



ENGLISH

BOOKS - FULL MARKS ENGLISH (HINGLISH)

FROM THE DIARY OF ANNE FRANK

Activity

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.



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Passages For Comprehension

1. Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year old schoolgirl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest.

How was the writing in a diary a really strange experience for Anne Frank?



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2. Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year old schoolgirl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest.

Why does she write in a diary?



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3. 'Paper has more patience than people.' I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out. I finally stayed where I was, brooding: Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a 'diary', unless I should ever

find a real friend, it probably won't make a bit of difference.

How does paper have more patience than people?



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4. 'Paper has more patience than people.' I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay

in or go out. I finally stayed where I was, brooding: Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a 'diary', unless I should ever find a real friend, it probably won't make a bit of difference.

When would Anne let anyone else read her diary?



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5. Let me put it more clearly, since no one will believe that a thirteen-year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. 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. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary.

Why does Anne feel lonely inspite of having her family and others?



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6. Let me put it more clearly, since no one will believe that a thirteen-year-old girl is

completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. 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. In any case, that's just how things are, and unfortunately they're

not liable to change. This is why I've started the diary.

Why can't Anne confide in anyone else?



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7. My father, the most adorable father I've ever seen, didn't marry my mother until he was thirty-six and she was twenty-five. My sister, Margot, was born in Frankfurt in Germany in 1926. I was born on 12 June 1929. I lived in Frankfurt until I was four. My father emigrated

to Holland in 1933. My mother, Edith Hollander Frank, went with him to Holland in September, while Margot and I were sent to Aachen to stay with our grandmother.

What does Anne say about her father?



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8. My father, the most adorable father I've ever seen, didn't marry my mother until he was thirty-six and she was twenty-five. My sister, Margot, was born in Frankfurt in Germany in

1926. I was born on 12 June 1929. I lived in Frankfurt until I was four. My father emigrated to Holland in 1933. My mother, Edith Hollander Frank, went with him to Holland in September, while Margot and I were sent to Aachen to stay with our grandmother.

Where were she and Margot sent to in Aachen?



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9. I started right away at the Montessori nursery school. I stayed there until I was six, at

which time I started in the first form. In the sixth form my teacher was Mrs Kuperus, the headmistress. At the end of the year we were both in tears as we said a heartbreaking farewell.

How did Anne start her education?



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10. I started right away at the Montessori nursery school. I stayed there until I was six, at which time I started in the first form. In the

sixth form my teacher was Mrs Kuperus, the headmistress. At the end of the year we were both in tears as we said a heartbreaking farewell.

How did she hold Mrs. Kuperus in her esteem?



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11. Our entire class is quaking in its boots. The reason, of course, is the forthcoming meeting in which the teachers decide who'll move up to the next form and who'll be kept back. Half the

class is making bets. G.N. and I laugh ourselves silly at the two boys behind us, C.N. and Jacques, who have staked their entire holiday savings on their bet. From morning to night, it's "You're going to pass", "No, I'm not", "Yes, you are", "No, I'm not". Even G's pleading glances and my angry outbursts can't calm them down. 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.

Why was the entire class quaking in its pants?

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12. Our entire class is quaking in its boots. The reason, of course, is the forthcoming meeting in which the teachers decide who'll move up to the next form and who'll be kept back. Half the class is making bets. G.N. and I laugh ourselves silly at the two boys behind us, C.N. and Jacques, who have staked their entire holiday savings on their bet. From morning to night, it's "You're going to pass", "No, I'm not", "Yes, you are", "No, I'm not". Even G's pleading glances and my angry outbursts can't calm

them down. 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.

Why did Anne call teachers as the most unpredictable creatures on earth?



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13. I get along pretty well with all my teachers. There are nine of them, seven men and two women. Mr. Keesing, the old fogey who

teaches maths, was annoyed with me for ages because I talked so much. After several warnings, he assigned me extra homework. An essay on the subject, 'A Chatterbox'. A chatterbox - what can you write about that? I'd worry about that later, I decided. I jotted down the title in my notebook, tucked it in my bag and tried to keep quiet.

Why did the class roar ?



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14. I get along pretty well with all my teachers. There are nine of them, seven men and two women. Mr. Keesing, the old fogey who teaches maths, was annoyed with me for ages because I talked so much. After several warnings, he assigned me extra homework. An essay on the subject, 'A Chatterbox'. A chatterbox - what can you write about that? I'd worry about that later, I decided. I jotted down the title in my notebook, tucked it in my bag and tried to keep quiet.

How would Anne make sure the joke was not on her but on Mr Keesing ?



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15. I argued that talking is a student's trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did if not more, and that there's not much you can do about inherited traits.

What inherited traits of students are discussed here?



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16. I argued that talking is a student's trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did if not more, and that there's not much you can do about inherited traits.

How was Anne the true copy of her mother?



17. The class roared. I had to laugh too, though I'd nearly exhausted my ingenuity on the topic of chatterboxes. It was time to come up with something else, something original. My friend, Sanne, who's good at poetry, offered to help me write the essay from beginning to end in verse and I jumped for joy. Mr Keesing was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him. What sort of teacher was Mr Keesing?



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18. The class roared. I had to laugh too, though I'd nearly exhausted my ingenuity on the topic of chatterboxes. It was time to come up with something else, something original. My friend, Sanne, who's good at poetry, offered to help me write the essay from beginning to end in verse and I jumped for joy. Mr Keesing was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him. How did Sanne show her friendly nature?



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Ncert Textbook Questions Solved

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



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2. Why does Anne want to keep a diary?



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



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4. Why does Anne provide a brief sketch of her life?



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5. What tells you that Anne loved her grandmother?



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6. Why was Mr. Keesing annoyed with Anne?

What did he ask her to do?



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



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8. Do you think Mr. Keesing was a strict teacher?



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9. What made Mr. Keesing allow Anne to talk in the class?



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



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11. 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?



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12. Why does Anne need to give a brief sketch about her family? Does she treat 'Kitty' as an

insider or an outsider?

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13. How does Anne feel about her father, her grandmother, Mrs. Kuperus, and Mr. Keesing?

What do these tell you about her?

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14. What does Anne write in her first essay?

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15. Anne says teachers are most unpredictable.

Is Mr. Keesing unpredictable? How?



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16. What do these statement tell you about Anne Frank as a person?

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



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17. What do these statement tell you about Anne Frank as a person?

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



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18. What do these statement tell you about Anne Frank as a person?

Margot went to Holland in December, I followed in February, when I was plunked down on the table as a birthday present for Margot.



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19. What do these statement tell you about Anne Frank as a person?

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.



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20. What do these statement tell you about Anne Frank as a person?

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.



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Ncert Textbook Questions Solved Thinking About Language

1. 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 success
5. Overdo	an occasion when vehicles/ machines stop working
6. Daydream	an informal word which means a very stupid person
7. Break down	missing home and family very much
8. Output	do something to an excessive degree



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2. 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

(ii) Kept back

(iii) ramble on

(iv) get along with



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3. 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 separately 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



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4. Do you know what it means to let the cat out of the bag ? Can you guess ?



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5. 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.)

Our entire class is quaking in its boots.



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6. 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.)

Until then, we keep telling each other not to lose heart.



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7. 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.)

Mr. Keesing was annoyed with me for ages because I talked so much.



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8. 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.)

Mr. Keesing was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him.



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

caught my eye



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

he'd had enough





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

laugh ourselves silly.



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12. Here are a few more idiomatic expressions that occur in the text. Try to use them in

sentences of your own.

can't bring myself to



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13. You have read the expression 'not to lose heart' in this text. Now find out the meanings of the expression using the word 'heart'. Use in a sentence of your own.

break somebody's heart



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14. You have read the expression 'not to lose heart' in this text. Now find out the meanings of the expression using the word 'heart'. Use in a sentence of your own.

close/dear to heart



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15. You have read the expression 'not to lose heart' in this text. Now find out the meanings of the expression using the word 'heart'. Use

in a sentence of your own.

from the (bottom of your) heart



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16. You have read the expression 'not to lose heart' in this text. Now find out the meanings of the expression using the word 'heart'. Use in a sentence of your own.

have a heart



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17. You have read the expression 'not to lose heart' in this text. Now find out the meanings of the expression using the word 'heart'. Use in a sentence of your own.

have a heart of stone



[View Text Solution](#)

18. You have read the expression 'not to lose heart' in this text. Now find out the meanings of the expression using the word 'heart'. Use

in a sentence of your own.

your heart goes out to somebody.



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



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20. Your teacher will read out an extract from The Diary of Samuel Pepys 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

(i)..... by(ii)..... . The person who told

Pepys about the fire was called(iii).....

She called at(iv)..... in the morning.

Pepys went back to sleep because

(v)..... Pepys rose again at(vi)..... in

the morning. By then about(vii).....

houses had been burned down. The fire had spread to.....(viii)..... by London Bridge. Pepys then walked to the.....(ix)..... along with Sir J. Robinson's(x)..... .



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Additional Question Solved Short Answer Type Questions

1. Why does Anne feel that writing in a diary is really a strange experience?





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2. What motivated Anne Frank to write in a diary?



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3. Why did a thirteen-year-old girl start writing a diary? Did her suffocation led her to it?



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4. Give a brief life-sketch of Anne Frank.



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5. Why does Anne say: "Paper has more patience than people"?



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6. Why doesn't Anne want to jot down facts as most people do in a diary? Why does she call it her friend 'Kitty'?



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7. Why does Anne think it prudent and wise to provide a brief sketch of her life?



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8. Why did Anne Frank feel suffocated?



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9. Give a brief description of Anne Frank's family.



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10. Anne Frank had a great attachment with her grandmother. Justify your answer.



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11. Why was the entire class quaking in its boots?



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12. Why did Anne Frank says that teachers are the most unpredictable creatures on earth?



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13. How was Anne getting along with her teachers? Why was Mr. Keesing annoyed with her?



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14. Why did Mr. Keesing call Anne 'an incorrigible chatterbox'?



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15. How did Anne justify her habit of talking in her first essay on 'A Chatterbox' ?



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16. What were the second and the third essays assigned to Anne Frank as punishment?



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Additional Question Solved Long Answer Type Questions

1. What made Anne Frank write a diary? Did she think that people would be interested in her writings? Why did she feel that paper has more patience than people?



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2. On the one hand, Anne Frank says that she is not all alone in the world. On the other hand, she says that she seems 'to have everything, except my one true friend'. Why

can't she confide in and come closer to her friends?



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3. Give a brief character-sketch of Anne Frank highlighting the contradictions and conflicts she faced in her short life.



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4. Give a brief character-sketch of Mr. Keesing highlighting the transformation that comes in him in the end.



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5. Why was the whole class 'quaking in its boots'? Why were teachers the most unpredictable creatures on earth?



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6. How did Anne turn the table on Mr. Keesing who tried to make a joke on her by asking her to write the third essay on the ridiculous subject: 'Quack, Quack, Quack, said Mistress Chatterbox'?



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7. How did Anne Frank outsmart her maths teacher, Mr. Keesing by giving the right message in her third essay to him?



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8. Do you agree that Anne Frank was far more intelligent, mature and witty than her age?

Give a reasoned answer.



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Reading Comprehension

1. The following excerpt is from the diary of Lena Mukhina, a teenage girl who had

undergone the atrocities of Germans when they fortified the city of Leningrad. The siege of Leningrad is an important landmark in the history of Russia. The siege of Leningrad lasted from September 1941 to 1944. The city was cut off from the rest of Russia. The Germans continuously bombarded the city which resulted in death, destruction, and starvation of the people. However, the resolute Russians were warned in the beginning that the enemy was at the gate and it was a question of life and death. They fought bravely and failed the Germans in their evil designs.

Read the excerpt and answer the questions that follow.

FOREWORD FROM THE DIARY OF LENA
MUKHINA

No one could possibly have known that the city would remain in the grip of siege for 872 days and nights. But Leningrad's citizens had begun to feel the breath of war as early as September. Daily air raids and artillery bombardment of residential neighbourhoods drove the city's inhabitants into bomb shelters, several times a day, and for hours at a time. People's initial curiosity in the aftermath

of the first bomb attacks soon gave way to fear and then, in conditions of appalling hunger and cold, to apathy. Leningraders welcomed inclement weather for the reduced visibility it brought. They came to dread sunny days and moonlit nights, when the Germans would be sure to bomb their city. Cloud cover, however, offered no protection from artillery fire: in just over six months from the start of the siege there were only thirty-two days when shells did not explode on the city's streets.

Hunger soon set in. Between September and November 1941 the bread rations that had

been announced in July were reduced five times, reaching their lowest point on 20 November – 125 'blockade grams' for children, dependents and white-collar workers and 250g for manual workers, technicians and engineers. Rations of meat, butter, sugar and other food items were severely reduced. The summer months and the beginning of autumn, when it was still possible to buy food without ration cards in ordinary shops and canteens were no more than a distant memory.

Infer the meanings of the following

expressions. The first has been done for you as an example.

to feel the breath of war: ____



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2. The following excerpt is from the diary of Lena Mukhina, a teenage girl who had undergone the atrocities of Germans when they fortified the city of Leningrad. The siege of Leningrad is an important landmark in the history of Russia. The siege of Leningrad

lasted from September 1941 to 1944. The city was cut off from the rest of Russia. The Germans continuously bombarded the city which resulted in death, destruction, and starvation of the people. However, the resolute Russians were warned in the beginning that the enemy was at the gate and it was a question of life and death. They fought bravely and failed the Germans in their evil designs.

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Infer the meanings of the following expressions. The first has been done for you as an example.

appalling hunger and cold: ___



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3. The following excerpt is from the diary of Lena Mukhina, a teenage girl who had undergone the atrocities of Germans when they fortified the city of Leningrad. The siege of Leningrad is an important landmark in the history of Russia. The siege of Leningrad lasted from September 1941 to 1944. The city was cut off from the rest of Russia. The Germans continuously bombarded the city which resulted in death, destruction, and starvation of the people. However, the resolute

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Infer the meanings of the following expressions. The first has been done for you as an example.

start of the siege : _____



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Infer the meanings of the following

expressions. The first has been done for you as an example.

blockade grams: _____



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for manual workers, technicians and engineers. Rations of meat, butter, sugar and other food items were severely reduced. The summer months and the beginning of autumn, when it was still possible to buy food without ration cards in ordinary shops and canteens were no more than a distant memory.

List the words from the passage which are related to the war, for example 'bombardment'



[View Text Solution](#)

6. The following excerpt is from the diary of Lena Mukhina, a teenage girl who had undergone the atrocities of Germans when they fortified the city of Leningrad. The siege of Leningrad is an important landmark in the history of Russia. The siege of Leningrad lasted from September 1941 to 1944. The city was cut off from the rest of Russia. The Germans continuously bombarded the city which resulted in death, destruction, and starvation of the people. However, the resolute Russians were warned in the beginning that the enemy was at the gate and it was a

question of life and death. They fought bravely and failed the Germans in their evil designs.

Read the excerpt and answer the questions that follow.

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No one could possibly have known that the city would remain in the grip of siege for 872 days and nights. But Leningrad's citizens had begun to feel the breath of war as early as September. Daily air raids and artillery bombardment of residential neighbourhoods drove the city's inhabitants into bomb

shelters, several times a day, and for hours at a time. People's initial curiosity in the aftermath of the first bomb attacks soon gave way to fear and then, in conditions of appalling hunger and cold, to apathy. Leningraders welcomed inclement weather for the reduced visibility it brought. They came to dread sunny days and moonlit nights, when the Germans would be sure to bomb their city. Cloud cover, however, offered no protection from artillery fire: in just over six months from the start of the siege there were only thirty-two days when shells did not explode on the city's streets.

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memory.

Who were the captives as stated in the above passage?



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Why did the people under siege welcome the bad weather conditions?



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memory.

What were the fears in the mind of the people?



[View Text Solution](#)

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Have the people lost hope or reconciled to the existing situation?



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memory.

Tick the correct answer when it was still possible to buy food without ration cards in ordinary shops and canteens were no more than a distant memory.' It means:

- A. There was hope of getting ration soon.
- B. Citizens under siege had to show their ration cards for buying food.
- C. There were shops and canteen for buying food for the people under siege.

D. The possibility of buying the food without a ration card as in the past, was no more than a memory now

Answer:



View Text Solution

Reading Comprehension Text li Page 48

1. There are many ways of recording the events, news, and personal experiences. Diary

writing, logbook, daybook, journal, etc. are a few to name. The journal writing is about writing the everyday record of an event or writing about an event, activity or experience, etc.

The following is an excerpt from the beginning of *A Journal of the Plague Year* by Daniel Defoe,

A JOURNAL OF THE PLAGUE YEAR

It was about the beginning of September, 1664, that I, among the rest of my neighbours, heard in ordinary discourse that the plague was returned again in Holland, for it had been very violent there, and particularly at

Amsterdam and Rotterdam, in the year 1663, whither, they say, it was brought, some said from Italy, others from the Levant, among some goods which were brought home by their Turkey fleet, others said it was brought from Candia, others from Cyprus. It mattered not from whence it came, but all agreed it was come into Holland again.

We had no such thing as printed newspapers in those days to spread rumours and reports of things, and to improve them by the invention of men, as I have lived to see practiced since. But such things as these were

gathered from the letters of merchants and others who corresponded abroad, and from them were handed about by word of mouth only, so that things did not spread instantly over the whole nation, as they do now.

But it seems that the Government had a true account of it, and several councils were held about ways to prevent its coming over, but all was kept very private. Hence, it was that this rumour died off again, and people began to forget it as a thing we were very little concerned in, and that we hoped was not true, till the latter end of November or the

beginning of December 1664 when two men, said to be Frenchmen, died of the plague in Long Acre, or rather at the upper end of Drury Lane. The family they were in endeavoured to conceal it as much as possible, but as it had gotten some vent in the discourse of the neighbourhood, the Secretaries of State got knowledge of it, and concerning themselves to inquire about it, in order to be certain of the truth, two physicians and a surgeon were ordered to go to the house and make inspection. This they did, and finding evident tokens of the sickness upon both the bodies

that were dead, they gave their opinions publicly that they died of the plague. Whereupon, it was given in to the parish clerk, and he also returned them to the Hall, and it was printed in the weekly bill of mortality in the usual manner, thus - Plague 2. Parishes infected 1.

The above passage is written in the English that was prevalent in the eighteenth century. Find some words and phrases from the text which seem different as compared to the English language usage at present. List them

and find an appropriate substitute for each.

Look at the example given below:



[View Text Solution](#)

2. There are many ways of recording the events, news, and personal experiences. Diary writing, logbook, daybook, journal, etc. are a few to name. The journal writing is about writing the everyday record of an event or writing about an event, activity or experience, etc.

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the usual manner, thus - Plague 2. Parishes infected 1.

What is being talked about in the first paragraph of Daniel Defoe's journal?



[View Text Solution](#)

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and he also returned them to the Hall, and it was printed in the weekly bill of mortality in the usual manner, thus - Plague 2. Parishes infected 1.

How was news about important events circulated during those days?



[View Text Solution](#)

4. There are many ways of recording the events, news, and personal experiences. Diary writing, logbook, daybook, journal, etc. are a

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Whereupon, it was given in to the parish clerk, and he also returned them to the Hall, and it was printed in the weekly bill of mortality in the usual manner, thus - Plague 2. Parishes infected 1.

Why did the rumour about the plague die off?



[View Text Solution](#)

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How was the news about the plague confirmed?



[View Text Solution](#)

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Tick the correct answer.

... the weekly bill of mortality' means:

- A. The weekly payment of dues
- B. The weekly news about the deaths
- C. The statement about the hospital expenditure issued every week
- D. The list which was issued weekly, of persons who died due to plague

Answer:



View Text Solution

Vocabulary

1. Choose a word or expression that completes each of the following sentences. One has been done for you.



[View Text Solution](#)

2. Choose a word or expression that completes each of the following sentences. One has been done for you.



[View Text Solution](#)

3. Choose a word or expression that completes each of the following sentences. One has been done for you.



[View Text Solution](#)

4. Choose a word or expression that completes each of the following sentences. One has been done for you.



[View Text Solution](#)

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[View Text Solution](#)

6. Choose a word or expression that completes each of the following sentences. One has been done for you.



[View Text Solution](#)

1. Refer to the lesson 'From the diary of Anne Frank' in your Class X textbook. There are some idiomatic expressions in the text. For example:

(a) Our entire class is quaking in its boots.

Quake in (one's) boot: to tremble with fear or nervousness

(b) Until then we keep telling each other not to lose heart. Not to lose one's heart: not to

lose hope or not to feel demoralised

Now, look at the idiomatic expressions given below. Use a dictionary to find out the meanings. Make sentences using the expressions.

all's fair in love and war



[View Text Solution](#)

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icing on the cake



[View Text Solution](#)

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call the shots



[View Text Solution](#)

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chalk and cheese



[View Text Solution](#)

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expressions.

raining cats and dogs



[View Text Solution](#)

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Now, look at the idiomatic expressions given below. Use a dictionary to find out the meanings. Make sentences using the expressions.

breaking the ice



[View Text Solution](#)

7. Fill in the blanks using the contracted forms of the verbs. One has been done for you.

You should not eat so much.



[View Text Solution](#)

8. Fill in the blanks using the contracted forms of the verbs. One has been done for you.

They have written the story.



[View Text Solution](#)

9. Fill in the blanks using the contracted forms of the verbs. One has been done for you.

Let us go watch a movie.



[View Text Solution](#)

10. Fill in the blanks using the contracted forms of the verbs. One has been done for you.

He did not play tennis.



[View Text Solution](#)

11. Fill in the blanks using the contracted forms of the verbs. One has been done for you.

I could not find my friend in the crowd.



View Text Solution

12. Fill in the blanks using the contracted forms of the verbs. One has been done for you.

Here is your bag.



View Text Solution

13. Fill in the blanks using the contracted forms of the verbs. One has been done for you.

I would guide him.



View Text Solution

14. Fill in the blanks using the contracted forms of the verbs. One has been done for you.

They are not rich.



View Text Solution

15. Fill in the blanks with the phrasal verbs given below. Change the tense of the verbs wherever required.

(breakdown, find out, look for, go out, check out)

Suhasini wanted to _____ with her mother to the book shop. Her mother came back home very late. She said that her car _____ on the way back. She had to _____ a mechanic. She _____ several apps for roadside assistance but then _____ that her internet was not working.



[View Text Solution](#)

Speaking

1. The following poem is taken from The Diary of Lena Mukhina.

(a) Ask your teacher to recite the poem. Listen to the poem attentively and identify the qualities mentioned.

(b) Discuss these qualities with your partner.

(c) Think of a person who has some of these qualities and talk about them to your partner.

You can highlight the incidents and actions of

the person that reflect these qualities.

Lena Mukhina's Diary

22 May 1941–25 May 1942

'Remember My Sad Story: Lena Mukhina's Siege Diary'

Consider any day on which you do not discover anything new or learn anything useful a lost day!

Anyone can become strong, smart and steadfast. There is only one essential requirement – will power!

Will power can conquer anything.

A strong-willed person is persistent and determined.

People are not born brave, strong and smart.

These qualities must be acquired through perseverance and with determination, like the ability to read and write.



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Writing

1. You have read in the passage 'A Journal of the Plague Year' by Daniel Defoe about how

the news of plague was reported in those times. What are the means of reporting today?



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2. Write a report on any one of the following conservation of environment, plantation of trees, waste disposal, water harvesting, and the cleanliness drive under Swachh Bharat Abhiyan carried out in your locality.



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