

CHAPTER- 4

FROM THE DIARY OF ANNE FRANK

- Anne Frank

2 MARK QUESTIONS

1. Why does Anne want to keep a diary?

Answer:

Anne always used to feel lonely and upset as she had no friends. She wanted to get all the burdens and worries off her chest. Hence she decided to keep a diary where she could confide her secrets and treat it as a true friend.

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

Answer:

Anne had a strong feeling that paper had more patience than people to listen to her mental state. It was easier for her to pen down all her thoughts and wishes that she had in her mind in a diary. Hence, to confide her secrets, she felt her personal diary was the best companion, and it was also not meant for anyone else to read.

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

Answer:

Anne provided a brief sketch of her life because she wanted to describe her family, school and herself. Reading her diary would help the reader develop some sort of connection with her and all the activities that were happening around her at that time.

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

Answer:

Mr Keesing was annoyed with Anne because she was a very talkative girl. He often punished her by assigning her extra homework to write essays on topics that were related to her nature to keep her silent.

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

Answer:

Anne justified her being a chatterbox in her essay by clearly pointing out that she had inherited it from her mother, who was also as talkative as her or even more. She also stated that nobody could do anything about such inherited traits.

4 MARK QUESTIONS

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

Answer:

Writing in a diary was a strange experience for Anne Frank because she had never written anything before in a diary as she had received it as a gift on her thirteenth birthday. She considered the diary to be her best friend, where she could write all her thoughts and feelings. However, she also felt that no one would be interested in the musings of a thirteen-year-old schoolgirl. Hence she could write freely in the diary to get all her worries off her chest.

2. What tells you that Anne loved her grandmother?

Answer:

Anne lived at Aachen with her grandmother while her parents settled down in Holland. She was extremely close to her grandmother and wrote about her in her diary. However, when her grandmother died in January 1942, she said, “No one knows how often I think of her and still love her”. She wanted to convey through this message how dearly she loved her grandmother. On her thirteenth birthday, she lit up one candle along with the rest to express her love and gratitude for her beloved grandmother.

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

Answer:

Anne's last essay, entitled 'Quack, Quack, Quack, Said Mistress Chatterbox' and written in the form of a poem, showed Mr Keesing the lighter side of Anne. He was impressed with the way she presented her arguments in a rhythmic manner. It helped bridge the gap between Mr Keesing and Anne, and thereafter she was never assigned extra homework by him.

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

Answer:

It is a human tendency that kids are often not considered seriously by elders. Being a thirteen-year-old girl, Anne thought that most people wouldn't give importance to a child's perspective towards the world because they thought children were too immature to talk about worldly matters. However, Anne Frank's diary was popular among the masses and was translated into different languages, and she became one of the most renowned and discussed Holocaust victims.

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

Answer:

Anne’s diary was originally written in Dutch. It was different from other entries in several aspects. She had named her diary ‘Kitty’. She wrote in an informal tone that exuded a teenager’s carefree nature. She confided her feelings and secrets in it as she considered her diary to be her best friend. She wrote a lot of personal events and memories in her diary, which made it different from other diaries.

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

Answer:

Anne cited the perfect example of Mr Keesing as an unpredictable teacher because she felt that Mr Keesing was indifferent towards her behaviour and always rebuked her for her talkative nature. Although he punished her initially by assigning extra homework, after reading her essays, he enjoyed a good laugh and thereafter never gave her such punishment and allowed Anne to talk in class.

8 MARK QUESTIONS

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

Answer:

No, Mr Keesing was not an overly strict teacher, but he expected his class to maintain silence and discipline while he was giving his lecture to the class. As a matter of fact, a teacher always thinks about the welfare of his students. Any teacher will be annoyed if the children keep on talking during the class. Mr Keesing was annoyed with Anne because she was very talkative. So to punish her, he would give her extra homework to do and often told her to write essays on her talkative nature. Besides, it should be noted that had he been strict, then he would not have laughed at Anne's funny arguments.

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

Answer:

Anne briefly introduced her family in the 'diary' because she felt that it was hard to make others realise that a teenager like her could write about loneliness and all the events happening around her in a mature manner. She talked about her adorable father, compassionate mother, beloved grandmother and loving elder sister in her diary, which she addressed 'Kitty'.

Kitty was gifted to her by her parents on her thirteenth birthday, and she considered it as her best friend and treated it as an insider as she could confide all her feelings and emotions by writing on it.

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

Answer:

Anne had fond memories of her adorable father, her grandmother, Mrs Kuperus, and Mr Keesing, her Maths teacher, who had left indelible impressions on her mind and had a major impact on her life. The way she wrote about all of them in her diary revealed that Anne was very attached to each of these people and was quite good at understanding people. She had developed an everlasting bond and a wonderful interpersonal relationship with each of them.

4. What does Anne write in her first essay?

Answer:

Mr Keesing had asked Anne to write an essay on the topic ‘A Chatterbox’ as a punishment for her talkative nature. In the essay, she wrote about the effects of being talkative and also argued that she had inherited it from her mother, who was also very talkative. She justified this by saying that nobody could do anything about inherited traits. It was, therefore, difficult to give up a habit so easily, and it also formed a part of a student’s trait. Reading this, Mr Keesing also had a hearty laugh at the argument given by Anne.

5. 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.

(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.

(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.

(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.

(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.

Answer:

(i) These lines show that Anne did not have any close friends in whom she could confide her secrets. Therefore, she blamed herself for her reserved nature.

(ii) This line implies that Anne considered her diary 'Kitty' to be her best friend and wrote all her emotions and secrets on it rather than simply jotting down facts like other people do.

(iii) This statement implies the humorous nature of Anne. She had a witty personality and wrote the line in a funny tone. The words 'plunked down' exhibit her sense of humour.

(iv) This line implies that Anne thought that a quarter of the class were dumbheads, and she was intelligent enough to make it to the next class. She called the teachers the most unpredictable creatures on earth because it was quite uncertain who would fail or pass and make it to the next grade.

(v) This statement implies that Anne was talking about writing. She was given extra homework to write essays by Mr Keesing as a punishment for her talkative nature. Although that was extra work for her, she wanted to do it with full vigour. She did not want to leave big spaces between the words to make the essay look voluminous. She wanted to write convincing arguments to prove the essence of talking. That way, her approach to writing was different from others.

GRAMMAR

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 |

Answer:

| A | B |
|------------------|---|
| 1. Heartbreaking | – producing great sadness |
| 2. Homesick | – missing home and family very much |
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| 8. Output | – something produced by a person, machine or organisation |

Find the words used in the sentences below:

1. Her friend's departure was **heartbreaking** news to her.
2. Staying in the hostel away from her parents, Riya felt **homesick**.
3. Rihan is such a **blockhead** that he is the object of everyone's ridicule.
4. One of the objectives of education is to nurture **law-abiding** citizens.
5. If you are trying to please someone, never **overdo** it; most people wouldn't like it.
6. The little girl sat **daydreaming** in class, unaware that the teacher was noticing her.
7. There was a traffic block as a car had a **breakdown** in the middle of the road.
8. The government took several steps to increase agricultural **output**.

2. 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

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 |

Answer:

| | |
|----------------|----------------------------|
| (i) plunge in | – go straight to the topic |
| (ii) kept back | – not promoted |

| | |
|--------------------|--|
| (iii) move up | – go to the next grade |
| (iv) ramble on | – speak or write without focus |
| (v) get along with | – have a good relationship with |
| (vi) calm down | – make (them) remain quiet |
| (vii) stay in | – stay indoors |
| (viii) make up for | – compensate |
| (ix) hand in | – give an assignment (homework) to a person in authority (the teacher) |

1. plunge in: “Since no one would understand a word of my stories to Kitty if I were to **plunge** right **in**, I’d better provide a brief sketch of my life, much as I dislike doing so.”
2. kept back: “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**.”
3. move up: “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.”
4. ramble on: “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.

5. get along with: "I **get along** pretty well **with** all my teachers."
6. calm down: "Even G.'s pleading glances and my angry outbursts can't **calm** them **down**."
7. stay in: "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."
8. make up for: "This birthday celebration in 1942 was intended to **make up for** the other, and Grandma's candle was lit along with the rest."
9. hand in: "I **handed** it **in**, and Mr. Keesing had nothing to complain about for two whole lessons."

3. 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*.

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

Answer:

1. (i) Our entire class is *quaking in its boots*. – **shaking with fear and nervousness**

(ii) Until then, we keep telling each other *not to lose heart*. – **not to lose hope or expectation**

(iii) Mr Keesing was annoyed with me *for ages* because I talked so much. – **for a long time**

(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*. – **he was outwitted by her**

2. (i) caught my eye: A yellow school bus with balloons all over it caught my eye.

(ii) he'd had enough: Harry suffered a lot due to his illness. He's had enough of mental trauma.

(iii) laugh ourselves silly: My best friend and I had a hearty laugh watching the comedy show and laughed ourselves silly.

(iv) can't bring myself to: I was unable to bring myself to have less carbs in my diet

4. Do you know how to use a dictionary to find out the meanings of idiomatic expressions? Take, for example, the expression that *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

Answer:

1. break somebody's heart: to hurt or upset someone deeply

It is never a good idea to break someone's heart.

2. close/dear to heart: someone close to you

My best friend is very close to my heart.

3. from the (bottom of your) heart: feel for someone genuinely

I love my parents from the bottom of my heart.

4. have a heart: to evoke feeling and help someone in pain

The beggar on the roadside asked the shopkeeper to have a heart and give him some food to eat.

5. have a heart of stone: a person with no feelings or sentiments

The man beat up the beggar on the road as he has a heart of stone.

6. your heart goes out to somebody: to sympathise with someone

My heart goes out to the little boy who lost his parents in the air crash.

5. 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.

Answer:

- (i) I've – I have
- (ii) Can't – Cannot
- (iii) I'm – I am
- (iv) Won't – Would not
- (v) Don't – Do not
- (vi) Doesn't – Does not
- (vii) Didn't – Did not
- (viii) Who'll – Who will
- (ix) You're – You are
- (x) There's – There is
- (xi) I'd – I would
- (xii) We'll – We will
- (xiii) He'd – He had
- (xiv) That's – That is
- (xv) Who's – Who is
- (xvi) Haven't – Have not
- (xvii) It's – It is
- (xviii) Wouldn't – Would not

2. (i) I'd – I had or I would

(ii) It's – It is or It has

(iii) Who's – Who is or Who has

(iv) That's – That is or That has

6. 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 _____.

Answer:

This entry in the diary has been made on **2nd September 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 **he thought it was far enough**. Pepys rose again at **seven** 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** along with Sir J. Robinson's **little son**.

7. 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 |

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) |

8. 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

SUMMARY

"From the Diary of Anne Frank" likely refers to an excerpt from "The Diary of a Young Girl" written by Anne Frank. This diary is a personal account of Anne's experiences as a Jewish girl hiding from the Nazis during World War II.

In the diary, Anne describes her life in hiding in Amsterdam, known as the "Secret Annex," where she, her family, and a few others stayed to avoid persecution. The entries cover a period from 1942 to 1944. Anne writes about her everyday life, her relationships with others in hiding, and her dreams for the future.

The diary provides a unique perspective on the Holocaust, capturing the emotional and psychological challenges faced by those in hiding. Anne expresses her hopes, fears, and aspirations, making her story a powerful and poignant narrative.

Tragically, the Franks were eventually discovered by the Nazis, leading to their arrest. Anne died in the Bergen-Belsen concentration camp. Her diary, found and preserved by one of the helpers, Miep Gies, later became a symbol of the human cost of war and intolerance.

POEM – AMANDA

- Robin Klein

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

Answer:

Amanda is a young girl who is around 9-10 years old. She is being rebuked by her parents with typical instructions – something quite common for children of her age. Her parents are trying to inculcate good manners and etiquette in her for her own good, as she is very naive and innocent.

2. Who do you think is speaking to her?

Answer:

One of her parents is speaking to her. It is most likely that it's her mother. Generally speaking, a mother is the first teacher of a child. She always tries to guide and instruct her child to follow the righteous path. Hence, the nature of the instructions given to Amanda indicates that the speaker is her mother.

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

Answer:

Stanzas 2, 4 and 6 are given in parenthesis because they depict Amanda's inner thoughts and reactions as she receives instructions from her mother in stanzas 1, 3 and 5. Each stanza containing rebukes

by Amanda's mother is followed by her inner reaction to it in parenthesis. Thus, the poet uses the parenthesis to show that Amanda doesn't voice her inner protests, giving the poem a humorous tone.

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

Answer:

The speaker of stanzas 2, 4 and 6 is the child, Amanda herself. No, she is not listening or paying heed to her mother's words in stanzas 1, 3 and 5 as she is lost in her own dream world. Her imagination lets her escape from reality as she is lost in her own world.

5. What could Amanda do if she were a mermaid?

Answer:

If Amanda were a mermaid, she could drift away slowly and carelessly on a languid emerald sea. She wished she could be the sole inhabitant of the green sea and would slowly move on it. She longs for a place where she can be all by herself and depend on anybody else for her happiness. Amanda desired to be a mermaid because a mermaid symbolises liberty and wonder, according to her.

6. Is Amanda an orphan? Why does she say so?**Answer:**

No, Amanda is not an orphan. She says so because she wants to be on her own. She feels that she is being constantly nagged by her parents to follow their instructions. Being a little girl, she seeks 'golden' silence and 'sweet' freedom and wants to break all the norms. She wishes to roam around the streets alone and draw dust patterns with her bare feet. She thinks if she were an orphan, she could do all of it without being nagged or rebuked by anyone and be all by herself.

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

The story of Rapunzel revolves around her life on a high tower. She was locked in that tower by an evil witch. Over the course of time, she got used to living there. She was very happy and content with her life in the tower. She had very long blonde hair, which was used by the witch to climb the tall tower. One fine day, a prince came to meet her, climbing the tower using her hair. When the witch came to know about it, she punished both of them by separating them. Finally, after many years the couple united forever. Similarly, Amanda wishes to live her life like Rapunzel on a high tower on her own, away from everyone. She yearns for freedom, peace and harmony. Due to this reason, Amanda wants to be like Rapunzel. However, she also states that since she doesn't want to be disturbed, she would never let her bright hair down for anyone to climb up to her. She desires a happy and satisfying life without being disturbed by others.

8. What does the girl yearn for? What does this poem tell you about Amanda?**Answer:**

Amanda is a young girl who yearns for freedom and wants to be on her own. With constant scolding from her parents, she realises that she is incapable of fulfilling their expectations. Generally, children of Amanda's age have similar feelings, irrespective of class, colour or nationality. We all know that traditional societies always demand well-mannered behaviour from every person and the training of children by their parents plays a significant role in moulding their personality. However, most parents tend to ignore the innocence and understanding level of their children, and the young minds face tremendous pressure from their elders that impacts their imaginative power and thoughts.

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

No, Amanda is neither sulking nor moody. She simply longs for her freedom as she is fed up with following the instructions given by her parents. She has a strong imaginative power as she visualizes herself to the likes of Rapunzel's story, and she wants to lead a carefree life free from all nagging and scolding from her parents, who are always trying to teach manners and inculcate good habits in her.

SUMMARY

The poem "Amanda" captures the internal world of a young girl named Amanda, juxtaposing the external demands and expectations placed upon her with her vivid imagination. The repetitive, authoritative voice of an adult figure constantly admonishing Amanda for various actions contrasts with Amanda's imaginative escape into fantastical scenarios.

Throughout the poem, Amanda is subjected to a series of commands and criticisms from the adult figure, ranging from mundane concerns like nail-biting to more significant matters like finishing homework. However, Amanda's mind is a sanctuary of creativity and whimsy. Each time she is reprimanded, she retreats into a fantasy world where she envisions herself as a mermaid, an orphan, or Rapunzel.

The poem captures the tension between the real-world constraints imposed on Amanda and her desire for freedom and individual expression. The contrasting images of the external demands and Amanda's imaginative escapes highlight the conflict between societal expectations and personal desires. The final lines, expressing Amanda's nonchalant response to the adult's criticism, suggest her determination to maintain her imaginative sanctuary despite the external pressures.

In essence, "Amanda" is a commentary on the struggle faced by individuals, particularly the young, to navigate societal expectations while preserving their inner worlds of creativity and imagination. The poem beautifully weaves together the ordinary and the extraordinary, inviting readers to reflect on the balance between conformity and individuality.