

Chapter 4 – From the Diary of Anne Frank

Summary of Chapter 4 – From the Diary of Anne Frank (Eng)

This chapter is an excerpt from *The Diary of a Young Girl*, written by Anne Frank. Anne, a Jewish teenager, wrote about her experiences during World War II while hiding from the Nazis in Amsterdam. She starts by describing her thoughts on having a diary and how she feels lonely despite having a family and friends. She sees her diary as a trusted friend, whom she names "Kitty."

Anne provides a glimpse of her school life, talking about her teachers and classmates. She humorously describes her struggle with a strict teacher, Mr. Keesing, who often punished her for being talkative. Instead of being upset, Anne cleverly wrote a funny essay titled "A Chatterbox," explaining why she talks so much. Mr. Keesing, amused by her creativity, eventually stops punishing her and enjoys her writings.

The chapter highlights Anne's intelligence, humor, and perspective on life despite being in a difficult situation. Her diary became an important historical document, offering insights into the life of a young Jewish girl during the war.

Summary of Chapter 4 – From the Diary of Anne Frank (In Hindi)

यह अध्याय "द डायरी ऑफ ए यंग गर्ल" से लिया गया है, जिसे ऐन फ्रैंक ने लिखा था। ऐन, जो एक यहूदी किशोरी थी, ने द्वितीय विश्व युद्ध के दौरान नाज़ियों से छिपते हुए अपने अनुभवों को अपनी डायरी में दर्ज किया। वह बताती है कि वह अकेली महसूस करती है, भले ही उसके परिवार और दोस्त हैं। इसलिए, वह अपनी डायरी को अपना सबसे अच्छा दोस्त मानती है और उसे "किटी" नाम देती है।

ऐन अपने स्कूल के अनुभवों के बारे में भी लिखती है, खासकर अपने शिक्षकों और सहपाठियों के बारे में। वह मज़ाकिया अंदाज़ में अपने शिक्षक, मिस्टर कीसिंग का जिक्र करती है, जो उसे बहुत बातूनी होने के कारण दंडित करते थे। लेकिन ऐन उदास होने के बजाय एक रचनात्मक निबंध "ए चैटरबॉक्स" (एक बकबक करने वाली लड़की) लिखती है, जिसमें वह अपने बातूनी स्वभाव को मज़ेदार तरीके से सही ठहराती है। मिस्टर कीसिंग उसकी बुद्धिमत्ता और हास्य से प्रभावित होते हैं और उसे सजा देना बंद कर देते हैं।

यह अध्याय ऐन की चतुराई, हास्य भावना और जीवन के प्रति उसके दृष्टिकोण को दर्शाता है। उसकी डायरी ऐतिहासिक रूप से बहुत महत्वपूर्ण बन गई, क्योंकि इसने युद्ध के दौरान एक यहूदी लड़की के जीवन की झलक दुनिया को दी।

Activity

Q 1: Do you keep a diary? Given below under 'A' are some terms we use to describe a written record of personal experience. Can you match them with their descriptions under 'B'? (You may look up the terms in a dictionary if you wish.)

A	B
(i) Journal	– A book with a separate space or page for each day, in which you write down your thoughts and feelings or what has happened on that day
(ii) Diary	– A full record of a journey, a period of time, or an event, written every day
(iii) Log	– A record of a person’s own life and experiences (usually, a famous person)
(iv) Memoir(s)	– A written record of events with times and dates, usually official

Ans 1:

A	B
(i) Journal	– A full record of a journey, a period of time, or an event, written every day
(ii) Diary	– A book with a separate space or page for each day, in which you write down your thoughts and feelings or what has happened on that day
(iii) Log	– A written record of events with times and dates, usually official
(iv) Memoir(s)	– A record of a person’s own life and experiences (usually, a famous person)

Q 2: Here are some entries from personal records. Use the definitions above to decide which of the entries might be from a diary, a journal, a log or a memoir.

(i) I woke up very late today and promptly got a scolding from Mum! I can’t help it — how can I miss the FIFA World Cup matches?

Ans I: **Diary** - A diary records personal experiences, thoughts, and feelings. This entry expresses emotions and daily life events in a personal tone.

(ii) 10:30 a.m. Went to the office of the Director

01:00 p.m. Had lunch with Chairman

05:45 p.m. Received Rahul at the airport

09:30 p.m. Dinner at home

Ans II: **Log** - A log maintains a structured and time-based record of events. This entry lists activities in a sequential, factual manner without emotions.

(iii) The ride to Ooty was uneventful. We rested for a while every 50 km or so, and used the time to capture the magnificent landscape with my HandyCam. From Ooty we went on to Bangalore.

What a contrast! The noise and pollution of this once-beautiful city really broke my heart.

Ans III: **Journal** - A journal provides detailed observations and reflections. This entry includes travel details along with personal reflections and observations about the changing environment.

(iv) This is how Raj Kapoor found me — all wet and ragged outside R.K. Studios. He was then looking for just someone like this for a small role in Mera Naam Joker, and he cast me on the spot. The rest, as they say, is history!

Ans IV: **Memoir** - A memoir is a recollection of past experiences, often focusing on significant life events. This entry narrates an important personal incident in the writer's life.

Oral Comprehension Check

Q 1: What makes writing in a diary a strange experience for Anne Frank?

Ans 1: Anne Frank found writing in a diary unusual because she had never done it before. She received the diary as a gift on her thirteenth birthday and considered it her closest friend. While she enjoyed expressing her thoughts and emotions, she also doubted whether anyone would be interested in the writings of a young schoolgirl. Nevertheless, she used her diary as a safe space to share her worries and feelings openly.

Q 2: Why does Anne want to keep a diary?

Ans 2: Anne often felt lonely and had no close friends with whom she could share her thoughts. Writing in a diary allowed her to express her emotions, release her worries, and confide in something she considered a true companion. It became a way for her to process her feelings and find comfort.

Q 3: Why did Anne think she could confide more in her diary than in people?

Ans 3: Anne felt that paper had more patience than people when it came to listening. She found it easier to write down her thoughts and emotions in her diary rather than share them with others. Her diary became a trusted confidant where she could express herself freely without fear of judgment, knowing that it was meant for her eyes only.

Oral Comprehension Check

Q 1: Why does Anne provide a brief sketch of her life?

Ans 1: Anne provides a short introduction to her life to share details about her family, school, and personal experiences. By doing so, she helps readers connect with her and better understand the events happening around her at that time.

Q 2: What tells you that Anne loved her grandmother?

Ans 2: Anne had a deep bond with her grandmother, as she lived with her in Aachen while her parents settled in Holland. She frequently mentioned her grandmother in her diary, showing how much she meant to her. After her grandmother passed away in January 1942, Anne wrote, "No one knows how often I think of her and still love her," expressing her deep affection. On her thirteenth birthday, she even lit an extra candle to honor her grandmother, demonstrating her love and gratitude.

Oral Comprehension Check

Q 1: Why was Mr Keesing annoyed with Anne? What did he ask her to do?

Ans 1: Mr. Keesing was annoyed with Anne because she was very talkative in class. To discipline her, he often gave her extra homework, asking her to write essays on topics related to her talkative nature in an attempt to keep her quiet.

Q 2: How did Anne justify her being a chatterbox in her essay?

Ans 2: In her essay, Anne defended her talkative nature by explaining that she had inherited it from her mother, who was even more talkative than her. She argued that inherited traits couldn't be changed, making it natural for her to be chatty.

Q 3: Do you think Mr Keesing was a strict teacher?

Ans 3: No, Mr. Keesing was not overly strict. While he valued discipline and expected his students to remain quiet during lessons, he also had a sense of humor. Although he punished Anne by assigning extra homework, he appreciated her witty responses. If he had been truly strict, he wouldn't have laughed at Anne's clever arguments in her essays.

Q 4: What made Mr Keesing allow Anne to talk in class?

Ans 4: Anne's final essay, titled "*Quack, Quack, Quack, Said Mistress Chatterbox*," was written as a poem. It humorously presented her arguments, which amused Mr. Keesing. Seeing the fun side of Anne, he decided to let her talk freely in class and stopped giving her extra homework.

Thinking about the Text

Q 1: Was Anne right when she said that the world would not be interested in the musings of a thirteen-year-old girl?

Ans 1: It is common for elders to overlook the opinions of children, believing they lack the maturity to discuss serious matters. Anne, being just thirteen, assumed that no one would pay attention to her perspective on the world. However, her diary proved her wrong. It became widely popular, was translated into multiple languages, and made her one of the most well-known voices of the Holocaust.

Q 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?

Ans 2: Anne's diary was originally written in Dutch. Unlike other journals, she treated her diary, which she named *Kitty*, as a trusted friend. Her writing style was informal and reflected her youthful, carefree nature. Instead of simply recording events, she expressed her emotions, thoughts, and personal experiences, making her diary more intimate and relatable than typical journal entries.

Q 3: Why does Anne need to give a brief sketch of her family? Does she treat 'Kitty' as an insider or an outsider?

Ans 3: Anne provides a brief introduction to her family because she wants to set the context for her thoughts and experiences. She describes her loving father, caring mother, affectionate grandmother, and elder sister. She treats *Kitty* as an insider, confiding in it like a close friend. Since she had no one else to share her feelings with, her diary became her safe space to express herself.

Q 4: How does Anne feel about her father, her grandmother, Mrs Kuperus and Mr Keesing? What do these tell you about her?

Ans 4: Anne held deep affection and admiration for her father, grandmother, Mrs. Kuperus, and Mr. Keesing. They all had a lasting impact on her life. Her fond memories of them show that she was emotionally sensitive, observant, and capable of forming strong bonds with people. She valued relationships and had a keen ability to understand the personalities of those around her.

Q 5: What does Anne write in her first essay?

Ans 5: As a punishment for being talkative, Mr. Keesing assigned Anne an essay titled *A Chatterbox*. In it, she humorously argued that her talkativeness was an inherited trait from her mother. She reasoned that since inherited characteristics cannot be changed, being talkative was a natural part of her personality. Her witty approach made Mr. Keesing laugh, and he eventually stopped punishing her for talking too much.

Q 6: Anne says teachers are most unpredictable. Is Mr Keesing unpredictable? How?

Ans 6: Yes, Anne found Mr. Keesing to be an unpredictable teacher. At first, he seemed strict and constantly scolded her for talking in class. However, after reading her essays, he changed his attitude, found humor in her writing, and even allowed her to talk freely in class. His unexpected change in behavior made Anne realize how unpredictable teachers could be.

Q 7: What do these statements tell you about Anne Frank as a person?

(i) 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.

Ans (i): This shows that Anne felt lonely and struggled to form deep connections with others. She blamed herself for being reserved and not opening up.

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

Ans (ii): Anne saw *Kitty* as more than just a diary; it was her companion. She poured her emotions and secrets into it, making it a reflection of her true self.

(iii) 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.

Ans (iii): This statement highlights Anne's playful and humorous nature. She used a lighthearted tone to describe her own arrival in Holland.

(iv) 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.

Ans (iv): This shows that Anne was confident in her intelligence and had strong opinions. She also found it amusing how teachers made decisions about passing or failing students.

(v) 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.

Ans (v): This demonstrates Anne’s determination and creativity. Even when assigned extra work, she wanted to do it meaningfully rather than just filling pages with words.

Thinking about Language

Q 1: Look at the following words.

headmistress	long-awaited	homework
notebook	stiff-backed	outbursts

These words are compound words. They are made up of two or more words.

Compound words can be:

- nouns: *headmistress, homework, notebook, outbursts*
- adjectives: *long-awaited, stiff-backed*
- verbs: *sleep-walk, baby-sit*

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

A	B
1. Heartbreaking	– obeying and respecting the law
2. Homesick	– think about pleasant things, forgetting about the present
3. Blockhead	– something produced by a person, machine or organisation
4. Law-abiding	– producing great sadness
5. Overdo	– an occasion when vehicles/machines stop working
6. Daydream	– an informal word which means a very stupid person
7. Breakdown	– missing home and family very much
8. Output	– do something to an excessive degree

Ans I:

A	B
1. Heartbreaking	– producing great sadness
2. Homesick	– missing home and family very much
3. Blockhead	– an informal word which means a very stupid person
4. Law-abiding	– obeying and respecting the law
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Find the words used in the sentences below:

1. The movie’s tragic ending was truly **heartbreaking** for the audience.
2. After moving abroad for studies, Sam often felt **homesick** and missed his family.
3. Don’t be such a **blockhead**; read the instructions carefully before assembling the furniture.
4. A **law-abiding** citizen always follows the rules and respects authority.
5. She tends to **overdo** her makeup, making it look unnatural.
6. Lost in a **daydream**, he didn’t realize the teacher had called his name twice.
7. The sudden **breakdown** of the elevator caused panic among the passengers.
8. The factory’s **output** increased significantly due to the new machinery.

Q II: Phrasal Verbs

A phrasal verb is a verb followed by a preposition or an adverb. Its meaning is often different from the meanings of its parts. Compare the meanings of the verbs *get on* and *run away* in (a) and (b) below. You can easily guess their meanings in (a) but in (b) they have special meanings.

(a) • She *got on* at Agra when the bus stopped for breakfast.

- Dev Anand *ran away* from home when he was a teenager.

(b) • She’s eager to *get on* in life. (succeed)

- The visitors *ran away* with the match. (won easily)

Some phrasal verbs have three parts: a verb followed by an adverb and a preposition.

(c) Our car *ran out* of petrol just outside the city limits.

(d) The government wants to *reach out* to the people with this new campaign.

1. The text you've just read has a number of phrasal verbs commonly used in English. Look up the following in a dictionary for their meanings (under the entry for the italicised word).

(i) **plunge (right) in** (iii) **ramble on**

(ii) **kept back** (iv) **get along with**

Ans 1. Look up the following phrasal verbs in a dictionary for their meanings:

(i) **Plunge (right) in** – To start something eagerly and with enthusiasm.

(ii) **Kept back** – To withhold something or prevent someone from advancing.

(iii) **Ramble on** – To talk or write for a long time in a confused or unfocused way.

(iv) **Get along with** – To have a good relationship with someone.

2. Now 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 of 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.)

(i) plunge in	– speak or write without focus
(ii) kept back	– stay indoors
(iii) move up	– make (them) remain quiet
(iv) ramble on	– have a good relationship with
(v) get along with	– give an assignment (homework) to a person in authority (the teacher)
(vi) calm down	– compensate
(vii) stay in	– go straight to the topic
(viii) make up for	– go to the next grade
(ix) hand in	– not promoted

Ans 2: Matching Phrasal Verbs from the Lesson

Phrasal Verb	Sentence from the Lesson	Correct Meaning
(i) plunge in	"I don't want to plunge in right away..."	Go straight to the topic
(ii) kept back	"...the reason I was kept back was..."	Not promoted
(iii) move up	"...we'll move up to the next form."	Go to the next grade
(iv) ramble on	"Anyone could ramble on..."	Speak or write without focus
(v) get along with	"I get along well with her."	Have a good relationship with
(vi) calm down	"I hope I will be able to calm down..."	Make (them) remain quiet
(vii) stay in	"I had to stay in..."	Stay indoors
(viii) make up for	"...I'll have to make up for it."	Compensate
(ix) hand in	"...the three of us handed in our work."	Give an assignment to a person in authority (teacher)

Q III: Idioms

Idioms are groups of words with a fixed order, and a particular meaning, different from the meanings of each of their words put together. (Phrasal verbs can also be idioms; they are said to be ‘idiomatic’ when their meaning is unpredictable.) For example, do you know what it means to ‘meet one’s match’ in English? It means to meet someone who is as good as oneself, or even better, in some skill or quality. Do you know what it means to ‘let the cat out of the bag’? Can you guess?

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.)

(i) Our entire class is *quaking in its boots*. _____

(ii) Until then, we keep telling each other *not to lose heart*. _____

(iii) Mr Keesing was annoyed with me *for ages* because I talked so much. _____

(iv) Mr Keesing was trying to play a joke on me with this ridiculous subject, but I’d make sure *the joke was on him*. _____

Ans 1. Idiomatic Expressions from the Text:

Idiom	Meaning	Answer
(i) quaking in its boots	Trembling with fear	Shaking with fear and nervousness
(ii) not to lose heart	To stay hopeful	Not to lose hope or expectation
(iii) for ages	For a very long time	For a long time
(iv) the joke was on him	The trick backfired on the person who tried it	He was outwitted by her

2. Here are a few more idiomatic expressions that occur in the text.

Try to use them in sentences of your own.

(i) caught my eye **(iii) laugh ourselves silly**

(ii) he’d had enough **(iv) can’t bring myself to**

Ans 2: Using Idioms in Sentences:

Idiom	Sentence
(i) caught my eye	<i>A bright red dress in the shop window caught my eye.</i>
(ii) he'd had enough	<i>After working for 12 hours straight, he'd had enough and decided to take a break.</i>
(iii) laugh ourselves silly	<i>We watched a hilarious comedy and laughed ourselves silly.</i>
(iv) can't bring myself to	<i>Even though I know junk food is unhealthy, I can't bring myself to stop eating it.</i>

Q IV: Do you know how to use a dictionary to find out the meanings of idiomatic expressions? Take, for example, the expression *caught my eye* in the story.

Where — under which word — would you look for it in the dictionary?

Look for it under the first word. But if the first word is a 'grammatical' word like *a, the, for*, etc., then take the next word. That is, look for the first 'meaningful' word in the expression. In our example, it is the word *caught*.

But you won't find *caught* in the dictionary, because it is the past tense of *catch*. You'll find *caught* listed under *catch*. So you must look under *catch* for the expression *caught my eye*. Which other expressions with *catch* are listed in your dictionary?

Note that a dictionary entry usually first gives the meanings of the word itself, and then gives a list of idiomatic expressions using that word. For example, study this partial entry for the noun 'eye' from the *Oxford Advanced Learner's Dictionary, 2005*.

Eye

- **Noun**

- **Part of Body 1 [C]** either of the two organs on the face that you see with: *The suspect has dark hair and green eyes.*
- **Ability to See 3 [sing.]** the ability to see: *A surgeon needs a good eye and a steady hand.*
- **Way of Seeing 4 [C, usually sing.]** a particular way of seeing sth: *He looked at the design with the eye of an engineer.*
- **Of Needle 5 [C]** the hole in the end of a needle that you put the thread through.

IDM *be all eyes* to be watching sb/sth carefully and with a lot of interest *before/in front of sb's (very) eyes* in sb's presence; in front of sb: *He had seen his life's work destroyed before his very eyes.* *Be up to your eyes in sth* to have a lot of sth to deal with: *We're up to our eyes in work.*

You have read the expression ‘not to lose heart’ in this text. Now find out the meanings of the following expressions using the word ‘heart’. Use each of them in a sentence of your own.

1. break somebody’s heart
2. close/dear to heart
3. from the (bottom of your) heart
4. have a heart
5. have a heart of stone
6. your heart goes out to somebody

Ans: **Idiomatic Expressions with ‘Heart’**

Expression	Meaning	Example Sentence
1. Break somebody’s heart	To cause deep emotional pain	<i>When her best friend moved away, it broke her heart.</i>
2. Close/dear to heart	Very important or beloved	<i>Teaching underprivileged children is a cause close to her heart.</i>
3. From the (bottom of your) heart	Sincerely, with genuine feeling	<i>She thanked him from the bottom of her heart for his kindness.</i>
4. Have a heart	Show kindness or mercy	<i>Have a heart and forgive his mistake!</i>
5. Have a heart of stone	To be unfeeling or cruel	<i>The villain in the story had a heart of stone.</i>
6. Your heart goes out to somebody	To feel deep sympathy for someone	<i>My heart goes out to the flood victims.</i>

Q V: Contracted Forms

When we speak, we use ‘contracted forms’ or short forms such as these:

can’t (for *can not* or *cannot*) I’d (for *I would* or *I had*) she’s (for *she is*)

Notice that contracted forms are also written with an apostrophe to show a shortening of the spelling of not, would, or is as in the above example.

Writing a diary is like speaking to oneself. Plays (and often, novels) also have speech in written form. So we usually come across contracted forms in diaries, plays and novels.

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

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

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.

Ans 1: Contracted forms are shortened versions of words or phrases, marked by an apostrophe. They are common in informal writing, dialogues, and diaries (like Anne Frank's).

1. List of Contracted Forms in the Text

Contracted Form	Full Form
I've	I have
Can't	Cannot
It's	It is / It has
I'm	I am
Doesn't	Does not
That's	That is
Don't	Do not
Won't	Will not
I'd	I would / I had
She's	She is / She has
We'll	We will
You're	You are

Ans 2: Contracted Forms with Two Possible Full Forms

Some contractions can represent **two different expansions**:

Contraction	Possible Full Forms
I'd	I would / I had
She's	She is / She has
It's	It is / It has

Examples from the Text:

- "I'd better stop." → **I had** better stop.
- "I'd like to ask you something." → **I would** like to ask...
- "She's been very kind." → **She has** been very kind.
- "She's my best friend." → **She is** my best friend.

Speaking

Q 1: Here is an extract adapted from a one-act play. In this extract, angry neighbours who think Joe the Inventor's new spinning machine will make them lose their jobs come to destroy Joe's model of the machine.

You've just seen how contracted forms can make a written text sound like actual speech. Try to make this extract sound more like a real conversation by changing some of the verbs back into contracted forms. Then speak out the lines.

[The door is flung open, and several men tramp in. They carry sticks, and one of them, HOB, has a hammer.]

MOB: Now where is your husband, mistress?

MARY: In his bed. He is sick, and weary. You would not harm him!

HOB: We are going to smash his evil work to pieces. Where is the machine?

SECOND MAN: On the table yonder.

HOB: Then here is the end of it!

[HOB smashes the model. MARY screams.]

HOB: And now for your husband!

MARY: Neighbours, he is a sick man and almost a cripple. You would not hurt him!

HOB: He is planning to take away our daily bread... We will show him what we think of him and his ways!

MARY: You have broken his machine... You have done enough...

Answer: Here's the adapted extract with **contracted forms** to make it sound more like natural speech:

[The door is flung open, and several men tramp in. They carry sticks, and one of them, HOB, has a hammer.]

MOB: Now where's your husband, mistress?

MARY: In his bed. He's sick and weary. You wouldn't harm him!

HOB: We're gonna smash his evil work to pieces. Where's the machine?

SECOND MAN: On the table yonder.

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[HOB smashes the model. MARY screams.]

HOB: And now for your husband!

MARY: Neighbours, he's a sick man and almost a cripple. You wouldn't hurt him!

HOB: He's planning to take away our daily bread... We'll show him what we think of him and his ways!

MARY: You've broken his machine... You've done enough...

Writing

Q 1: Now you know what a diary is and how to keep one. Can you keep a diary for a week recording the events that occur? You may share your diary with your class, if you wish to. Use the following hints to write your diary.

- Though your diary is very private, write as if you are writing for someone else.
- Present your thoughts in a convincing manner.
- Use words that convey your feelings, and words that 'paint pictures' for the reader. Be brief.

'Diary language' has some typical features such as subjectless sentences (Got up late in the morning), sentence fragments without subjects or verbs (...too bad, boring, not good), contracted forms (they're, I've, can't, didn't, etc.), and everyday expressions which people use in speech. Remember not to use such language in more formal kinds of writing.

Ans 1: My 7-Day Diary (Example)

Day 1 – Monday, June 10

Ugh, Mondays! Woke up late, skipped breakfast, and barely caught the bus. Math test was a nightmare—completely blanked on the formulas. Lunch saved the day though: Mom packed my favorite aloo parathas! Evening cricket with friends turned intense. Rahul hit a six straight into Mrs. Sharma's window... *Oops.* Had to apologize with a box of sweets. *Sigh.*

Day 2 – Tuesday

Finally a good day! Got my science project praised by the teacher. Felt like a genius until I tripped on the stairs—*so embarrassing.* Watched a hilarious YouTube prank video with Riya after school. Laughed till my stomach hurt! Dad's working late again. Miss our evening chats.

Day 3 – Wednesday

Rain, rain, go away! Got drenched waiting for the auto. Shoes squelched all through class. *Gross.*

Debate club was canceled—*total boredom*. But hey, discovered a new chocolate muffin at the canteen. *Worth it*.

Day 4 – Thursday

Why is time so slow? History lecture felt like 10 years. Highlight: Found an old photo of me and Grandma while cleaning my drawer. She’s been gone two years now... *tears*. Called Mom just to hear her voice.

Day 5 – Friday

TGIF! Aced the quiz (thank you, last-minute studying!). Movie night with family—Dad actually stayed awake through the whole thing! *Miracle*.

Day 6 – Saturday

Lazy bliss. Woke up at noon! Binge-watched *Stranger Things* and ate *all* the chips. Guilt hit by evening, so cycled to the park. Sunset was *fire*—sky looked like orange cotton candy.

Day 7 – Sunday

Mixed feelings. Homework piled up, but the smell of Mom’s biryani made it bearable. Called Grandpa; he told me WWII stories *for hours*. Fell asleep dreaming of fighter planes.

Listening

Q 1: Your teacher will read out an extract from The Diary of Samuel Pepys (given on the next page) about the great fire of London. As you listen complete this summary of the happenings.

Summary

This entry in the diary has been made on _____ by _____. The person who told Pepys about the fire was called _____. She called at _____ in the morning. Pepys went back to sleep because _____. Pepys rose again at _____ in the morning. By then about _____ houses had been burned down. The fire had spread to _____ by London Bridge. Pepys then walked to the _____ along with Sir J. Robinson’s _____.

Ans 1:

Summary

This entry in the diary has been made on **September 2, 1666** by **Samuel Pepys**. The person who told Pepys about the fire was called **Jane**. She called at **three** in the morning. Pepys went back to sleep because **the fire was far away and he didn’t think it serious**. Pepys rose again at **seven o’clock** in the morning. By then about **300** houses had been burned down. The fire had spread to **Fish Street** by London Bridge. Pepys then walked to the **Tower of London** along with Sir J. Robinson’s **little son**.

Chapter 4 Poem – Amanda!

Summary of the Chapter 4 Poem – "Amanda!" (Eng)

"Amanda!" is a poem written by Robin Klein that highlights the struggles of a young girl named Amanda as she deals with constant instructions and restrictions from an authority figure, possibly her mother. The poem portrays the conflict between a child's desire for freedom and the expectations set by adults.

Throughout the poem, Amanda is repeatedly scolded for her behavior—she is told to sit up straight, not to slouch, to clean up her room, and to stop biting her nails. However, Amanda does not respond to these instructions; instead, she escapes into her imagination, dreaming of a life free from rules and restrictions.

She fantasizes about being a mermaid in the sea, enjoying solitude and peace. In another instance, she imagines herself as an orphan, roaming freely without anyone to boss her around. She also dreams of being Rapunzel, living in a tower away from the demands of the outside world.

The poem reflects the frustration of children who feel burdened by constant nagging. It also suggests that excessive control may push a child into daydreaming and detachment rather than making them obedient. Through Amanda's thoughts, the poet emphasizes the importance of giving children space to express themselves and enjoy their childhood.

The tone of the poem alternates between the stern voice of the authority figure and Amanda's dreamy escape, making it relatable for students who often feel overwhelmed by rules and expectations.

Summary of the Chapter 4 Poem – "Amanda!" (Eng)

"Amanda!" कविता रॉबिन क्लेन द्वारा लिखी गई है, जो एक छोटी लड़की अमांडा और उसके जीवन में लगाई गई बंदिशों को दर्शाती है। यह कविता बच्चों की स्वतंत्रता की इच्छा और बड़ों की अपेक्षाओं के बीच के टकराव को उजागर करती है।

कविता में, अमांडा को लगातार टोका जाता है—उसे सीधे बैठने, झुककर न बैठने, अपने कमरे को साफ रखने और नाखून न चबाने के लिए डांटा जाता है। लेकिन अमांडा कोई जवाब नहीं देती; इसके बजाय, वह अपनी कल्पना की दुनिया में खो जाती है, जहाँ वह पूरी तरह से आज़ाद है।

अमांडा अपने आप को एक जलपरी (mermaid) के रूप में कल्पना करती है, जो समुद्र में अकेले तैर रही है और पूरी तरह शांत और स्वतंत्र है। फिर, वह खुद को एक अनाथ (orphan) के रूप में सोचती है, जिसे किसी की रोक-टोक का सामना नहीं करना पड़ता। इसके अलावा, वह रैपुंजल (Rapunzel) बनने का भी सपना देखती है, जो एक ऊँचे टावर में रहती है और किसी की दखलंदाजी से दूर है।

यह कविता उन बच्चों की भावनाओं को दर्शाती है जो निरंतर डांट-फटकार से परेशान हो जाते हैं। कवि यह संदेश देते हैं कि अत्यधिक नियंत्रण बच्चों को वास्तविकता से दूर कर सकता है और वे कल्पनाओं में जीने

लगते हैं। इस कविता के माध्यम से, यह दर्शाया गया है कि बच्चों को कुछ हद तक स्वतंत्रता और अभिव्यक्ति की आज़ादी मिलनी चाहिए, ताकि वे अपना बचपन आनंदपूर्वक जी सकें।

कविता का स्वर कभी-कभी कठोर होता है (अमांडा को डांटने वाला व्यक्ति), तो कभी कोमल और कल्पनाशील (अमांडा के सपने), जो इसे बहुत ही प्रभावशाली और बच्चों के अनुभवों से जुड़ा बनाता है।

Thinking about the Poem

Q 1: How old do you think Amanda is? How do you know this?

Ans 1: Amanda is a young girl, likely around 9 or 10 years old. This can be inferred from the way her parents constantly correct her behavior, which is common for children of this age. They are trying to teach her good manners and discipline, showing that she is still naive and innocent.

Q 2: Who do you think is speaking to her?

Ans 2: The speaker is one of Amanda's parents, most likely her mother. Mothers usually play a key role in guiding and instructing their children. The kind of advice and corrections given to Amanda suggest a motherly figure trying to ensure that she grows up with proper etiquette and discipline.

Q 3: Why are Stanzas 2, 4 and 6 given in parenthesis?

Ans 3: These stanzas are placed in parentheses to represent Amanda's inner thoughts and reactions to her mother's instructions. The contrast between the scoldings in stanzas 1, 3, and 5 and Amanda's silent, imaginative responses creates a humorous effect. It also highlights how Amanda mentally escapes into her dream world rather than openly expressing her feelings.

Q 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?

Ans 4: Amanda herself is the speaker in these stanzas. No, she is not listening to her mother's words. Instead, she is lost in her own world of imagination. She uses these fantasies as an escape from reality, avoiding the constant instructions given by her mother.

Q 5: What could Amanda do if she were a mermaid?

Ans 5: If Amanda were a mermaid, she would drift peacefully on the calm, green sea, enjoying the freedom of being alone. She imagines herself as the only one in the vast ocean, free from any rules or restrictions. The idea of being a mermaid symbolizes her desire for independence and a carefree life.

Q 6: Is Amanda an orphan? Why does she say so?

Ans 6: No, Amanda is not actually an orphan. She imagines herself as one because she feels overwhelmed by her parents' constant instructions. She longs for peace and freedom, wishing to wander the streets alone and enjoy simple pleasures like drawing patterns in the dust. To her, being

an orphan means having no one to control her actions, allowing her to experience complete independence.

Q 7: Do you know the story of Rapunzel? Why does she want to be Rapunzel?

Ans 7: Rapunzel's story is about a girl locked in a high tower by a wicked witch. Over time, she becomes accustomed to her solitude and finds happiness in her own company. Amanda wants to live like Rapunzel because she desires peace and isolation. However, unlike Rapunzel, she states that she would never let down her hair for anyone, ensuring that no one disturbs her tranquil life.

Q 8: What does the girl yearn for? What does this poem tell you about Amanda?

Ans 8: Amanda deeply desires freedom and independence. The poem shows that she feels burdened by constant instructions and expectations from her parents. Like many children her age, she struggles with the pressure of always behaving correctly. The poem also highlights how traditional parenting methods can sometimes overlook a child's need for imagination and self-expression.

Q 9: Read the last stanza. Do you think Amanda is sulking and is moody?

Ans 9: No, Amanda is not sulking or being moody. She simply craves a life free from constant nagging and restrictions. Her vivid imagination allows her to escape into fantasies where she is free and independent. Her longing for a carefree existence is reflected in the way she envisions herself as a mermaid, an orphan, and Rapunzel, each symbolizing her desire for a peaceful and unrestricted life
