

Class 10th English First Flight Chapter 4 From the Diary of Anne Frank Questions and Answers Gujarat Board

From the Diary of Anne Frank Class 10 Question Answer GSEB

[Oral Comprehension Check \(Textbook Page No. 51\)](#)

Question 1.

What makes writing in a diary a strange experience for Anne Frank ?

Answer:

Writing in a diary was a strange experience for Anne Frank as she never had a diary and it was a gift on her 13th birthday. She considered it her best friend on which she relied the most and with whom she shared all her ups and downs.

Question 2.

Why does Anne want to keep a diary ?

Answer:

Anne always feels lonely and distressed so to get off all the burden and pain she wants to keep a diary in which she finds a true friend as she has hardly any friends whom she could confide in.

Question 3.

Why did Anne think she could confide more in her diary than in people ?

Answer:

Anne felt that paper had more patience than people to listen to her plight. So, it was easier for her to write all kind of thoughts which she had in her mind. Her personal diary was not meant for any one else to read.

Question 4.

Why does Anne provide a brief sketch of her life ?

Answer:

By providing the brief sketch of her life, Anne wants to give an overview of her family, relatives and her age. This helps the reader to develop a connection with the author.

Question 5.

What tells you that Anne loved her grandmother ?

Answer:

Anne lived with her grandmother for sometime while her parents settled down in Holland. She was very close to her Grandmother. She writes in her diary, "No one knows how often I think of her and still love her". On her 13th birthday by lighting up one candle for Grandmother she shows her love for her.

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Question 6.

Why was Mr Keesing annoyed with Anne ? What did he ask her to do ?

Answer:

Mr Keesing was annoyed with Anne because she was very talkative. He punished her by giving her extra home work to write essays to keep her silent and the topics always related to her nature.

Question 7.

How did Anne justify her being a chatterbox in her essay?

Answer:

Anne justified her being a chatterbox in her essay by explaining that it is due to her mother who was also very talkative and nobody could do anything about their inherited traits.

Question 8.

Do you think Mr Keesing was a strict teacher ?

Answer:

No, Mr Keesing was not a bad or strict teacher because a teacher does something for the welfare of his students. Any teacher would be annoyed if children keep on talking in the class. Secondly, if he had been strict he would not have laughed at Anne's funny arguments.

Question 9.

What made Mr Keesing allow Anne to talk in class ?

Answer:

Anne's last essay in the form of a poem showed Mr Keesing the lighter side of a naughty child. It helped bridge the generation gap between the teacher and the student.

Thinking about the Text

Question 1.

Was Anne right when she said that the world would not be interested in the musings of a thirteen-year-old girl ?

Answer:

Yes, Anne was right when she said so because most of the people don't want to give importance to a child's perspective toward the world because they are too immature for the world. But Anne Frank has become one of the most discussed of all holocaust victims. Her 'diary' has been translated into many languages,

Question 2.

There are some examples of diary or journal entries in the 'Before You Read' section. Compare these with what Anne writes in her diary. What language was the diary originally written in ? In what way is Anne's diary different ?

Answer:

Anne's diary was entirely different from most of the examples given before the text. It was somewhere closer to the memoir in which the name of Raj Kapoor has been mentioned. It

was originally written in Dutch, It has informal tone which exudes the careful nature of a teenager.

Question 3.

Why does Anne need to give a brief ? sketch about her family ? Does she treat s 'Kitty' as an insider or an outsider ?

Answer:

Anne gave an introduction of her family 5 in the 'diary' because it was hard to make other realise that a thirteen-year-old teenager could write about her loneliness. Kitty was an s 'outsider' which was gifted by her parents on her 13th birthday but she considered it her best friend and treated it as an insider.

Question 4.

How does Anne feel about her father, her grandmother, Mrs Kuperus and Mr Keesing ? What do these tell you about her ?

Answer:

Anne has fond memories of her father, grandmother, Mrs Kuperus and Mr Keesing, who have left indelible impressions on her mind and affected her life a lot. The way she represents all of them in her diary reveals that Anne was very good at understanding people and at developing interpersonal relations.

Question 5.

What does Anne write in her first essay ?

Answer:

Mr Keesing asked her to write an essay on the topic 'A Chatterbox' as punishment. In the essay she accepted the drawbacks of being talkative but argued that it was in her genes as her mother was also very talkative. It was difficult to give up the habit and it was also a student's trait. Even Mr Keesing laughed at the argument she had given.

Question 6.

Anne says teachers are most unpredictable. Is Mr Keesing unpredictable ?

Answer:

Anne took perfect example of Mr Keesing as an unpredictable teacher because Mr Keesing seemed to be indifferent towards Anne's behaviour. Earlier he laughed but later he allowed Anne to talk in the class post reading her essays.

Question 7.

What do these statements tell you about Anne Frank as a person ?

(1) We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other.

(2) I don't want to jot; down the facts in this diary the way most people would do, but I want the diary to be my friend.

(3) Margot went to Holland in December and I followed in February, when I was plunked



down on the table as a birthday present for Margot.

(4) If you ask me, there are so many dummies that about a quarter of the class should be kept back, but teachers are the most unpredictable creatures on earth.

(5) Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking.

Answer:

(1) Anne is reserved.

(2) She is self-confident and inventive.

(3) She is humorous as well.

(4) Anne is intelligent.

(5) She has a sense of propriety and convincing attitude.

Thinking about Language

Match the compound words under column 'A' with their meanings under column 'B'. Use each in a sentence.

Column 'A'	Column 'B'
1. Heart-breaking	a. Obeying and respecting the law
2. Homesick	b. Think about pleasant things, forgetting about the present
3. Blockhead	c. Something produced by a person, machine or organisation
4. Law-abiding	d. Producing great sadness.
5. Overdo	e. An occasion when vehicles/machines stop working
6. Daydream	f. An informal word which means a very stupid person
7. Breakdown	g. Missing home and family very much
8. Output	h. Do something to an excessive degree.

Answer:

(1 – d), (2 – g), (3 – f), (4 – a), (5 – h), (6 – b) (7 – e), (8 – c).

Phrasal Verbs:

Find the sentences in the lesson that have the phrasal verbs given below. Match them with their meanings. (You have already found out the meanings for some of them.) Are their meanings the same as that of their parts ? (Note that two parts of a phrasal verb may occur separated in the text.)



'A'	'B'
1. Plunge in	a. Speak or write without focus
2. Kept back	b. Stay indoors
3. Move up	c. Make (them) remain quiet
4. Ramble on	d. Have a good relationship with
5. Get along with	E. Give an assignment (homework) to a person in authority (the teacher)
6. Calm down	f. Compensate
7. Stay in	g. Go straight to the topic
8. Make up for	h. Go to the next grade
9. Hand in	i. Not promoted

Answer:

(1 – g), (2 – i), (3 – h), (4 – a), (5 – d), (6 – c), (7 – b), (8 – f), (9 – e).

Idioms:

Question 1.

Here are a few sentences from the text which have idiomatic expressions. Can you say what each means ? (You might want to consult a dictionary first.)

1. Our entire class is quaking in its boots.
2. Until then, we keep telling each other not to lose heart.
3. Mr Keesing annoyed with me for ages because I talked so much.
4. Mr Keesing was trying to play a joke ? on me with this ridiculous subject, but s I'd make sure the joke was on him.

Answer:

1. Shaking with fear and nervous.
2. Not to thin about negative side, but hope for the best.
3. For quite a long time.
4. Joke would be on him only.

Question 2.

Here are a few more idiomatic ' expressions that occur in the text. Try to use them in sentences of your own.

1. caught my eye
2. had enough



3. laugh ourselves silly
4. can't bring myself to
5. break somebody's heart
6. close/dear to heart
7. from the (bottom of your) heart
8. have a heart
9. have a heart of stone
10. your heart goes out to somebody

Answer:

1. While I was in the market, a beautiful purse had caught my eye.
2. The teacher said that he'd had enough and he wanted all the notebooks by Wednesday.
3. We laughed ourselves silly on his stupid jokes.
4. I can't bring myself to terms with S this tragedy.
5. It is not a good habit to break somebody's heart.
6. I am very close to my father's heart.
7. I thank you from the bottom of my heart for being my mentor.
8. I request you to have a heart and look again at my application.
9. It is said that people like Hitler had a heart of stone.
10. As I looked at the shabbily dressed up children, my heart went out to them.

Contracted Forms:

Question 1.

Make a list of the contracted forms in the text. Rewrite them as full forms of two words.

For example : I've = I have

Answer:

1. I've-I have
2. Doesn't – does not
3. Won't-will not
4. I'm-I am
5. Don't – do. not
6. Can't – cannot
7. it's-it is
8. That's – that is
9. I'd-I would/I had
10. Didn't – did not
11. Who'll-who will
12. You're-You are
13. We'll-We will
14. There's-there is
15. He'd-he would/he had
16. Who's-who is
17. Haven't-have not



Question 2.

We have seen that some contracted forms can stand for two different full forms:

For example : I'd – I had or I would

Find in the text the contracted forms that stand for two different full forms, and say what these are.

Answer:

He'd – He had or he would



Class 10th English First Flight Poem Chapter 6 Amanda Questions and Answers Gujarat Board

Amanda Class 10 Questions and Answers GSEB

Thinking about the Poem

Question 1.

How old do you think Amanda is ? How do you know this?

Answer:

Amanda appears to be a teenager. Terms; like 'Acne' and 'Sulking'; indicate towards Amanda being a teenager.

Question 2.

Who do you think is speaking to her ?

Answer:

It is probably her mother or a guardian.

Question 3.

Why are Stanzas 2, 4 and 6 given in parenthesis ?

Answer:

These stanzas tell the inner thoughts of Amanda. These are given in parenthesis to give a visual contrast so that readers can easily understand.

Question 4.

Who is the speaker in Stanzas 2, 4 and 6 ? Do you think this speaker is listening to the speaker in Stanzas 1, 3, 5, and 7?

Answer:

Amanda is the speaker in Stanzas 2, 4 and 6. She is not listening to the speaker in Stanzas 1, 3, 5 and 7.

Question 5.

What could Amanda do if she were a mermaid ? (August 20)

Answer:

As a mermaid; Amanda could drift blissfully in the sea. Drifting is different from swimming. While swimming amounts to controlled strokes, drifting is more careless. Swimming can be extraneous but drifting can be more pleasant.

Question 6.

Is Amanda an orphan ? Why does she say so ?

Answer:

The way Amanda is being told about Dos and Don'ts, she cannot be an orphan. In this poem, the word 'orphan' has been used as a metaphor. We can compare it with street urchins who have all the time to enjoy their childhood.



Question 7.

Do you know the story of Rapunzel ? Why does she want to be Rapunzel ?

Answer:

Rapunzel was a princess with long golden hair. Her hair was so strong that she used to drop her hair from the tower she was living in and her prince charming used to climb by using her hair.

But Amanda wants to enjoy the tranquillity of her tower and doesn't want to let down her hair. She doesn't want any prince to disturb her peace.

Question 8.

What does the girl yearn for? What does this poem tell you about Amanda ?

Answer:

Amanda yearns for some freedom so that she could enjoy her growing years. Amanda is like most of the teenagers who want to have their own private spaces. It is true that some social conditioning and tutoring is necessary to develop people as better persons, but it is equally true that everyone should get some time to enjoy the bliss of freedom.

Question 9.

Read the last stanza. Do you think Amanda is sulking and is moody ?

Answer:

Since Amanda had been scolded so she appears to be sulky and moody. But her inner thoughts of being a mermaid, of being a careless child, of being a princess on a solitary tower, show that she is a normal adolescent who has her own dreams and desires.

