hall saw the scientist emerging from his empty room, she demanded explanation. The scientist became furious. He threw off his bandages, whiskers, spectacles and false nose. The space above his shoulders was now empty. The people in the bar were horrified to see a headless man.

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

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