

CBSE CLASS X

English Language & Literature (184)

ANSWER KEY

From previous CBSE Board Exam questions

Code: AS6E5Y	Questions: 27	Maximum Marks: 124	Generated: 2026-06-15 13:05
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SELECTIONS USED

Source	Previous-year board
Subject	English Language & Literature
Lessons	From the Diary of Anne Frank
Year	2022-2026
Questions selected	27

Composition — Types: 12 literature_extract · 8 Short · 7 literature_long

Q1.

[6]

How does the method of the seagull's mother to teach her child to be independent contrast with Amanda's mother's constant nagging? Examine how this affects the emotional responses of the seagull and Amanda. ('Two Stories about Flying' and 'Amanda!')

Previously asked in: 2026 2/3/1 Q10(a)

♦ Two Stories about Flying

3.1 His First Flight

4.1 Amanda!

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Model Answer

Method of Teaching — Contrast:

The seagull's mother uses a strategic, loving method to make her young one fly. She withholds food, ignores his cries, and then tempts him with fish just out of reach — forcing him to dive instinctively. Her tough love is purposeful: she knows he *can* fly and engineers the moment.

Amanda's mother, in contrast, constantly nags her — stop slouching, don't eat chocolate, don't bite nails, don't hunch. She imposes rules without understanding Amanda's emotional need for freedom and imagination.

Effect on Emotional Responses:

The seagull's fear transforms into exhilaration and triumph. Once he dives, terror gives way to joy — he soars, joins his family, and "completely forgot that he had not always been able to fly." The experience builds confidence.

Amanda, however, retreats into fantasy — she imagines herself a mermaid, an orphan roaming freely, Rapunzel in a tower. The constant nagging makes her sulky and withdrawn, escaping mentally because she cannot escape physically.

Conclusion: The seagull's mother trusts nature and guides through action; Amanda's mother controls through words — one builds independence, the other stifles it.

Source: Chapter 3 — *His First Flight*; *Amanda! (First Flight, Class X)*

Explanation

- Examiners look for a **clear contrast** between the two methods, not just a summary of both texts.
- Mention **specific evidence**: the mother halting with fish just out of reach (seagull) vs. repeated instructions about posture/chocolate/nails (Amanda).
- Show the **emotional outcome** for each child — confidence/joy vs. withdrawal/fantasy.
- A brief concluding line tying both together scores the final mark.
- Avoid retelling the full story; focus on the comparison the question asks for.

Q2.

[6]

Answer in 100-120 words.

The journeys of Anne Frank and Valli teach us the vital lesson that optimism and self-assurance empower women to rise above circumstances and overcome obstacles. Examine the similarities. (Diary of Anne Frank & Madam Rides the Bus)

Previously asked in: 2025 2/6/1 Q10(b)

♦ From the Diary of Anne Frank

Madam Rides the Bus

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Model Answer

Both Anne Frank and Valli exemplify how optimism and self-assurance help young girls rise above their limitations.

Valli lived in a small village with no playmates and limited freedom. Yet she meticulously planned her bus journey — saving sixty paise by resisting sweets and merry-go-rounds, gathering information discreetly, and timing her trip during her mother's nap. On the bus, she confidently refused free drinks and asserted herself against older passengers, declaring, "I'm not a child." Her cheerful curiosity and iron will turned a simple bus ride into a triumph.

Anne Frank, facing the trauma of hiding and persecution, channelled her feelings into her diary, treating it as a trusted friend named Kitty. Her self-awareness, humour, and emotional resilience helped her cope with extraordinary hardship.

Both girls demonstrate that inner confidence and a positive outlook empower women to overcome circumstance and claim their own space in the world.

Source: *Madam Rides the Bus*, Chapter 7; *The Diary of Anne Frank*, Chapter 4

Explanation

- This is a **comparative/value-based** 6-mark question. Examiners expect textual evidence from **both** chapters — don't discuss only one character.
- Show the **obstacle** each girl faced, then show her **optimistic/self-assured response** — that's the two-part structure per character.
- Use short quotes or specific details (e.g., "sixty paise," "Kitty") to prove you've read the texts; vague generalisations lose marks.
- End with a **common conclusion** linking the theme to both characters — examiners reward this synthesis.
- Keep Anne's section slightly shorter since fewer source passages were provided, but don't omit her entirely.

Q3.

[5]

Don't eat that chocolate Amanda !
Remember your acne, Amanda !
Will you please look at me when I'm speaking to you Amanda !
(I am Rapunzel, I have not a care; life in tower is tranquil and rare, I'll certainly never let down my bright hair)

Read the extract given below and answer the questions that follow :

- (i) The Speaker's tone is [1]
(a) loving.
(b) hopeful.
(c) instructive.
(d) indifferent.
- (ii) Complete the analogy with a word from the extract : rare : uncommon :: peace : [1]
- (iii) State whether the following statement is TRUE or FALSE : Amanda did not want anyone to invade her privacy and silence. [1]
- (iv) Select the appropriate option : Amanda's mother is continuously Amanda. [1]
(a) encouraging
(b) reprimanding
(c) motivating
(d) disappointing
- (v) Which word in the extract is opposite in meaning to the word 'dull' ? [1]
(a) dreary
(b) shady
(c) bright
(d) angry

Previously asked in: 2023 2/4/1 Q7(A)

◆ 4.1 Amanda!

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Model Answer

- (i) (c) instructive.
- (ii) rare : uncommon :: peace : **tranquil**
(The word *tranquil* means peaceful/calm, just as *rare* means uncommon.)
- (iii) TRUE — Amanda imagines herself as Rapunzel living alone in a tower, where life is *tranquil and rare*, showing she wishes to escape interference and be left in peace.
- (iv) (b) reprimanding.
- (v) (c) bright.
-

Explanation

- (i) The speaker (Amanda's mother) gives a series of commands and reminders — this is *instructive/scolding* in tone, not loving or indifferent.
- (ii) The analogy tests synonyms. *Tranquil* directly appears in the extract as a synonym for peace/calm, just as *rare* is a synonym for uncommon.

- **(iii)** Amanda's Rapunzel fantasy — solitude in a tower, not letting down her hair — clearly signals her desire for privacy and silence. So the statement is TRUE.
- **(iv)** The mother nags about chocolate, acne, and eye contact — this is continuous *reprimanding* (scolding), not encouragement or motivation.
- **(v)** The opposite of *dull* is *bright*, which also appears literally in the extract ("my bright hair").

Q4.

[5]

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. I thought and suddenly I had an idea. I wrote the three pages, Mr. Keesing had assigned me and was satisfied. I argued that talking is a students' 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.

Read the following extract and answer the questions.

- (i) State any one inference about Anne from the given context. "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." [1]
- (ii) In about 40 words, elaborate on the justification Anne gives for her talkative nature. [2]
- (iii) Which one of the following best describes the tone of the given extract? [1]
- (A) derogatory
(B) persuasive
(C) nostalgic
(D) cautionary
- (iv) Which phrase would correctly substitute 'ramble on' in the given sentence from the extract? [1]

Previously asked in: 2024 2/3/1 Q6(b)

♦ From the Diary of Anne Frank

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Model Answer

(i) Anne was intelligent and witty — instead of just filling pages with words, she thought critically and crafted a logical argument to defend herself.

(ii) Anne justified her talkative nature by arguing that talking is a natural trait of students. She promised to control it but admitted she could never cure herself completely, since her mother was equally, if not more, talkative. She concluded that inherited traits cannot easily be changed.

(iii) (B) persuasive

(iv) The phrase "**talk endlessly/speak without purpose**" (or "*go on and on*") would correctly substitute 'ramble on' in the sentence.

Source: *From the Diary of Anne Frank, Chapter — Diary, NCERT First Flight*

Explanation

- (i) One clear inference is enough — focus on her smartness or wit; avoid vague statements.
- (ii) Three key points scorers look for: (1) talking = student trait, (2) she'll try to control it, (3) it's inherited from her mother. Hit all three within ~40 words.
- (iii) The extract shows Anne *convincing* Mr. Keesing with arguments — the tone is clearly **persuasive**. "Nostalgic" or "cautionary" do not fit.
- (iv) 'Ramble on' means to talk or write at length without clear purpose. Acceptable substitutes: "*go on and on*," "*talk endlessly*," "*write without purpose*." Any one is sufficient for 1 mark.

Q5.

[3]

Explain why Amanda wants to be an orphan. Refer to the given lines, from the text – I am an orphan, roaming the street. I pattern soft dust with my hushed, bare feet. The silence is golden, the freedom is sweet. (Amanda)

Previously asked in: 2024 2/2/1 Q8 (iii)

♦ 4.1 Amanda!

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Model Answer

Amanda imagines herself as an orphan to escape the constant nagging and instructions she receives at home. As an orphan, she would have **no one to scold or control her** — she could roam the streets freely, walk with bare feet on soft dust, and enjoy peaceful silence. The words "silence is golden, freedom is sweet" show that what she truly craves is the absence of adult interference. Her home feels restrictive, so the imagined loneliness of an orphan's life seems more appealing than the supervised life she actually lives.

Source: *Amanda!* (Poem), Class 10 First Flight

Explanation

- The question asks you to **refer to the given lines** — so directly quote or closely paraphrase "silence is golden, freedom is sweet" and the image of roaming barefoot.
- The key contrast to highlight: **parental control at home** vs. **imagined freedom as an orphan**. Amanda doesn't actually want to be parentless out of sadness — she wants the *silence and freedom* that come with it.
- Examiners look for: (1) reason for the wish, (2) what the lines reveal about Amanda's state of mind, (3) reference to the specific imagery in the quoted lines.

Q6.

[6]

Amanda from the poem 'Amanda' is a teenager like Anne Frank and lives in her fantasy world whereas Anne is a chatter box. What conversation will Anne Frank have with Amanda about different perspectives of life? Write your answer in about 120 words.

Previously asked in: 2024 2/1/1 Q10(ii)

◆ 4.1 Amanda!

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Model Answer

Anne: Amanda, you seem lost in your own world all the time. Don't you want to express yourself to someone?

Amanda: I just wish I were free, like Rapunzel, living alone without anyone nagging me.

Anne: I understand that feeling! I too longed for a friend to confide in. That's why I started writing to Kitty — my diary. I couldn't share my true feelings with people around me, so I made my diary my best friend.

Amanda: But doesn't talking help? You seem like such a chatterbox!

Anne: Yes! I believe talking is a necessity. I once wrote three essays to prove it! Expression — whether through words or writing — sets you free. Instead of retreating into silence, Amanda, try pouring your heart out. A diary, a friend, or even a letter can be your freedom.

Amanda: Maybe you're right. Perhaps I should stop dreaming and start expressing.

Source: From the Diary of a Young Girl, Chapter 4

Explanation

- The question is a **creative/imaginative writing** task — examiners look for a realistic dialogue that **reflects both characters' personalities** accurately.
- Anne = chatterbox, values friendship, kept a diary to confide in; Amanda = introverted, lives in fantasy, feels nagged and restricted.
- Ground the conversation in textual evidence: Anne's diary being her friend, her essays on talking, Amanda's daydreaming.
- Keep the dialogue balanced — both characters must speak meaningfully.
- Aim for 6–7 exchanges totalling ~120–130 words. Do not write lengthy speeches; keep it natural and crisp.

Q7.

[5]

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. In the summer of 1941, Grandma fell ill and had to have an operation, so my birthday passed with little celebration.

Read the following extract and answer the questions.

- (i) "In the summer of 1941, Grandma fell ill and had to have an operation, so my birthday passed with little celebration." State any one inference about Anne from the above context. [1]
- (ii) The first education of Anne started at _____. [1]
- (A) some Kindergarten School
(B) a Nursery School
(C) Montessori Nursery School
(D) Elementary School
- (iii) Who was Mrs. Kuperus? What kind of relationship did Anne share with her? [2]
- (iv) Substitute the word 'heartbreaking' with a word similar in meaning in the following sentence: "At the end of the year we were both in tears as we said a heartbreaking farewell." [1]

Previously asked in: 2024 2/1/1 Q6(B)

♦ From the Diary of Anne Frank

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Model Answer

(i) Anne is a family-oriented person. Since her grandmother's illness overshadowed her birthday, it shows she cared deeply about her grandmother and could not celebrate happily while a loved one was suffering.

(ii) (C) Montessori Nursery School

(iii) Mrs. Kuperus was Anne's teacher in the sixth form and also the headmistress of the school. Anne shared a very warm and affectionate relationship with her. Their bond was so strong that at the end of the year, both Anne and Mrs. Kuperus were in tears while saying farewell to each other, which shows how much they meant to one another.

(iv) The word 'heartbreaking' can be replaced with **painful** (or *gut-wrenching* / *sorrowful*).

"At the end of the year we were both in tears as we said a **painful** farewell."

Source: From the Diary of Anne Frank, Extract passage

Explanation

- (i) The inference must relate to Anne's character/feelings — her love for family is the safest, most textually supported inference.
- (ii) The passage clearly states "I started right away at the Montessori Nursery School" — (C) is the only correct option.
- (iii) 2-mark answers need **two parts**: who Mrs. Kuperus was + nature of relationship. Examiners look for both.
- (iv) Any clear synonym for 'heartbreaking' is acceptable (painful, sorrowful, agonising). Write the revised sentence for full marks.

Q8.

[2]

[What does the poet say about Amanda? / What kind of freedom does Amanda desire?] (Amanda!)

Previously asked in: 2022 2/1/1 Q6 (ii)

♦ 4.1 Amanda!

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Model Answer

Amanda desires to be free from constant instructions and nagging. She imagines herself as a mermaid gliding in the sea, an orphan roaming the streets, or Rapunzel in a tower — all symbolising a life of calm, silence, and independence. She craves freedom from restrictions imposed on her.

Explanation

The examiner expects you to mention: (1) that Amanda is constantly instructed/nagged, and (2) the specific images of freedom she imagines (mermaid, orphan, Rapunzel). Both points together cover the 2 marks. Note: The source passages provided do not contain this poem, so this answer is based on the CBSE Class 10 poem "Amanda!" by Robin Klein from the prescribed textbook.

Q9.

[3]

Why does Amanda wish to be a mermaid ?

Previously asked in: 2023 2/6/1 Q8 (e)

♦ 4.1 Amanda!

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Model Answer

Amanda wishes to be a mermaid so that she could drift slowly on a languid emerald sea. She longs for a life of complete solitude and silence, away from the constant instructions and nagging she faces. As a mermaid, she would be the only occupant of the shining sea, moving carelessly and freely, with no one to scold or restrict her. This represents her deep desire for freedom, peace, and escape from the pressures of her daily life.

Explanation

The question is from the poem *Amanda!* by Robin Klein. The examiner expects three points: (1) what Amanda imagines as a mermaid, (2) why she wants that life (solitude/freedom), and (3) linking it to the nagging/restrictions she faces at home. Even though the source passages provided don't contain this poem, this is a standard textbook question from *First Flight*, Chapter 6. Always connect Amanda's fantasy to the theme of escapism caused by constant parental instructions.

Q10.

[5]

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.

In the summer of 1941 Grandma fell ill and had to have an operation, so my birthday passed with little celebration.

Read the following passage and answer the questions that follow :

- (i) The narrator 'I' refers to [1]
- Mr. Keesing
 - Mrs. Kuperus
 - Anne Frank
 - Miss Margot
- (ii) The phrase 'right away' in this extract most nearly means [1]
- with delay
 - the correct way
 - immediately
 - overtaking from right
- (iii) What does the narrator mean by saying 'we were both in tears' ? [1]
- (iv) Complete the analogy by selecting a word from the text : dawn : dusk :: mourning : _____. [1]
- (v) Select the option that correctly captures the application of the word 'form' as used in the extract. [1]
- Raghav was in good form while playing the match.
 - Saheb was promoted to the next form after the annual exam.
 - My brother did not know how to form a circle.
 - Anne saw the form on the headmaster's desk.

Previously asked in: 2023 2/6/1 Q6(a)

♦ From the Diary of Anne Frank

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Model Answer

(i) (c) Anne Frank

(ii) (c) immediately

(iii) By saying 'we were both in tears', the narrator means that both Anne and her teacher Mrs. Kuperus were very sad and emotional at the time of their farewell at the end of the year. It shows the deep bond they shared.

(iv) dawn : dusk :: mourning : **farewell**

(mourning relates to sadness at a loss; farewell is its contextual opposite — a parting that ends a relationship, just as dusk ends day)

(v) (b) Saheb was promoted to the next form after the annual exam.

(Here 'form' is used to mean a class/grade in school, exactly as in the extract — "first form", "sixth form".)

Source: From the Diary of Anne Frank, Chapter — From the Diary of a Young Girl

Explanation

- (i) The entire chapter is Anne Frank's diary; 'I' always refers to her.

- (ii) 'Right away' is a common idiom meaning *immediately/without delay* — eliminate the literal/wrong options.
- (iii) This is a 1-mark inference question; mention both people (Anne + Mrs. Kuperus) and the emotion (sadness/deep bond).
- (iv) The analogy is dawn↔dusk (beginning↔end of day). The mourning↔farewell pair works because **farewell** appears in the extract and signals the end of a relationship/parting — the contextual "end" that mirrors mourning's beginning. Some students write *celebration* (from the next sentence), but **farewell** is the word directly from the extract that best fits.
- (v) 'Form' in the extract = a school class/grade. Only option (b) uses it in the same sense.

Q11.

[3]

What impression do you form about Amanda in the poem?

Previously asked in: 2023 2/2/1 Q8 (d)

♦ 4.1 Amanda!

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Model Answer

Amanda is a young girl who is constantly nagged and scolded by her parents. She appears to be a dreamer who escapes into an imaginary world to find peace and freedom. She longs to be a mermaid, an orphan, or Rapunzel — free from all restrictions. Though she seems inattentive and moody, she is actually a sensitive child who feels suffocated by the never-ending instructions imposed on her. She is not rebellious but simply seeks space and independence. Overall, Amanda evokes sympathy as a child misunderstood by over-protective parents.

Explanation

This question is from the poem *Amanda!* by Robin Klein (Chapter 6, First Flight). The examiner expects you to discuss Amanda's character traits: her dreamy, imaginative nature; her longing for freedom; and her response to constant parental nagging. Use textual evidence (her daydreams of being a mermaid, orphan, Rapunzel) to support your points. Avoid simply retelling the poem — focus on what her behavior and fantasies reveal about her personality. No source passage was provided for this poem, so the answer is based on the prescribed textbook content.

Q12.

[5]

I wrote the three pages Mr. Keesing had assigned me and was satisfied. 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 is not much one can do about inherited traits.

Read the following extract and answer the questions that follow:

(i) Who was Mr. Keesing? [1]

- (a) English teacher
- (b) Social Science teacher
- (c) Warden
- (d) Principal

(ii) According to the extract, the incorrigible habit possessed by the speaker was I. making noise in class II. talking too much III. procrastinating IV. coming late to class V. asking irritating questions Select the correct option: [1]

- (a) I and III
- (b) Only II
- (c) I, IV and V
- (d) Only III

(iii) Complete the analogy by selecting the suitable word from the extract. routine : habit :: characteristic : _____ [1]

(iv) Select the reason why the narrator is unable to control her trait. [1]

- (a) She had deliberately practised it.
- (b) She wanted to be different from her brother.
- (c) Her teacher had encouraged her to continue as she was.
- (d) She had inherited it.

(v) Which of the following most nearly means the opposite of the phrase 'do my best'? [1]

- (a) to spend less
- (b) unable to take on the challenge
- (c) find it difficult to manage
- (d) being very stubborn

Previously asked in: 2023 2/2/1 Q6(A)

♦ From the Diary of Anne Frank

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Model Answer

(i) (a) English teacher

(ii) (b) Only II

The extract states the speaker's habit was "talking" — she argued "talking is a student's trait" and she could never "cure myself of the habit."

(iii) The suitable word from the extract is **trait**.

(routine : habit :: characteristic : **trait**)

(iv) (d) She had inherited it.

The narrator says her mother "talked as much as I did, if not more," and "there is not much one can do about inherited traits."

(v) (b) unable to take on the challenge

"Do my best" means making the greatest effort; its opposite is being unable to take on the challenge at all.

Explanation

- **(i):** Mr Keesing assigned Anne essays as punishment — a clear teacher's action. He is her Maths teacher (from broader chapter context), but the extract-based options point to **English teacher** as given in the MCQ.
- **(ii):** The extract specifically mentions "talking" as the habit; no other option from the list is supported by the passage.
- **(iii):** Analogy questions require finding a synonym from the passage. "Characteristic" and "trait" are synonyms, just as "routine" and "habit" are.
- **(iv):** The key phrase is "inherited traits" — directly from the extract.
- **(v):** "Do my best" = maximum effort/attempt. Its opposite = being unable to attempt/take on the challenge.

Q13.

[3]

In every alternate stanza, Amanda drifts into fantasy and yearns for more freedom and silence. Justify and elaborate the reason.

(Amanda)

Previously asked in: 2024 2/4/1 Q8 (v)

◆ 4.1 Amanda!

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Model Answer

In the poem *Amanda*, Amanda is constantly scolded and instructed by an unseen adult. To escape this nagging, she retreats into fantasy in every alternate stanza.

- She imagines being an orphan roaming barefoot in dusty streets — free, carefree, and unbothered.
- She fantasises being a mermaid in a calm, green sea — alone and blissfully silent.
- She imagines herself as Rapunzel in a tower, never letting anyone climb up — enjoying complete solitude.

Amanda craves freedom and silence because she is overwhelmed by constant instructions, which stifle her independence and peace.

Explanation

The examiner expects you to identify the pattern (alternate stanzas = fantasy) and briefly explain *why* she escapes — the nagging and loss of freedom. Name at least two or three specific fantasies with their significance (freedom, silence, solitude). Avoid just listing; connect each fantasy to what she is escaping from.

Q14.

[6]

Amanda and Valli both represent a longing for freedom. Examine the above observation with reference to the two texts. (Amanda and Madam Rides the Bus)

Previously asked in: 2025 2/1/1 Q10(a)

♦ 4.1 Amanda!

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Model Answer

Both Amanda (from the poem *Amanda*) and Valli (from *Madam Rides the Bus*) long for freedom — Amanda from constant nagging and restrictions, and Valli from the limitations of her small village world.

Amanda escapes into a world of imagination. She dreams of being a mermaid roaming the sea, an orphan living freely, and Rapunzel who would never let down her hair. These daydreams reflect her deep desire to be free from the instructions and corrections she constantly receives from adults.

Similarly, Valli's "overwhelming desire" to ride the bus represents her longing to break free from her confined village life. She carefully saves sixty paise, resisting every temptation, and secretly plans her journey during her mother's afternoon nap. Her independent, determined behaviour — refusing help and insisting on managing alone — shows her fierce desire for freedom and self-reliance.

Both characters find their own ways to assert independence: Amanda through imagination, Valli through bold, planned action. Their struggles reflect a universal childhood longing to explore the world beyond set boundaries.

Source: *Madam Rides the Bus*, Chapter 7

Explanation

- The question asks you to **compare** both texts, so give roughly equal space to each character.
- For Amanda (not in the passages given), recall her daydreams — mermaid, orphan, Rapunzel — as symbols of freedom from adult control.
- For Valli, use textual evidence: "overwhelming desire," saving coins thriftily, slipping out during mother's nap, refusing the conductor's help.
- End with a **linking conclusion** that ties both characters to the common theme — examiners award marks for this synthesis.
- Avoid retelling the entire plot; focus on **evidence of the longing for freedom**.

Q15.

[3]

Mention the details that Anne provides about her family in her diary. (From the Diary of Anne Frank)

Previously asked in: 2026 2/2/1 Q8 (ii)

♦ From the Diary of Anne Frank

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Model Answer

Anne provides a brief sketch of her family because she wants her diary (addressed as 'Kitty') to know her background, treating Kitty as an outsider who needs context.

She mentions that her father, Otto Frank, is the most adorable father she has ever seen, and that she adores him deeply. Her grandmother was very dear to her — Anne writes that no one will ever love her as much as her grandmother did.

She also mentions her sister Margot, who came to Holland in December, while Anne followed in February, brought as a birthday present for Margot.

Source: From the Diary of Anne Frank, Chapter 4

Explanation

- The question is 3 marks, so cover **3 distinct family details**: father (Otto), grandmother, and sister Margot.
- Examiners look for the key emotional tone Anne uses — she doesn't just list names but expresses **feelings** about each.
- The line about being "plunked down on the table as a birthday present for Margot" is memorable and worth including — it shows Anne's humour.
- Mention **why** she gives the sketch (Kitty as outsider) to score the inference mark.

Q16.

[5]

Did you finish your homework, Amanda?
Did you tidy your room, Amanda?
I thought I told you to clean your shoes, Amanda!
(I am an orphan, roaming the street.
I pattern soft dust with my hushed, bare feet.
The silence is golden, the freedom is sweet.)
(Amanda!)

Read the following extract and answer the questions.

- (i) Complete the sentence appropriately: Amanda wants to be an orphan because _____. [1]
- (ii) What does the image of Amanda "roaming barefoot in the dusty street" signify? [2]
- (iii) Amanda's tone while imagining herself as an orphan is: [1]
- (A) excited
(B) fearful
(C) angry
(D) peaceful
- (iv) What does the speaker do on the dust? [1]

Previously asked in: 2026 2/2/1 Q7(b)

◆ 4.1 Amanda!

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Model Answer

- (i) Amanda wants to be an orphan because she longs for complete freedom and golden silence, with no one to constantly nag or give her instructions.
- (ii) The image of Amanda roaming barefoot on dusty streets signifies her deep desire for freedom from constant nagging. It shows she craves a carefree, unrestricted life where she is answerable to no one. The "hushed, bare feet" suggest peaceful solitude she longs for.
- (iii) (D) peaceful
- (iv) The speaker (Amanda) patterns soft dust with her hushed, bare feet.

Explanation

- (i) Focus on the key idea: freedom + silence + no nagging. One clear sentence is enough.
- (ii) 2-mark answer needs two distinct points — freedom/escape from nagging AND the peaceful/carefree nature of that imagined life. Don't just paraphrase the line.
- (iii) "The silence is golden, the freedom is sweet" clearly conveys peace, not excitement, fear, or anger. Always link choice to textual evidence mentally.
- (iv) Direct retrieval question — answer is directly in the line "*I pattern soft dust with my hushed, bare feet.*" Keep it one line.

Q17.

[6]

Analyse how Amanda in the poem 'Amanda' and the dragon in the poem 'The Tale of Custard the Dragon' yearn for acceptance and a life free from criticism.

Previously asked in: 2026 2/5/1 Q10(B)

◆ 4.1 Amanda!

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Model Answer

Both Amanda and Custard yearn for acceptance and freedom from constant criticism, though they express it differently.

Amanda is repeatedly scolded by her mother for minor things — slouching, eating toffee, not tidying her room. She escapes into daydreams: imagining herself as an orphan roaming free, a mermaid in the sea, or Rapunzel who would never let her hair down. These fantasies reveal her deep longing for a life without nagging and judgment. Ironically, her silence is then criticised as "sulking," showing she can never satisfy those around her.

Custard the dragon is mocked by all — Belinda, Ink, Blink, and Mustard — for being a coward, despite being the only one who bravely faces the pirate. His acceptance only comes briefly after his heroic act, but soon everyone resumes pretending to be braver than him. He yearns to be valued for who he is, not ridiculed for his timid nature.

Both characters highlight how constant criticism suppresses individuality and denies one the freedom to simply be oneself.

Explanation

- The examiner expects **textual references** from both poems — name specific images (Rapunzel, mermaid for Amanda; the pirate episode for Custard).
- Show **contrast**: Amanda escapes inward through fantasy; Custard proves himself through action — yet neither wins lasting acceptance.
- Use the word "irony" or show ironic awareness: Amanda's silence = called sulking; Custard's bravery = quickly forgotten.
- Keep comparison balanced — roughly equal coverage of both poems.
- Avoid retelling the plot; focus on the **theme** of criticism and longing for acceptance.

Q18.

[2]

Mention any two issues over which Amanda was nagged and scolded?

Previously asked in: 2022 2/4/1 Q6 (iii)

♦ 4.1 Amanda!

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Model Answer

Amanda was nagged and scolded for the following:

1. **Not sitting straight** — She was told to sit up straight and stop slouching.
2. **Biting her nails** — She was scolded for the habit of biting her nails.

She was also nagged about not cleaning her shoes and not finishing her homework.

Explanation

The question is from the poem *Amanda!* by Robin Klein (Class 10, First Flight). The source passages provided do not contain this poem, so the answer is drawn from the prescribed NCERT textbook. In the poem, Amanda is repeatedly nagged about: sitting up straight, not biting nails, finishing homework, cleaning her room/shoes, and not eating chocolate. For a 2-mark answer, mentioning any **two correct points** with brief detail is sufficient. Do not write lengthy explanations — one line per point is enough.

Q19.

[3]

The hack driver is a story with a surprise ending that changes the meaning of its characters and plot.

Previously asked in: 2024 2/5/1 Q8 (iii)

♦ From the Diary of Anne Frank

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Model Answer**The Hack Driver – Surprise Ending**

The story's surprise ending reveals that the friendly, helpful hack driver Bill himself is Oliver Lutkins, the man the narrator had been searching for all day. Throughout the story, Bill appears as a warm, honest, and helpful guide, while Lutkins is described as a clever, elusive cheat. The ending completely reverses the reader's perception — the very person helping with the search *was* the target. This twist exposes the narrator's gullibility and lack of observation, and makes Bill/Lutkins the story's most clever and humorous character.

Explanation

- The examiner expects you to: (1) state what the surprise ending is, (2) explain how it changes our understanding of the characters, and (3) briefly note its effect on the plot/theme.
- Key point: Bill = Lutkins. The narrator is made a fool; Lutkins is shown as cunning. This reversal is the "surprise."
- Avoid retelling the whole story — focus on the twist and its impact on meaning.
- This question has no source passage provided, so answer from your knowledge of the lesson "The Hack Driver" (Class 10 First Flight).

Q20.

[5]

(I am Rapunzel, I have not care;
 life in a tower is tranquil and rare;
 I'll certainly never let down my bright hair!)
 Stop that sulking at once, Amanda!
 You're always so moody, Amanda!
 Anyone would think that I nagged at you,
 Amanda!

Read the given extract and answer the questions.

- (i) Complete the following suitably : Amanda sulked and became moody because _____. [1]
- (ii) What does the girl constantly yearn for? What do you pattern about Amanda from the poem? [2]
- (iii) What kind of picture is painted by the poet through the line, "life in a tower is tranquil and rare"? [1]
- (iv) The tone of the speaker in the exclamation "Stop that sulking at once, Amanda!" is 1. uncertain 2. aggressive 3. dominating 4. meek 5. moody [1]
- (A) 1, 2, 4
 (B) 2 and 3
 (C) 2, 4 and 5
 (D) 4 and 5

Previously asked in: 2025 2/6/1 Q7(b)

◆ 4.1 Amanda!

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Model Answer

(i) Amanda sulked and became moody because she was constantly nagged and scolded by her mother/guardian, and she felt suffocated by the never-ending instructions.

(ii) Amanda constantly yearns for freedom, peace, and solitude — she imagines herself as Rapunzel living alone in a peaceful tower, free from all instructions. From the poem, Amanda appears to be a sensitive, imaginative, and introverted girl who escapes into a fantasy world to cope with constant nagging. She is not truly moody; she is simply suppressed.

(iii) Through this line, the poet paints a picture of calm, peaceful, and undisturbed life — a serene escape from the real world full of restrictions. The tower symbolises isolation that Amanda finds desirable rather than frightening, representing her deep desire for freedom and quiet.

(iv) (B) 2 and 3

The tone is **aggressive and dominating**, as the speaker sharply orders Amanda to stop sulking and repeatedly uses her name to assert authority.

Source: "Amanda" by Robin Klein, *First Flight*, Chapter 6

Explanation

- (i) Directly inferred from the extract — the nagging causes her withdrawal.
- (ii) Two parts: what she yearns for + character sketch. Mention imagination/escape as key traits.
- (iii) Focus on the imagery of peace/tranquility and what the tower symbolises for Amanda.

- **(iv)** "Stop at once" is aggressive; repeatedly commanding shows domination. Options 2 and 3 fit perfectly. Never choose "meek" or "uncertain" for a commanding tone.

Q21.

[5]

Don't bite your nails, Amanda !
 Don't hunch your shoulders, Amanda !
 Stop that slouching and sit up straight, Amanda !
 ("There is a languid, emerald sea,
 where the sole inhabitant is me
 a mermaid, drifting blissfully.")

Read the given extract and answer the questions.

- (i) What image does the above extract create about Amanda's mother ? [1]
- (ii) Why is the second verse written in brackets ? [1]
- (iii) Amanda calls herself a mermaid because _____ [1]
- (A) Mermaid is Amanda's favourite fantasy character.
 (B) Amanda loves watching a mermaid drifting in water.
 (C) Amanda longs to be free like a mermaid which sails effortlessly in the sea.
 (D) Amanda wants to sail with a mermaid in the deep-sea water.
- (iv) Amanda wants to be the sole inhabitant in the sea. Elucidate. [2]

Previously asked in: 2025 2/5/1 Q7(b)

◆ 4.1 Amanda!

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Model Answer

- (i) The extract creates an image of Amanda's mother as a nagging, over-controlling parent who constantly corrects Amanda's behaviour and gives her no freedom or peace.
- (ii) The second verse is written in brackets because it represents Amanda's inner thoughts and imagination — it is not spoken aloud. It shows her daydream as an escape from her mother's constant instructions.
- (iii) (C) Amanda longs to be free like a mermaid which sails effortlessly in the sea.
- (iv) Amanda wishes to be the **sole inhabitant** of a vast, languid, emerald sea because she is tired of the constant nagging and restrictions imposed on her. She imagines herself as a mermaid — free, blissful, and answerable to no one. Being alone in the sea means no one to scold, correct, or control her. This desire for solitude reflects her longing for complete freedom and peace, away from the suffocating demands of her daily life.

Source: *Amanda!*, *First Flight* — Poem 6

Explanation

- (i) Focus on the tone of the nagging lines — three consecutive commands establish the mother as controlling and critical.
- (ii) Brackets = internal monologue / daydream. This is a key poetic device the examiner expects you to name.
- (iii) Option C is correct — the poem's theme is freedom, not fantasy for its own sake.
- (iv) For 2 marks, link "sole inhabitant" to the idea of freedom from constant interference. Two clear points are expected: why she wants solitude + what it reveals about her situation.

Q22.

[5]

"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."

Read the given extract and answer the questions.

- I** In light of the excerpt, what can we infer about the speaker's emotional state? [1]
- II** The narrator enhances the narrative technique of the extract by using: [2]
- A descriptive language
B literary allusions
C humour
D reflective
- III** Fill in the blank with the correct word from the bracket: The narrator doesn't plan to let anyone read her diary as she doesn't have any real _____. (friend / incidents) [1]
- IV** Why does the narrator say that 'paper has more patience than people'? [1]

Previously asked in: 2025 2/4/1 Q6.A

♦ From the Diary of Anne Frank

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Model Answer

I. The speaker appears **depressed, bored, and listless** — she is brooding at home, feeling emotionally low and lonely, with no one to confide in.

II. D — Reflective

The narrator reflects on her inner feelings, broods over a saying ("paper has more patience than people"), and examines her own emotional state, making the narrative technique reflective.

III. The narrator doesn't plan to let anyone read her diary as she doesn't have any real **friend**.

IV. Anne says 'paper has more patience than people' because she feels she cannot truly confide in people around her. Paper (her diary) listens without judgment, without getting bored or impatient. Since she lacks a real friend to share her thoughts with, she finds it easier to pour her feelings into a diary, which accepts everything she writes without any reaction.

Source: *From the Diary of Anne Frank, Chapter extract*

Explanation

- **Sub-question I:** Look for emotional cues in the passage — "depressed," "bored and listless," "brooding" are the key words. One line is enough for 1 mark.
- **Sub-question II:** This is an MCQ. The passage has no humour, no allusions, and minimal description — but it is deeply introspective and self-examining, so **Reflective (D)** is correct. Always justify your MCQ choice briefly in board exams.
- **Sub-question III:** Fill-in-the-blank — the answer is directly stated in the passage: "*unless I should ever find a real friend.*"

- **Sub-question IV:** 1-mark answers need only the core idea. The examiner wants: *paper doesn't talk back / judge / get impatient*, unlike people, so Anne trusts her diary more. Keep it to 2–3 sentences maximum.

Q23.

[5]

Let me put this more clearly, since no one will believe that a thirteen-year old girl is completely alone in this world. And I'm not. I have loving parents and a sixteen years old sister, and there are almost thirty people I can call friends. I have a family, loving aunts and a good house. No, on the surface I seem to have everything, except my one true friend. All I think about when I am with friends is having a good time. I can't bring myself to talk about anything, but ordinary everyday things.

Attempt any one of the given extracts:

- (i) On the surface, it appears that Anne the thirteen year old girl _____. [1]
- (ii) How can we infer that the speaker felt alone in the world? [1]
- She had a family of many people.
 - She had loving parents.
 - She had thirty friends.
 - She craves for a true friend.
- (iii) Anne and her friends talked about _____. [1]
- their problematic parents
 - their financial problems
 - common everyday things
 - the commuting problems
- (iv) Complete the analogy by selecting the suitable word from the text: alone : friends : : nothing : _____. [1]
- (v) Select the option that correctly captures the usage of the idiom 'bring myself' from the extract: [1]
- to do something willingly
 - to do something unwillingly
 - a charitable act
 - an involuntary act

Previously asked in: 2023 2/1/1 Q6(a)

♦ From the Diary of Anne Frank

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Model Answer

(i) On the surface, it appears that Anne the thirteen-year-old girl has everything — loving parents, a sixteen-year-old sister, nearly thirty friends, loving aunts, and a good house.

(ii) (d) She craves for a true friend.

(iii) (c) common everyday things

(iv) alone : friends :: nothing : **everything**

(She says "I seem to have everything" — the antonym of 'nothing' found in the text.)

(v) (b) to do something unwillingly

(Anne cannot force herself to talk about anything beyond ordinary everyday things, showing an unwillingness or inability to open up.)

Explanation

- (i) is a fill-in-the-blank; quote directly from the passage — "seems to have everything" is the key phrase.
- (ii) The clue is the phrase "one true friend" — Anne lacks a true friend despite outward abundance, so (d) is correct.

- **(iii)** The passage explicitly says "ordinary everyday things," matching option (c).
- **(iv)** Look for an antonym pair in the text: "alone" contrasts with "friends"; similarly "nothing" contrasts with "everything" (from "I seem to have everything").
- **(v)** "Can't bring myself to" means being unable to make yourself do something — implying reluctance/unwillingness, so (b) is correct.

Q24.

[5]

Remember your acne, Amanda!
Amanda!
(I am Rapunzel, I have not a care;
life in a tower is tranquil and rare;)

Read the following extract and answer the questions:

- (i) What is the central idea of the poem as reflected in the lines above? Answer in about 40 words. [2]
- (ii) Complete the sentence with the appropriate option. The tone of the speaker who says 'Remember your acne, Amanda!' is _____. [1]
- A loving
B relaxed
C authoritative
D thoughtful
- (iii) Identify any one poetic device used in the above extract. [1]
- (iv) For what reason does Amanda imagine herself to be Rapunzel? [1]

Previously asked in: 2024 2/5/1 Q7(b)

◆ 4.1 Amanda!

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Model Answer

- (i) The extract reflects the central idea of the poem — that Amanda feels suffocated by constant nagging and criticism. She escapes into a fantasy world, imagining herself as Rapunzel living peacefully in a tower, free from all parental instructions and interference.
- (ii) C — authoritative
- (iii) **Allusion** — the poet alludes to the fairy-tale character Rapunzel to show Amanda's desire for freedom.
- (iv) Amanda imagines herself as Rapunzel because Rapunzel lives alone in a tower, away from all instructions and interference. Amanda longs for the same tranquil, carefree life, free from her nagging parent — though, notably, she would not let down her hair (allow anyone to disturb her).

Explanation

- (i) The central idea must capture both elements visible in the extract: the adult's criticism (acne remark = constant nagging) and Amanda's fantasy (Rapunzel = desire for freedom/peace). Both must appear for full 2 marks.
- (ii) "Remember your acne!" is a sharp, commanding instruction — clearly **authoritative** (C), not loving or thoughtful.
- (iii) The most obvious device here is **allusion** (reference to the fairy tale). You could also mention **contrast** (harsh reality vs. tranquil fantasy) or **imagery**. Name and briefly explain one.
- (iv) Key word is "tranquil and rare" — Amanda wants peace and solitude, away from constant nagging. The twist (she'd keep the hair up) shows she wants no company at all.

Q25.

[5]

Don't bite your nails, Amanda!
 Don't hunch your shoulders, Amanda!
 Stop that slouching and sit up straight,
 Amanda!
 (There is a languid, emerald sea,
 where the sole inhabitant is me —
 a mermaid, drifting blissfully.)

Read the following extract and answer the questions:

(i) How does the poet reinforce the contrast between what the narrator wants and what Amanda desires? [2]

(ii) What tone is conveyed through the repetition of Amanda's name in the line? [1]

- A loving
- B instructive
- C indifferent
- D playful

(iii) How does the imagery of the emerald sea with the mermaid contrast with Amanda's actions? [1]

(iv) Select the option that applies the same rhyme scheme as the lines of the given extract. [1]

A Sitting by the pond Waving my wand Awaiting my dearest I looked above and beyond Awaiting my love A sudden sound, fluttered the dove The crackle stopped, as so did my heart

B Sitting by the pond Holding tight to my bond I looked above and beyond Awaiting my love I heard her come, a sudden sound The crackle stopped, as so did my heart

C I sat beside the pond with her Awaiting for her to come I looked above and beyond Awaiting my love A sudden sound, I turned back The crackle stopped, as so did my heart

D Sitting by the pond Awaiting my love I looked above and beyond A sudden scream, I looked around Then a shadow fell and there was no sound The crackle stopped, as so did my heart

Previously asked in: 2025 2/3/1 Q7(b)

◆ 4.1 Amanda!

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Model Answer

(i) The narrator (the adult speaker) issues sharp commands — "Don't bite your nails," "Don't hunch your shoulders," "Sit up straight" — focusing on discipline and physical correction. In contrast, Amanda's imagined world (in italics/brackets) is one of total freedom: a "languid, emerald sea" where she is a mermaid, the "sole inhabitant," drifting "blissfully." The poet uses the structural contrast between the spoken stanzas and Amanda's inner fantasy to show the conflict between the adult's demand for obedience and Amanda's longing for solitude and escape.

(ii) B — Instructive

(iii) Amanda's real actions (biting nails, hunching, slouching) are careless and listless. The emerald sea imagery presents the opposite — a serene, boundless world where Amanda is free, blissful, and unbothered, highlighting her deep desire to escape the constant instructions of real life.

(iv) The rhyme scheme of the extract's italicised stanza is **AAA** (sea/me/blissfully). The correct option is **A**, where lines end in *wand/pond/beyond* and *dove/love/heart* — though imperfect, it most closely mirrors a continuous rhyming pattern within grouped lines.

Source: "Amanda!", *First Flight*, Class 10

Explanation

- **(i)** needs to identify **both sides** of the contrast clearly — the commands AND the fantasy — with textual evidence. 2 marks = 2 points.
- **(ii)** The repeated name "Amanda!" functions as a reprimand/instruction, so **B (Instructive)** is correct.
- **(iii)** 1 mark — just contrast the real (messy habits) vs. imagined (peaceful freedom). One crisp sentence suffices.
- **(iv)** This is tricky. The italicised stanza rhymes **sea/me/blissfully** — an **AAA** scheme. Option **A** groups rhyming lines (pond/wand/beyond, dove/love) most similarly. Examiners generally accept **A** for this question. Focus on identifying the dominant rhyme pattern in the extract first, then match it.

Q26.

[6]

You have been chosen to address the school assembly on the occasion of Women's Day. You choose to speak on the resilience and indomitable spirit of the young girls: Anne Frank and Valli. Prepare the speech draft, with reference to the commonality and contrast in the situations and circumstances of both the girls.

(Madam Rides the Bus and From the Diary of Anne Frank)

You may begin like this: Good morning everyone. Today, I'd like to express my insights on the resilience of two young girls

You may end this way: To conclude I'd like to say that

Thank you.

Previously asked in: 2024 2/4/1 Q10(b)

♦ Madam Rides the Bus

From the Diary of Anne Frank

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Model Answer

Good morning everyone. Today, I'd like to express my insights on the resilience of two young girls — Anne Frank and Valli — whose courage and determination continue to inspire us.

Commonalities: Both girls were young, curious, and strong-willed. Valli, an eight-year-old, meticulously saved sixty paise, planned every detail, and secretly boarded a bus alone — defying her limitations with sheer resolve. Anne Frank, at thirteen, channelled her loneliness and longing for connection into her diary, turning "Kitty" into her trusted confidante. Both refused to be defined by their circumstances.

Contrasts: Valli's challenge was one of personal freedom — she craved the world beyond her doorstep. Anne's struggle was far grimmer; she wrote amidst the horrors of World War II, finding courage in words while the world outside threatened her very existence.

To conclude, I'd like to say that whether facing the limits of a village doorstep or the darkness of persecution, both girls remind us that resilience is not the absence of fear — it is the will to rise above it.

Thank you.

Explanation

- The question is a **speech-writing task** — maintain speech format: greeting, body, conclusion as prompted.
- Examiners look for: reference to **both characters**, at least **one similarity and one contrast**, and **textual evidence** (Valli's savings, Anne's diary/Kitty).
- Keep language formal but warm — it's a Women's Day address.
- Don't over-explain the plots; focus on **character traits** (resilience, determination, courage).
- The given opening and closing lines must be incorporated — leaving them out loses format marks.

Q27.

[6]

Answer in 100-120 words.

Based on your understanding of the Play, 'The Proposal', what do you think of relationships?

Prepare a speech draft on relationships based on Natalya's and Anne Frank's characters.

You may begin this way.

Good morning everyone.

Relationships are the bond between two people based on mutual likes, understanding, need or love. I'd like to discuss relationships as portrayed in the two texts

You may end this way

To conclude, I'd like to say that

Thank you,

(Reference : The Proposal & from the Diary of Anne Frank)

Previously asked in: 2024 2/3/1 Q10(b)

♦ The Proposal, Supplementary

From the Diary of Anne Frank

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Model Answer

Good morning everyone.

Relationships are the bond between two people based on mutual likes, understanding, need or love. I'd like to discuss relationships as portrayed in the two texts — *The Proposal* and *Diary of Anne Frank*.

In Chekhov's play, Natalya's relationship with Lomov is built on economic interest rather than genuine affection. Both quarrel over petty issues like land and dogs, yet agree to marry for practical reasons. Their relationship lacks emotional depth and is driven by social convenience.

Anne Frank, however, cherishes her relationships deeply. She treats her diary "Kitty" as a true friend, sharing her innermost feelings. She loves her grandmother and father sincerely, showing that relationships can be warm, honest and nurturing even in difficult times.

To conclude, I'd like to say that true relationships must be grounded in sincerity and understanding, not material interests. While Natalya's bond is superficial, Anne's connections remind us of the genuine warmth relationships can offer.

Thank you.

Source: *The Proposal*, Chapter 9; *From the Diary of Anne Frank*, Chapter 4

Explanation

- The examiner expects you to **use both texts** and contrast the two characters meaningfully.
- **Natalya** represents relationships driven by wealth/social convenience — quarrelsome yet bound by economic logic.
- **Anne Frank** represents sincere, emotionally rich relationships — with her diary, family, and teachers.
- Follow the given **opening and closing lines** exactly; marks are awarded for structure.
- Keep the comparison balanced — roughly equal space for each character.
- Avoid padding; every sentence should add a new idea.

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