



## ENGLISH

### NCERT - NCERT 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.)



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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 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?



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**3.** 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.

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



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4. 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.

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

Handy Cam. From Ooty we went on to Bangalore. What a contrast! The noise and pollution of this once – beautiful city really broke my heart.



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5. 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.

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?



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## Comprehension Check

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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**Oral Comprehension Check**



1. Why was Mr Keesing annoyed with Anne?

What did he ask her to do?



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



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



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



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**Thinking About The Text**

1. 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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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?



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3. 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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4. 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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5. What does Anne write in her first essay?



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6. Anne says teachers are most unpredictable.

Is Mr Keesing unpredictable? How?



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

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.



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

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.



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

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.



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**10.** What do these statements 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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**11.** What do these statements 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 taking.



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## Thinking About Language

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



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2. Now find the sentences in the lesson that have the phrasal verbs given below. Match them with their meanings.



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3. 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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4. 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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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.)

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



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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.)

Mr Keeping 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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7. 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



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8. 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.

break somebody’s heart



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**9.** 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.

close/dear to heart



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**10.** 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.

from the (bottom of your) heart



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**11.** 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.

have a heart







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**12.** 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.

have a heart of stone



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**13.** 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.

your heart goes out to somebody



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

For example: I've = I have



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

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.



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