

NCERT Solutions of Class 10 English First Flight Chapter 4: NCERT Solutions for Class 10 English First Flight Chapter 4 are like a helpful guide for students. This chapter is all about poetry, with different poems that talk about different things. These solutions help students understand each poem better.

They explain things in an easy way and also answer the questions given after each poem. By using these solutions, students can get better at understanding poetry, practice answering questions, and do well in their English class.

NCERT Solutions of Class 10 English First Flight Chapter 4 PDF

You can find help for Chapter 4 of Class 10 English First Flight in a PDF. This PDF has solutions to the questions in the chapter. It is useful for students who want to understand the chapter better and do well in exams. Using these solutions can improve your understanding and grades in English.

NCERT Solutions of Class 10 English First Flight Chapter 4 PDF

NCERT Solutions of Class 10 English First Flight Chapter 4 From the Diary of Anne Frank

From the Diary of Anne Frank

Activity (Page 49)

Question 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

(i) Journal

(ii) Diary

(iii) Log

B

– 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

– A full record of a journey, a period of time, or an event, written every day

– A record of a person's own life and experiences (usually, a famous person)

- (iv) – A written record of events with times and dates, usually official
Memoir(s)

Answer:

- | 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) |

Question 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?

(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

(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.

(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!

Answer:

- (i) Diary

(ii) Log

(iii) Journal

(iv) Memoir

Oral Comprehension Check (Page 51)

Question 1:

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

Answer:

Writing in a diary was a new and peculiar experience for Anne Frank. She had never written anything before receiving it as a gift on her thirteenth birthday. To her, the diary became more than just a book—it became her closest confidant, a place where she could pour out her thoughts and emotions without reservation. Despite considering herself just a young schoolgirl, she found solace in the diary, knowing she could express herself freely without fear of judgment. It was a safe space where she could unload her worries and fears, even though she doubted anyone would find interest in the musings of a thirteen-year-old. Nonetheless, the diary became Anne's trusted companion, allowing her to navigate the complexities of her life with honesty and introspection.

Question 2:

Why does Anne want to keep a diary?

Answer:

Anne often grappled with feelings of loneliness and sadness due to her lack of friends. Yearning for someone to confide in, she sought solace in the idea of keeping a diary. It became her sanctuary—a place where she could unburden herself and share her innermost thoughts without fear of rejection or judgment.

To Anne, the diary wasn't just a record of daily events; it was a trusted companion, a silent confidant who listened without interruption or condemnation. Through her diary, Anne found comfort in pouring out her heart, knowing that her words were safe and cherished within its pages.

Question 3:

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

Answer:

Anne deeply believed that paper possessed a patience that surpassed that of people. Unlike humans, paper would not interrupt or judge her as she poured out her innermost thoughts and desires. Writing in her diary provided Anne with a sense of release and freedom, allowing her to articulate her feelings without reservation.

She entrusted her deepest secrets to the pages of her diary, knowing that they would remain private and secure. For Anne, her diary was more than just a blank book—it was a loyal companion, a silent listener who never grew tired of her words. It was a sacred space where she could be her true self without fear of scrutiny or betrayal.

Oral Comprehension Check (Page 51)

Question 1:

Why does Anne provide a brief sketch of her life?

Answer:

Anne provided a brief sketch of her life in her diary to give readers insight into her world—her family, her school, and herself. By sharing these details, she hoped to establish a connection with her readers, allowing them to understand her experiences and the events unfolding in her life. Through her diary, readers could glimpse into her daily routines, her joys, her struggles, and her dreams. Anne's desire to share her life with her readers reflects her longing for companionship and understanding, as well as her belief in the power of storytelling to forge connections across time and distance.

Question 2:

What tells you that Anne loved her grandmother?

Answer:

Anne's bond with her grandmother was profound and heartfelt. Despite living apart from her parents in Holland, she found solace and comfort in her grandmother's presence in Aachen. Their close relationship was evident in Anne's diary entries, where she often wrote about her grandmother with affection and admiration. When her grandmother passed away in January 1942, Anne's grief was palpable. She expressed her enduring love and fond memories of her grandmother, emphasizing the depth of their connection.

On her thirteenth birthday, Anne honored her grandmother's memory by lighting a candle alongside the others, a poignant gesture of love and gratitude for the woman who held a special place in her heart. Through these heartfelt actions and words, Anne conveyed the depth of her love and admiration for her beloved grandmother.

Oral Comprehension Check (Page 54)

Question 1:

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

Answer:

Mr. Keesing grew increasingly frustrated with Anne's talkative nature. Her constant chatter disrupted the class, leading him to seek ways to curb her loquaciousness. As a form of discipline, he assigned her extra homework, tasking her with writing essays on topics related to her tendency to talk excessively. By giving her this additional work, Mr. Keesing hoped to encourage Anne to reflect on her behavior and understand the impact of her talkativeness on others. Through these assignments, he aimed to instill discipline and promote self-awareness in Anne, urging her to become more mindful of her actions in the classroom.

Question 2:

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

Answer:

In her essay, Anne defended her talkative nature by attributing it to hereditary factors. She pointed out that her propensity for chatter was inherited from her mother, who exhibited similar traits, if not more. Anne asserted that such inherited characteristics were beyond anyone's control, implying that she couldn't help being talkative since it was ingrained in her nature. By drawing this connection to her mother's behavior, Anne attempted to rationalize and justify her own talkativeness, suggesting that it was a natural aspect of her personality rather than a deliberate choice.

Question 3:

Do you think Mr Keesing was a strict teacher?

Answer:

Mr. Keesing wasn't an strict teacher, but he did have expectations of his class regarding maintaining silence and discipline during lectures. Like any caring teacher, he prioritized the well-being and learning environment of his students. However, Anne's talkativeness tested his patience, leading him to assign her extra homework and essays on her chattiness as a form of punishment. Despite this, Mr. Keesing displayed a sense of humor by laughing at Anne's witty arguments, indicating that he wasn't devoid of understanding or empathy. While he enforced discipline, he also showed a human side by appreciating Anne's humor, suggesting a balanced approach to classroom management.

Question 4:

What made Mr Keesing allow Anne to talk in class?

Answer:

Anne's last essay, titled 'Quack, Quack, Quack, Said Mistress Chatterbox,' presented in the form of a poem, showcased her wit and creativity to Mr. Keesing. Impressed by her ability to convey her thoughts in a rhythmic and entertaining manner, Mr. Keesing saw a lighter side of Anne. This essay served as a turning point, fostering a connection between them and bridging the gap that had existed before. As a result, Mr. Keesing no longer felt the need to assign Anne extra homework as a form of punishment. This positive interaction reflected a newfound understanding and appreciation between teacher and student, paving the way for a more harmonious relationship in the classroom.

Thinking about the Text (Page 54-55)**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:

It's a common belief that children's perspectives are often overlooked or not taken seriously by adults. Anne, at the age of thirteen, shared this sentiment, feeling that many adults viewed children as too immature to discuss serious matters about the world. However, Anne's diary defied these expectations. Despite her young age, her diary resonated with people worldwide and became immensely popular. Translated into numerous languages, Anne's words captured the hearts of readers, making her one of the most well-known and discussed victims of the Holocaust.

Her diary not only provided insight into her personal experiences but also shed light on the human experience during one of history's darkest periods. Anne's story serves as a powerful reminder of the importance of listening to and valuing the voices of young people, as their perspectives can offer profound insights and inspire change.

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, originally written in Dutch, stood out from others in several ways. Firstly, she affectionately named her diary 'Kitty,' giving it a personal touch. Anne's writing style was informal and reflected the carefree nature typical of a teenager.

She poured her heart out in her diary, treating it as her closest confidant and best friend. Unlike many diaries, Anne's entries were filled with personal feelings, secrets, and reflections on her daily life. This candid approach made her diary unique and relatable to readers around the world. Through 'Kitty,' Anne preserved a wealth of personal events and memories, offering a glimpse into her innermost thoughts and experiences, which distinguished her diary from others of its kind.

Speaking (Page 58-59)

Question 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 : On the table yonder.

MAN

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:

Activity to be done by yourself.

Writing (Page 59)

Question 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.

Answer:

Activity to be done by yourself.

Listening (Page 59)

Question 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.

Benefits of NCERT Solutions Of Class 10 English First Flight Chapter 4

- **Comprehensive Understanding:** The solutions provide detailed explanations of the poems in Chapter 4, helping students understand the themes, literary devices, and interpretations more effectively.
- **Structured Learning:** The solutions follow a structured format, making it easier for students to navigate through the poems and grasp the concepts in a systematic manner.
- **Clarity of Concepts:** By clarifying doubts and providing in-depth analysis, the solutions enhance students' clarity of concepts, enabling them to develop a deeper understanding of the poems.

- Practice Material: The solutions include answers to the questions provided at the end of each poem, allowing students to practice and assess their understanding. This helps in improving their comprehension skills and prepares them for exams.
- Enhanced Exam Preparation: Using NCERT Solutions can improve students' performance in exams by providing them with a better understanding of how to approach different types of questions effectively.