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LITERATURE

P E N G U I N



E D I T I O N

Unit Five Resources

Grade Eight

PEARSON

Upper Saddle River, New Jersey
Boston, Massachusetts
Chandler, Arizona
Glenview, Illinois

BQ Tunes Credits

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Recorded November 2007 – February 2008 in SoHo, New York City, at Wonderful, 594 Broadway

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PEARSON



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Joe's Flo / Similar Souls, performed by Queen Gods

I.

This is a story about a girl named Flo
Had school everyday
Everyday she wouldn't go
She was so shy
Found it hard to **unify**
With her other classmates
She felt **separate**
Like two different worlds
From the other boys and girls
and she couldn't hide
She felt a **divide**
She was from another part of town
far away from school
She didn't own a car
So she thought she wasn't cool
Inside she was afraid other kids would to
They had
fancy clothes
fancy cars
fancy things
Flo couldn't afford fancy
to be her middle name
So, to play it safe
She stayed far away
Couldn't bare the thought that they might **discriminate**
Rash decisions out of hate -
based upon their fake
artificial
superficial
unofficial take

Continued

Joe's Flo / Similar Souls, continued

of who she was -
simply just because
of what she didn't have

Flo was from a small family
they all worked hard
Her parents were ill
her sister couldn't get a job
She was injured overseas
So Flo was in charge
Of the bills and the chores
And everything seemed hard
Flo loved her family
felt alone and ashamed
The rich kids at school
Wouldn't understand her pain
Was this the truth
or a hasty presumption ?
caused Flo to make a very very bad **assumption?**

II.

Now this is a story about a boy named Joe
Had school everyday
Everyday he wouldn't go
he was so shy
Found it hard to **unify**
With his other classmates
He felt **separate**
Like two different worlds
From the other boys and girls
and he couldn't hide
He felt a **divide**
He was from another part of town
very close to class
But he owned a car
His parents bought it for him last
day of the month

Continued

They always bought him what he wanted
fancy trips
fancy clothes
and other fancy things to flaunt
Joe had an older brother who died overseas
His parents bought him things out of (pity) pain and **sympathy**
Joe always took-
everything they'd buy
He couldn't bear the thought of having to see his parents cry
He knew what they meant
What all the gifts **represent**
Symbols of their fear, of their loss and their love
But he was afraid the other kids at school might **judge** . . .
Him for what he had
and not because of who he was

He thought these opinions
just might
one day
complicate his friendships
so he stayed far away
couldn't bare to **tolerate**
deal with or embrace
artificial
superficial
people who were fake
Was this the truth, or a hasty presumption
that caused Joe to make a very very bad **assumption**?

III.

One day Flo
She bumped into Joe
thought they recognized each other

Continued

Joe's Flo / Similar Souls, continued

but at first they weren't sure
Could not **identify**
where they met before
They were from a different **class**
socially and cultural
Economically too
If you judged by what they wore
He **assumed** that she was rich
and she **assumed** that he was poor -
He was dressed down because he had to fix his ride
She was dressed up because she had church that night
They started talking even though they both were shy
They shared a **common** bond when she looked into his eyes
Something familiar, in tune and similar
Joe could not hide that he was really into her
So they sat down, started talking over soda
She was really moved by all the things that he told her

They could not **distinguish** (identify)
or make sense..of the feelings manifested-
everything was intense
But He was not afraid
and She no longer felt alone
Although two strangers from two different homes
Every **assumption** and **generalization**
every thought, feeling and action made from pure speculation
started to fade away with the connection they were making
Something amazing suddenly happened inside
Flo was so moved, tears welled up in her eyes
Joe told Flo about his brother who had died
His brother was the soldier who had saved her sister's life.

IV.

This is a story about Flo and Joe
very different but similar also

Continued

Joe's Flo / Similar Souls, continued

They got to know each other
Found one another cool
Became best friends when the both went back to school . . .

Song Title: **Joe's Flo / Similar Souls**

Artist / Performed by Queen Gods

Lyrics by Queen Gods

Music composed by Mike Pandolfo, Wonderful

Produced by Mike Pandolfo, Wonderful

Executive Producer: Keith London, Defined Mind

Unit 5: Drama

Big Question Vocabulary—1



The Big Question: Is it our differences or our similarities that matter most?

Thematic Vocabulary

assumption: *n.* the act of supposing that something is true, without seeking proof; other form: *assume*

class: *n.* a group in society, separate from others, often based on jobs, income, or level of education; other forms: *classify, classification*

distinguish: *v.* to separate or classify according to special features or differences

represent: *v.* to personify a special quality or value; other forms: *representative, representation*

sympathy: *n.* a feeling of sorrow for someone who is in a bad situation; other forms: *sympathize, sympathetic*

A. DIRECTIONS: Write the Thematic Vocabulary word that best completes each sentence.

1. Because Carlos is very tall, I made the _____ that he was a basketball player.
2. How will the judges _____ between the very talented and the less talented singers?
3. John and Ramon _____ the highest level of academic achievement.
4. I felt a great deal of _____ for the player who was hurt during the game.
5. Members of each social _____ should have equal opportunities for quality education.

B. DIRECTIONS: Write the Thematic Vocabulary word that best completes each group of related words.

1. compassion, support, _____
2. group, division, _____
3. exemplify, embody, _____
4. divide, judge, _____
5. guess, idea, _____

Unit 5: Drama

Big Question Vocabulary—2



The Big Question: Is it our differences or our similarities that matter most?

Thematic Vocabulary

common: *adj.* shared with others, such as mutual ideas or interests; other form: *commonly*

discriminate: *v.* to treat someone differently and unfairly; other forms: *discrimination, discriminated*

divide: *v.* to separate objects or people into groups; other forms: *division, divided, divisive*

generalization: *n.* a statement that may be true sometimes but not always; other form: *generalize*

superficial: *adj.* uninterested in important matters; shallow; other form: *superficially*

DIRECTIONS: Read the passage, and then answer the question below. Use the vocabulary words in parentheses for your responses.

“I don’t want to be on a study committee with Grace,” Peg said to her friend Ilene. “She’s too quiet, and you know that people who are quiet tend to be sneaky and mean. If you’re my friend, Ilene, you’ll refuse to work with her, too.” Ilene wasn’t sure what to say. Should she go along with her friend or stand up for Grace, whom she hardly knew? What was Ilene thinking?

1. I agree with Peg. (common, divide)

OR:

2. I disagree with Peg. (superficial, discriminate, generalization)

ILENE

Unit 5: Drama

Big Question Vocabulary—3



The Big Question: Is it our differences or our similarities that matter most?

Thematic Vocabulary

identify: *v.* to connect with another person, based on shared qualities or thoughts; other forms: *identity, identification*

judge: *v.* to have or express a strong opinion as to the value of something; other forms: *judgment, judging*

separate: *v.* to move apart or divide two or more things into different groups
adj. different or apart from something else; other form: *separation*

tolerance: *n.* a willingness to accept and respect others, despite differences; other forms: *tolerate, tolerant*

unify: *v.* to bring things or people together into a workable group; other forms: *unity, union*

DIRECTIONS: Answer each question. Use the word or words in parentheses.

1. What are the most important aspects of friendship? (**judge, identify**)

2. If you were the President of the United States, what would you do to encourage different groups of people to work together? (**unify, separate**)

3. Why is it important to teach children the importance of respecting and accepting others, regardless of differences? (**tolerance**)

Unit 5: Drama

Applying the Big Question



Is it our differences or our similarities that matter most?

DIRECTIONS: Complete the chart below to apply what you have learned about differences and similarities, and which matter most. One row has been completed for you.

Example	Type of difference or similarity	How did it matter?	Effect on the people involved	What I learned
From Literature	Working-class governess feels inferior to upper-class employer in "The Governess"	Governess would not stand up for herself and allowed employer to walk all over her	Employer was using the situation to instruct the governess about asserting herself, and so treated her fairly	It is possible to recognize and overcome class differences.
From Literature				
From Science				
From Social Studies				
From Real Life				

Unit 5: Drama Skills Concept Map—1

Is it our differences or our similarities that matter most?

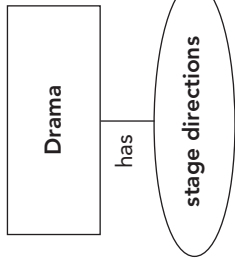
Literary Analysis:
Drama

Basic Elements of Drama

- Playwright
- Acts
- Characterization
- Dialogue, Monologue
- Stage Directions
- Set
- Props

Types of Drama

- Comedy
- Tragedy
- Drama



(demonstrated in this selection)
Selection name: _____

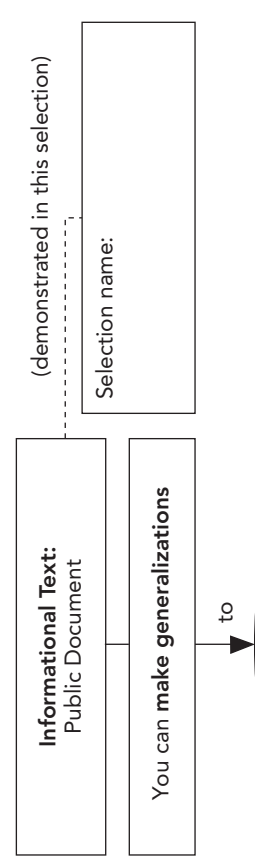
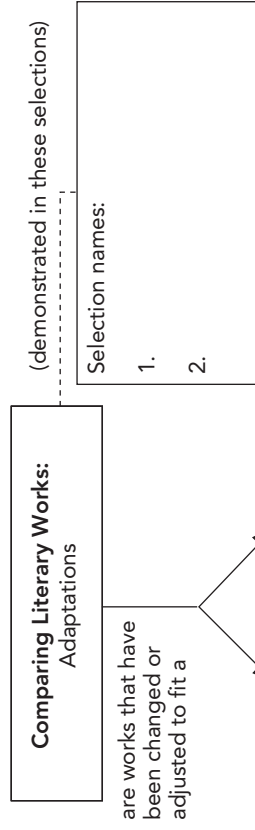
Reading Skills and Strategies:
Drawing Conclusions

You can draw conclusions about what will happen next

by



Words you can use to discuss the Big Question



(demonstrated in this selection)
Selection name: _____

Student Log

Complete this chart to track your assignments.

Writing	Extend Your Learning	Writing Workshop	Other Assignments

Anne Frank & Me by Cherie Bennett
Vocabulary Warm-up Word Lists

Study these words from Anne Frank and Me. Then, complete the activities.

Word List A

angel [AYN juh] *n.* in religion, a spirit or messenger from heaven

Sometimes, I am sure that there is an angel watching out for me!

certainly [SER tuhn lee] *adv.* without any doubt

I will certainly be glad when school is out for the summer.

disturb [dis TERB] *v.* to bother or interrupt someone

My sister and I have agreed never to disturb each other during telephone calls.

flooded [FLUHD id] *v.* became filled with

My heart was flooded with happiness when my dog came home.

instantly [IN stuhnt lee] *adv.* right away; at once

As soon as I saw him, I instantly knew something was wrong.

possible [PAHS uh buhl] *adj.* able to be done; likely to happen

Is it possible for me to take the test again when I am not sick?

privacy [PRY vuh see] *n.* the state of being alone

It's hard to have privacy when you share a bedroom.

shield [SHEELD] *v.* to protect someone or something

In this bright sunlight, you need a hat to shield your eyes.

Word List B

assure [uh SHOOR] *v.* to tell someone that something is definitely true

I want to assure you that I will always give my best effort.

conversation [kahn vuhr SAY shuhn] *n.* discussion; talk

My feelings were hurt by the conversation I overheard.

cynical [SIN uh kuh] *adj.* unwilling to believe that people are good and that they have honest reasons for doing something

Why are you so cynical about Sue's efforts to help her teammates?

disapprove [dis uh PROOV] *v.* to think that something or someone is wrong

Our health teacher would disapprove of these snack choices.

intelligent [in TEL uh juhnt] *adj.* having great ability to learn and understand

Are computers more intelligent than humans?

shocked [SHAHKT] *adj.* very surprised and sometimes upset

Judging by your shocked face, I guess our plans for the surprise party worked!

skeptical [SKEP tuh kuh] *adj.* doubtful; not believing

I tend to be skeptical about the truth of any rumor I hear.

triggered [TRIG uhrd] *v.* made something happen

Something must have triggered my little brother's screaming fit.

Anne Frank & Me by Cherie Bennett
Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

I [1] _____ did not think I would enjoy the new television show very much. The main character is an [2] _____, which seemed odd to me. My friends were all talking about the show, though, so I decided to watch it. As soon as the program began, I was [3] _____ caught up in it. I watched the main character [4] _____ people from harm. My heart and mind were [5] _____ with emotion when a small child's life was saved. During a commercial break, I asked my mom not to [6] _____ me if anyone called. I wanted to watch the rest of the show in peace and [7] _____, without any interruptions. Who would have thought it would be [8] _____ to become a fan of the show so quickly?

Exercise B Answer the questions with complete explanations.

Example: When you have felt most happy in life, what has triggered your joy?
My ability to make other people feel happy has most often triggered joy.

1. What type of grades should an intelligent student be able to make?

2. Why might a person who often tells lies have to work hard to assure others of something?

3. Why would a person living in Hawaii have a shocked expression when waking to see snow on the ground?

4. Who would be likely to disapprove of violent video games?

5. What kind of experiences might make a person cynical?

6. Why is it wise to be skeptical about gossip?

7. Can you have a good conversation with someone who is watching her favorite television show?

Anne Frank & Me by Cherie Bennett

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

My grandmother grew up in France. She was my age during World War II, when the country fell to Germany. No one had thought it was possible for the Germans to attack over the Ardennes Mountains, but that is what they did.

My grandmother's parents were able to shield her from the ugly war while it was happening. However, afterwards, they decided to educate her about the details. They certainly did not want her to learn only from stories. They wanted to show her important places in person. So, in 1947, two years after the war ended, they took her on a train trip through Europe.

Yesterday, I found the diary my grandmother kept during the trip. It was among the things she had left to my mom and me. This morning, I told my mom not to disturb me because I planned to read my grandmother's diary. I wanted to be alone, in the privacy of my room.

Since her death, I missed my grandmother so much! Secretly, I had been hoping that she would visit me as an angel. However, now I was hoping that reading her diary would make me feel flooded with her presence.

As I began to read, I instantly heard my grandmother's voice in her words. She described the first stop on the train trip, outside of Paris. It was at a city named Compiègne.

Grandmother's father explained to her that this city was where the French signed a deal with the Germans. The agreement stopped the fighting by turning over most of France to Germany. The signing occurred on a train car on June 21, 1940.

Interestingly, Compiègne was the exact spot where the Germans had surrendered on November 11, 1918, ending World War I. The surrender also took place on a train car.

I was really hooked now, not just on my grandmother's story, but also on the history I would learn.

1. Underline the words that tell what people did not think was possible. Describe something that you have done that others did not think was *possible*.
2. Circle the words naming what the grandmother's parents wanted to shield her from. How would *shield* your children from a war?
3. Underline the words naming what the parents certainly did not want. Describe something that you *certainly* want to learn.
4. Circle the words telling why the writer did not want her mother to disturb her. Tell about a time you asked someone not to *disturb* you.
5. Circle the word that gives a hint to the meaning of privacy. Where do you go for *privacy*?
6. Underline the words naming what the writer hoped to be flooded with. Then, explain how seeing her grandmother as an *angel* would have *flooded* her with these same feelings.
7. Circle the words telling what the writer instantly heard. Explain *instantly*.

Anne Frank & Me by Cherie Bennett

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

On January 27, 1945, the Soviet Army marched into Auschwitz to free the Jews who were still alive. Auschwitz, in Poland, was the largest Nazi death camp of all. The scene the soldiers found there would make any person cynical about the basic goodness of humankind. After the news of the camps came out, hardly a conversation was heard that failed to mention the horror.

All over the world, shocked people struggled to understand how this could happen. How could humans treat other humans so badly? For some people, the agony of believing the facts seemed too great. These people became skeptical. In fact, we now know that throughout World War II, reports of Hitler's inhumanity were viewed as unbelievable. Even the most intelligent leaders found the news difficult to accept. However, the proof was behind the walls of the camps. Photographs, eyewitness accounts, and written reports brought the ugly facts to life for everyone.

Sixty years later, on January 27, 2005, the liberation of Auschwitz was remembered. Although the people of the world would hope to assure themselves that such inhumanity had not occurred since Nazi Germany, this could not be said. United Nations Secretary-General Kofi Annan spoke on that day. He said, "Since the Holocaust the world has, to its shame, failed more than once to prevent or halt genocide [the murder of a race of people]."

Other speakers made similar statements. In Germany, the foreign minister said loudly and clearly that Germans will forever disapprove of Hitler's actions and guard against any form of racism or intolerance.

Constantly remembering the history that triggered the Holocaust is very important. Annan summed it up well when he said, "Such an evil must never be allowed to happen again. We must be on the watch for any revival of anti-Semitism and ready to act against the new forms of it that are appearing today."

1. Underline the words naming what would make a person cynical. Explain what *cynical* means.
2. Circle the words naming what the conversation was about. Describe something that you have heard in nearly every *conversation*.
3. Explain how shocked people might have looked as they heard about death camps.
4. Underline a word in the next sentence that helps to understand skeptical. Describe something that has made you feel *skeptical*.
5. Circle the words in the paragraph naming what intelligent people found hard to accept. Describe an *intelligent* person you know.
6. Explain why Germans continue to assure us that they disapprove of the events of World War II.
7. Underline two words in Annan's quotation that tell what triggered the Holocaust. What do you believe has *triggered* tragic events since then?

Cherie Bennett
Listening and Viewing

Segment 1: Meet Cherie Bennett

- How did Cherie Bennett become a writer of young adult novels? What young adult books have you read that had an impact on you?

Segment 2: Drama

- Why do you think Cherie Bennett first chose to write *Anne Frank & Me* as a play? How did the reaction of a young New York audience show that this play successfully affected its audience? Explain.

Segment 3: The Writing Process

- When Cherie Bennett writes collaboratively with her husband, Jeff Gottesfeld, what is the most important step of their writing process? Why do you think that it is important to outline a story?

Segment 4: The Rewards of Writing

- According to Cherie Bennett, how are reading and writing empowering to young people? Why do you think it is important to begin writing while still in school?

Learning About Drama

The following chart lists and defines some common elements of drama.

Elements	Definition
Playwright	the author of a drama
Acts	units of the action in a drama
Characterization	the technique of creating believable characters
Dialogue	a character's words set after the character's name
Stage directions	bracketed information about sound effects, sets, and actions (including gestures and emotions)
Props	small, portable items that actors use to make their actions look realistic

DIRECTIONS: Read the following dialogue, and answer the questions that follow.

How He Got a Life by Morgan O'Neil

Act 1, Scene 1

[Charlie and Monica are walking into a living room, talking animatedly. It is an exceptionally neat room with landscapes on the wall and vases of flowers on tables.]

Monica [laughing while tossing her book bag onto the couch]. So what magic tricks do you know how to do?

Charlie. A few, OK? [He drops his stuffed backpack on the floor and flops into a chair.]

Monica [with skepticism]. And how did you learn them?

Charlie [a bit defensively]. My uncle taught me. He was a professional magician once.

Monica. Well, this I'll have to see. When is the birthday party?

Charlie [excited now]. Saturday morning. Twelve 7-year-olds. Look at all this stuff. . . .

(CHARLIE begins to pull out several items from his backpack, including an old and crumpled top hat, a stuffed rabbit, and a faded deck of cards.)

Monica. Hey, I think you need an assistant!

1. Who is the playwright?

2. What does the set look like in this act?

3. Based on the dialogue, what is Charlie's plan for Saturday?

4. Judging from the stage directions, what is Monica's first reaction to Charlie's plan?

5. What props are necessary in this scene?

from Anne Frank & Me by Cherie Bennett

Model Selection: Drama

Drama is written to be performed. Like other types of fiction such as short stories and novels, dramas have a **setting**, **plot**, and **conflict**. **Playwrights**—writers of dramas—use **characterization** to create believable characters.

You learn much about the characters, plot, and events through the **dialogue**, or conversation among characters. Bracketed **stage directions** may describe the setting, sound effects, or a character's emotions while speaking.

The **set** of a drama is the stage construction that represents the time and place of the action. **Props** are small, portable items that actors use to make their actions look realistic.

A. DIRECTIONS: *Answer the following questions about Anne Frank & Me.*

1. What is the setting of this excerpt from the play?

2. In what language are Anne and Nicole having a dialogue?

3. How does Anne react when Nicole knows her name and the name *Van Daan*?

4. What explanations does Anne offer for Nicole's knowledge of her diary?

5. What props would be necessary in this scene?

B. DIRECTIONS: *Describe how you imagine the inside of the cattle car to look, sound, and smell. Use information from the stage directions and the characters' dialogue to help form your answer. Then, compare your description with a partner's.*

from Anne Frank & Me by Cherie Bennett

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. Some plays are comedies and others are tragedies. How can you tell if a play is a comedy?

2. What is the main characteristic of drama, as opposed to fiction, nonfiction, or poetry?

3. Two kinds of speech in drama are *dialogue* and *monologue*. How would you define *dialogue*?

4. What is the distinguishing feature of the dramatic form called tragedy?

5. The excerpt from *Anne Frank & Me* begins with a certain type of speech. Name and define this type of speech. Which character delivers it?

6. Nicole is unsure of the exact date. Why doesn't she know the date?

7. Anne suspects that Nicole has been on the train for a long time. What makes her think so?

8. In her first conversation with Nicole, Anne is shocked. What is it that shocks her?

9. The excerpt from *Anne Frank & Me* contains elements of drama. In the chart below, describe each element. On the line provided, tell what is unusual about the conflict.

Setting	
Characters	
Conflict	

10. As their conversation progresses, Anne has various different emotional reactions to Nicole's comments. What are these reactions? What element of drama does the playwright use to show Anne's reactions?

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In an essay, describe the conditions of the setting in which Anne and Nicole meet in *Anne Frank & Me*. Who is with them? How does the setting sound and smell? Give examples from the stage directions and the dialogue to support your answers.

12. Write an essay describing the character of Anne Frank as she is drawn in the excerpt from *Anne Frank & Me*. Tell whether she is sensitive to the needs of others or not. Give examples from the play that support your opinion.
13. In *Anne Frank & Me*, Anne and Nicole come across as believable characters—people with whom you might imagine having a conversation. In an essay, explain what techniques of characterization the playwright uses to make the characters believable. Mention details from the play that support your response.
14. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** In *Anne Frank & Me*, the main characters are both teenage girls. In an essay, describe how the two girls are different. Then, explain whether you think their similarities or their differences are more important in the situation in which they find themselves. Support your response with details from the play.

Oral Response

15. Go back to question 1, 4, or 10 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in *Anne Frank & Me* that will support your points. If necessary, make notes to guide your response.

from Anne Frank & Me by Cherie Bennett

Selection Test A

Learning About Drama *Identify the letter of the choice that best answers the question.*

- ___ 1. What is true about drama?
- A. It is written in acts and scenes.
 - B. It contains stage directions.
 - C. both *a* and *b*
 - D. neither *a* nor *b*
- ___ 2. What is the author of a play called?
- A. a producer
 - B. a playwright
 - C. a narrator
 - D. an actor
- ___ 3. What is a script written for television called?
- A. a teleplay
 - B. a visual play
 - C. a screenplay
 - D. a recorded play
- ___ 4. What is the written form of a play called?
- A. a short story
 - B. a novel
 - C. a brochure
 - D. a script
- ___ 5. In drama, what are the words the characters say called?
- A. props
 - B. characterization
 - C. dialogue
 - D. stage directions
- ___ 6. How do you know if a play is a comedy?
- A. It has a happy ending.
 - B. It addresses a serious subject.
 - C. The main character is a heroic figure.
 - D. Events lead to everyone's downfall.

Critical Reading

- ___ 7. In *Anne Frank & Me*, where do Anne and Nicole first meet?
- A. in the Secret Annex
 - B. in Paris
 - C. in a cattle car
 - D. at Nicole's school
- ___ 8. In *Anne Frank & Me*, who is sleeping near the bucket?
- A. Anne's father
 - B. Nicole Bernhardt
 - C. Anne Frank
 - D. Peter
- ___ 9. How long has Nicole been traveling, according to what she says in *Anne Frank & Me*?
- A. 17 days
 - B. about two months
 - C. a few hours
 - D. 3 days
- ___ 10. In *Anne Frank & Me*, why is Anne shocked in her first conversation with Nicole?
- A. Anne knows she has met Nicole before.
 - B. Nicole knows details of Anne's life.
 - C. Nicole knows their destination.
 - D. Nicole makes fun of diaries.
- ___ 11. In *Anne Frank & Me*, why does Anne hold her coat in front of Nicole?
- A. to keep Nicole warm
 - B. to show Nicole the fur
 - C. to hide Nicole from others
 - D. all of the above
- ___ 12. In *Anne Frank & Me*, how does Anne try to make sense of Nicole's comments?
- A. She thinks Nicole might be an angel.
 - B. She thinks Nicole has overheard her.
 - C. both *a* and *b*
 - D. neither *a* nor *b*

- ___ 13. In *Anne Frank & Me*, describe the setting in which Anne and Nicole meet.
- A. primitive and unpleasant
 - B. crowded but pleasant
 - C. luxurious
 - D. noisy and exciting
- ___ 14. In *Anne Frank & Me*, what is one thing Nicole knows about Anne?
- A. the location of her childhood home
 - B. her mother's name
 - C. the name of her school
 - D. her boyfriend's name
- ___ 15. Based on this excerpt from *Anne Frank & Me*, what type of play is it?
- A. a comedy
 - B. a screenplay
 - C. both *a* and *b*
 - D. neither *a* nor *b*

Essay

16. Write a short essay in which you describe the conditions of the setting in which Anne and Nicole meet in *Anne Frank & Me*. Who is with them? How does the setting sound and smell? Give examples from the stage directions and the characters' dialogue to support your answers.
17. Write an essay in which you describe at least two ways that Anne in *Anne Frank & Me* reacts when she realizes Nicole knows about her. Some of Anne's reactions are described in the stage directions. Some can be heard in her direct questions about and responses to Nicole's comments.
18. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** In *Anne Frank & Me*, the main characters are both teenage girls. In an essay, describe how the two girls are different. Then explain whether you think their similarities or their differences are more important in the situation in which they find themselves. Support your response with details from the play.

from Anne Frank & Me by Cherie Bennett

Selection Test B

Learning About Drama Identify the letter of the choice that best completes the statement or answers the question.

- ___ 1. A playwright is a play's
A. author.
B. director.
C. producer.
D. cast.
- ___ 2. What is the distinguishing feature of the dramatic form called tragedy?
A. The main character suffers a downfall.
B. The script always has three acts.
C. The main character is a royal figure.
D. Events lead to a happy ending.
- ___ 3. What is the main characteristic of drama?
A. It always has more than two characters.
B. It is written to be performed.
C. It points out the faults of a society.
D. Its setting changes with each act.
- ___ 4. A screenplay is a script written for
A. the stage.
B. television.
C. radio.
D. film.
- ___ 5. In drama, what term names a long uninterrupted speech by a single character?
A. dialogue
B. characterization
C. monologue
D. script

Critical Reading

- ___ 6. In *Anne Frank & Me*, what language are Anne and Nicole supposed to be speaking in their conversation?
A. Dutch
B. French
C. English
D. Polish
- ___ 7. In *Anne Frank & Me*, where has Nicole's journey begun?
A. just outside Paris
B. in the Netherlands
C. in New York City
D. in a small town in Poland

- ___ 8. The excerpt from *Anne Frank & Me* is considered a pivotal, or key, scene in the play. Why?
- A. The Gestapo takes Anne's diary.
 - B. Peter plays a joke on Anne.
 - C. Nicole meets Anne for the first time.
 - D. Nicole visits the Secret Annex.
- ___ 9. What uninterrupted pre-recorded speech begins the excerpt from *Anne Frank & Me*?
- A. a dialogue between Anne and Nicole
 - B. a monologue by Nicole
 - C. orders from a Nazi guard
 - D. a monologue by Anne
- ___ 10. At the beginning of the scene from *Anne Frank & Me*, what seems to make Anne suspect that Nicole has been on the train awhile?
- A. She sees Nicole's passport.
 - B. She comments on the smell on the train.
 - C. She listens carefully to Nicole's stories.
 - D. She can read minds.
- ___ 11. According to *Anne Frank & Me*, what is the Secret Annex?
- A. a room where Anne stored her valuables
 - B. a playhouse near Nicole's home
 - C. the Franks' hiding place from the Nazis
 - D. a place that Nicole dreams about
- ___ 12. In *Anne Frank & Me*, what triggers Nicole's recognition of Anne?
- A. Anne's eyes
 - B. Anne's coat
 - C. the bouncing of the train car
 - D. Anne's foreign accent
- ___ 13. What was the Van Daans' actual name?
- A. Verkoulen
 - B. Frank
 - C. Van Pels
 - D. Von Meter
- ___ 14. What is going on in the excerpt from *Anne Frank & Me*?
- A. A Dutch family is traveling to Paris during World War II.
 - B. A fictional girl is meeting a character from history.
 - C. Two teenagers who lived during World War II are meeting as adults.
 - D. Two girls discover they have met before.

- ___ 15. In *Anne Frank & Me*, what does Nicole suggest is the reason she knows facts about Anne?
- A. She has traveled back in time.
 - B. They once stayed at the same hotel.
 - C. She once met Anne in Amsterdam.
 - D. They grew up together in Poland.
- ___ 16. In *Anne Frank & Me*, which of the following things does Nicole *not* know about Anne?
- A. Anne's boyfriend's name
 - B. the place Anne hid
 - C. the name of Anne's diary
 - D. the names of others who hid with Anne
- ___ 17. In what year does the excerpt from *Anne Frank & Me* take place?
- A. 1944
 - B. 1904
 - C. 2004
 - D. 1984
- ___ 18. In the excerpt from *Anne Frank & Me*, why is Nicole unsure of the exact date?
- A. She hasn't read Anne's entire diary.
 - B. She has just awakened from a nap.
 - C. She isn't wearing her watch.
 - D. She has been on the train for many days.
- ___ 19. In *Anne Frank & Me*, when Nicole reveals what she knows about Anne, which emotion does Anne *not* feel?
- A. skepticism
 - B. sympathy
 - C. cynicism
 - D. shock
- ___ 20. Which of the following literary elements is unique to drama?
- A. plot
 - B. conflict
 - C. setting
 - D. stage directions

Essay

21. Write a brief essay on the character Anne Frank as she is drawn in the excerpt from *Anne Frank & Me*. Tell whether she is sensitive to the needs of others or not. Give two examples from the play to support your opinion.
22. In *Anne Frank & Me*, Anne and Nicole come across as believable characters—people with whom you might imagine having a conversation. In a brief essay, mention two details from the excerpt that make the characters believable.
23. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** In *Anne Frank & Me*, the main characters are both teenage girls. In an essay, describe how the two girls are different. Then explain whether you think their similarities or their differences are more important in the situation in which they find themselves. Support your response with details from the play.

The Governess by Neil Simon
Vocabulary Warm-up Word Lists

*Study these words from *The Governess*. Then, complete the activities.*

Word List A

blunt [BLUHNT] *adj.* speaking in an honest way that can upset people

Kate was so blunt about Tom's bad voice that he stopped singing.

excelled [EK seld] *v.* did something very well

Jenny loved math and excelled at algebra.

permission [per MISH uhn] *n.* the act of allowing someone to do something

Don't we need permission to camp in that park?

recall [ri KAWL] *v.* to remember something

I could not recall whether Joe or Celia borrowed my hockey stick.

saucer [SAW ser] *n.* a small round plate on which you put a cup

The set of dishes came with an extra saucer, in case one got broken.

sensitive [SEN suh tiv] *adj.* easily upset or offended

I was sensitive to any criticism, even if it really was helpful.

unjust [un JUHST] *adj.* not fair

People held a protest, saying the increase in bus fares was unjust.

wandering [WAHN der ing] *v.* not focusing; moving from thing to thing

My mind was wandering while Mr. Evans talked about gravity.

Word List B

bafflement [BAF uhl muhnt] *n.* a state of complete confusion

I saw the bafflement on your face during the pop quiz.

concerning [kuhn SERN ing] *prep.* about

Is this phone call concerning your rude remark to me this morning?

curtsies [KERT seez] *v.* bends the knees to lower the body to show respect

While a woman curtsies to a queen or king, a man bows.

discrepancies [dis KRE puhn seez] *n.* differences between things that should be the same

I found only two discrepancies between our versions of the event.

financial [fy NAN shuhl] *adj.* having to do with money or the management of it

Joe pays someone to handle his taxes and other financial matters.

inferior [in FEER ee er] *adj.* not as good as something else

I do not believe any human is inferior to another.

insist [in SIST] *v.* to demand that something happen

If you insist, I will let you pay for my lunch.

lax [LAKS] *adj.* not careful or strict about something

My sister and I were lax about cleaning our room.

The Governess by Neil Simon
Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

I have always [1] _____ at remembering names. I think that is because I am so [2] _____ to discourteous behavior. Nothing feels more [3] _____ than being treated like someone who does not matter. Have you ever tried to talk to an important person whose eyes are constantly [4] _____ away from your face? You feel like you have to ask [5] _____ just for using a few minutes of that person's time. This feels even worse than talking to someone who does not [6] _____ your name. I once tried to talk to a banker about my confusion over a loan. The banker paid more attention to her teacup and [7] _____ than she did to my questions. To be [8] _____, that woman was just plain rude.

Exercise B Revise each sentence so that the underlined vocabulary word is used in a logical way. Be sure to keep the vocabulary word in your revision.

Example: Rita liked her clothes to look perfect, so she was lax about ironing out the wrinkles.

Rita didn't care much about her appearance, so she was lax about ironing her clothes.

1. The girl has no respect for royalty, so she curtsies whenever she sees the queen.

2. The noisy people wanted to leave the theater, but the usher had to insist that they stay.

3. There were so many discrepancies between the plans and the finished product that the two looked identical.

4. An expert on weather, he had a look of bafflement on his face concerning rain.

5. Since I hated financial matters, I planned to get a job as a bank teller.

6. The stuck-up lady felt inferior to most other people.

The Governess by Neil Simon
Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Many novels of the 1800s tell about the hard life of a governess. The novels describe wealthy couples who pay no attention to a young woman's need for respect and time off. The novels often describe unruly children who take part in their parents' unjust treatment of the governess. The governess might be reduced to tears, being sensitive to the cruel things her employer does and says.

To be blunt, however, the life of a governess was not so bad. Very few job possibilities existed for young women in the nineteenth century. For a girl who excelled in schoolwork, becoming a governess was a good opportunity.

Usually, a governess lived with the family whose children she was educating. She began her day having breakfast with the children. Then, she taught them their lessons, making sure their minds were not wandering. After lunch, which was served in the room where they studied, the children had more lessons. At the end of the afternoon, the governess spent time strolling with the children on the family property.

Usually, the governess ate dinner in her own room. She kept an extra cup and saucer on hand. That was in case someone else who worked for the family joined her for tea and conversation.

Most governesses had time off on the weekends. If a governess was expected to travel with the family or work all weekend, her employer usually asked her in advance. In the same way, a governess would ask permission to take days off well ahead of the dates she planned to be absent.

When a governess left her position, or the children in her charge grew up, she would fondly recall her time with the family. She felt proud of "her" children and followed their accomplishments. A governess could feel happy about money matters, too. Because the family paid most of her expenses, a governess could save much of what she earned.

1. Circle the words naming what many novels described as unjust. Explain why bratty children would be *unjust* toward others.
2. Underline the word that hints at the meaning of sensitive. Describe something that eighth-graders might be *sensitive* to.
3. Rewrite the sentence with the word blunt in it, replacing *blunt* with a synonym.
4. Underline the word naming what a governess usually excelled in. Describe something else a governess might have *excelled* at doing.
5. Circle the word naming what was wandering. Tell what could cause this *wandering*.
6. Underline the word that goes with saucer. Then, explain what a *saucer* is.
7. Circle the words naming what a governess needed permission to do. Tell about a time when you were not given *permission* to do something.
8. Circle the words that tell what a governess would recall. Name something wonderful you *recall*.

The Governess by Neil Simon
Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

In a wealthy British home during the 1800s, dozens of servants worked to make the household run smoothly. Male servants held the highest rank. Yet, the female housekeeper was viewed as just slightly inferior to the butler.

Truly, the housekeeper ran the house. She handled everything from financial matters to the supervision of cooking and cleaning. If any servants were viewed as lax in their duties, they would have to answer to the housekeeper. Yet, the butler was viewed as the “boss” of the servants. Why, then, was the housekeeper usually the one with the keys to every lock in the house?

Discrepancies between male and female servants were also obvious in the kitchen. A male chef was considered much more desirable than a female cook. However, male chefs had to be paid higher wages. As a result, most cooks were female. Still, their employers liked to be able to say that male chefs had trained the female cooks.

Sometimes, ladies of the house would insist on a French maid. However, an English maid who could speak a few French phrases was also acceptable. Young women training to be rich ladies’ maids often heard potential employers say, “She curtsies nicely, but does she speak French?” Learning how to say French words with a flawless accent greatly increased a young woman’s chances of being hired.

Several funny movies have been made about the typical wealthy, hard-working Englishman who constantly had to deal with the problems of keeping his estate running. With a look of bafflement on his face, the man confronts his wife’s complaints about nannies, maids, and footmen. Not wanting to deal with such problems, he just keeps trying to solve them with money. In the England of the 1800s, wealthy men preferred to focus on business. They left all matters concerning the home to their wives. In this respect, then, the movies are true.

1. Underline the title of the person who was slightly inferior in rank to the butler. Then, explain what *inferior* means.
2. What do you think would happen to a housekeeper who was *lax* in handling the *financial* affairs of the household?
3. Circle the word naming where discrepancies between servants were seen. Where have you noticed *discrepancies* in how people are treated?
4. Circle the words that tell who would insist. Describe what people do when they *insist*.
5. Underline the words naming how a maid curtsies. Use the word *curtsies* in a sentence.
6. Circle the words describing when the man would have a look of bafflement. Then, write a description of what *bafflement* looks like.
7. Circle the word that tells to whom all matters concerning the home were left. Use *concerning* in a sentence that tells about what wealthy men preferred to focus on.

“The Governess” by Neil Simon
Writing About the Big Question



Is it our differences or our similarities that matter most?

Big Question Vocabulary

assumption	class	common	discriminate	distinguish
divide	generalization	identify	judge	represent
separate	superficial	sympathy	tolerance	unify

A. Use one or more words from the list above to complete each sentence.

1. It can be hard to communicate with someone from a different _____.
2. People show _____ when they accept that other people may not always share their views.
3. It is not fair to _____ against people just because they are different from you.

B. Respond to the following item, using full sentences.

Describe a time when someone showed **sympathy** to you.

C. Complete the sentence below. Then, write a short paragraph in which you connect the completed sentence to the Big Question.

People sometimes **identify** themselves as part of a group on the basis of _____

The Governess by Neil Simon
Reading: Draw Conclusions

When you **draw conclusions** about something, you reach decisions or opinions after considering facts and details. To draw conclusions from a play, observe what characters say and do.

- Look for statements that reveal underlying ideas and attitudes.
- Analyze interactions that show how characters treat one another.
- Notice actions that create a clear pattern of behavior.

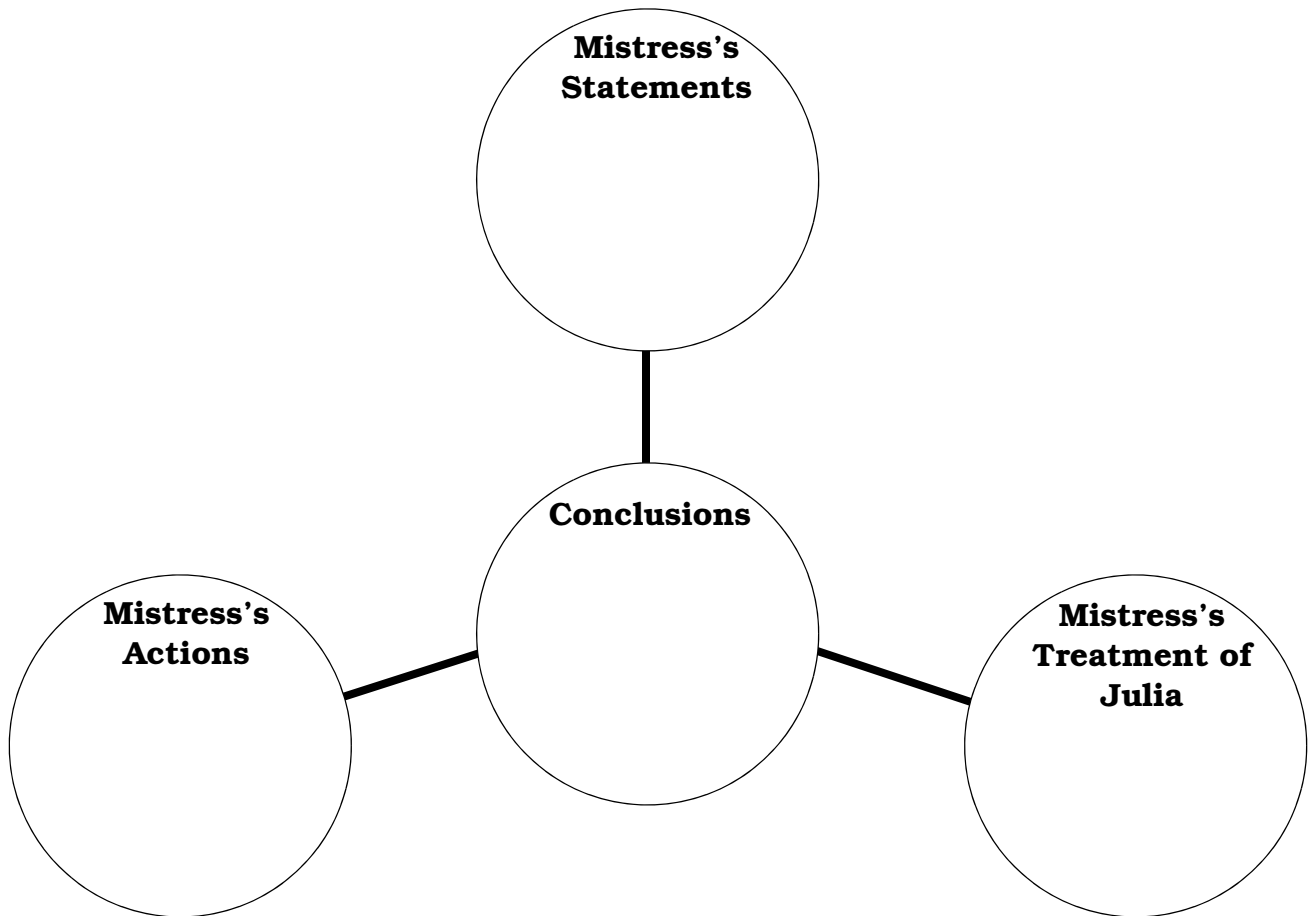
Make connections among these items to learn about the character.

In this excerpt from the play, Julia’s actions and words tell you about her.

JULIA. [Lifts her head up] Yes, madame. [But her head has a habit of slowly drifting down again]

Julia’s words tell you that Julia is Mistress’s inferior; her actions tell you that Julia is either shy or afraid.

DIRECTIONS: Fill in the graphic below with examples of Mistress’s statements, actions, and treatment of Julia. In the center, write conclusions you can draw about Mistress.



The Governess by Neil Simon
Literary Analysis: Setting and Character

Playwrights have fewer tools with which to develop **characters** and establish **setting**. **Stage directions** describe the scenery, costumes, lighting, and sound, and tell how the characters feel, move, and speak. Stage directions are usually printed in italics and set in brackets. The following stage directions describe the setting of a play.

[It is late evening. The stage is dark, except for the glow of a small lamp beside the bed.]

When you read a play, use the stage directions to create a mental image of how stage production would look and sound.

DIRECTIONS: Fill in this chart with the information the stage directions give you.

Stage Direction	What It Describes (scenery, costumes, lighting, sound; characters' feelings, movements, tone of voice)	What It Tells You
1. <i>[A young governess, Julia, comes rushing in. She stops before the desk and curtsies]</i>	Scenery Character's movements	The room probably belongs to someone important. Julia is young, a governess; she is energetic and humble.
2. <i>[But her head has a habit of slowly drifting down again]</i>		
3. <i>[She turns away, softly crying]</i>		
4. <i>[She curtsies again and runs off. The mistress looks after her a moment, a look of complete bafflement on her face. The lights fade.]</i>		

The Governess by Neil Simon
Vocabulary Builder

Word List

bafflement discharged discrepancies guileless
inferior satisfactory supervisor

A. DIRECTIONS: Use the underlined word in your answer to each question. Your answer should show you know the meaning of the word.

1. If the stories told by two witnesses to a crime have serious discrepancies, what should the investigating officer do?

2. If you got to work late each day, would it be surprising if your boss discharged you?

3. Who is more likely to believe a lie, someone who is guileless or someone who is not?

4. If a supervisor finds a worker's performance satisfactory, is she likely to fire the worker?

5. Who was considered inferior in a medieval kingdom, the king or his subjects?

6. If someone expresses bafflement about instructions for a task, will the person be able to do the task well?

7. Which is a more likely measure of how likely you are to get a raise at work—the opinion of your coworkers or the opinion of your supervisor?

B. WORD STUDY: The **suffix -ory** means “of,” “relating to,” or “characterized by.” Think about the meaning of *-ory* in each italicized word. On the line before each sentence, write T if the statement is true and F if the statement is false. Then explain your answer.

1. _____ A *mandatory* payment is one that you can make or not make according to your preference.

2. _____ A *hortatory* statement is one that urges you to do something.

3. _____ Hearing a sound is a form of *sensory* perception.

The Governess by Neil Simon
Enrichment: Describe a Scene

The stage directions for *The Governess* don't give much information about props or costumes. The play is set in the late nineteenth century in Russia, and the room in which it takes place would have been well furnished with expensive fabrics and furniture. Use books on clothing and furnishings of the era, or look on the Internet to find out what people would have worn and how homes would have looked. On the lines below, describe the set and the costumes that would make the play look authentic.

Set and Props (include furniture, wall decorations, and so on):

Mistress's Costume:

Julia's Costume:

The Governess by Neil Simon
Integrated Language Skills: Grammar

Participial Phrases

A **participle** is a verb form that is used as an adjective. Participles commonly end in *-ing* (present participle) or *-ed* (past participle). A **participial phrase** is made up of a participle with its modifiers and complements, such as adverbs or objects. The entire participial phrase is used as an adjective.

Example: The tourist, *confused by the signs*, got lost.
Traveling quickly, we got to the game on time.
 Lila, *loving hot weather*, visits Santa Fe each August.

A. PRACTICE: *In each sentence, underline the participial phrase.*

1. Sitting behind her desk, Mistress questions Julia.
2. Julia, worried about her job, answered hesitantly.
3. Mistress, asking questions repeatedly, made Julia more nervous.
4. Julia, weeping quietly, stared at the ground.
5. Lifting Julia’s head, Mistress made her look up.
6. Mistress gave Julia the rest of her money, insisting that she take it.
7. Baffled by the encounter, Mistress sat alone onstage.

B. Writing Application: *Write sentences about the characters in The Governess using each participial phrase shown.*

1. curtsying to Mistress

2. writing in her book

3. confused by the questions

4. handing Julia the envelope

5. angered by Julia’s humility

The Governess by Neil Simon
Support for Writing a Public-Service Announcement

To prepare for writing a public-service announcement (PSA) on workers' rights, fair payment for workers, or worker safety, use the graphic organizer below:

<p>Choose a public figure who will be your spokesperson:</p> <hr/> <hr/> <hr/>	<p>Summarize, in one or two sentences, the points you will use to persuade your audience:</p> <hr/> <hr/> <hr/> <hr/>	<p>Make a list of words, phrases, images, or symbols you might use in your message:</p> <hr/> <hr/> <hr/> <hr/>
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Write a rough draft or sketch out the main ideas for a radio or television message to be delivered by your spokesperson, using elements from your notes and lists. Use sound effects and images as part of your message. Write or continue your draft on a separate sheet of paper if you wish.

The Governess by Neil Simon
Support for Extend Your Learning

Listening and Speaking

An important part of preparing for a debate is to anticipate and answer any questions, objections, or points your opponent might make. Use the chart below to help you predict at least four of your opponent's major points and to come up with effective answers for them.

Anticipated Points, Objections, or Questions From Opponent	My Responses to Opponent
Opponent's objection/question 1:	My response:
Opponent's objection/question 2:	My response:
Opponent's objection/question 3:	My response:
Opponent's objection/question 4:	My response:

Incorporate these ideas into your notes for possible use during the debate.

The Governess by Neil Simon
Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. The stage directions in *The Governess* show Julia curtsying repeatedly to the Mistress. What do these stage directions reveal about Julia’s relationship to the Mistress?

2. The Mistress thinks Julia is *inferior* to her. Do you agree? Explain.

3. In *The Governess*, the stage directions tell us a great deal about Julia’s emotional state. Describe how Julia feels. Explain how specific stage directions reveal her feelings.

4. For the detail supplied for each character from *The Governess*, tell what conclusion you can draw about the character based on that detail. On the line provided, explain how you reached each conclusion.

Character	Words or Action	Conclusion
Mistress	brags about her skill at math	
Julia	is reluctant to count the coins	

5. How would you describe the character of the Mistress in *The Governess*? Support your answer with examples from the play.

6. You can draw conclusions by observing what characters do. Near the end of *The Governess*, the Mistress gives Julia eighty rubles. Based on this action, what conclusion can you draw about the Mistress? Explain using details from the play.

7. What theme, or generalization about life, can you find in *The Governess*? Consider what the play is saying about social classes. Support your response with details from the play.

8. Look back at the Mistress's last piece of dialogue in *The Governess*. How does this speech reveal the vast differences between the Mistress and Julia? Include details from the play to support your answer.

9. The Mistress says that Julia is *guileless*. Do you agree? Focus on the meaning of *guileless* in your response.

10. One of the stage directions near the end of *The Governess* states that the Mistress has "a look of complete bafflement on her face." What does this tell you about what has happened? Explain.

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In *The Governess*, the Mistress claims that she wants Julia to learn a lesson from what has happened. In an essay, explain what lesson the Mistress says she wants Julia to learn. Then, tell how the lesson is intended to help Julia. Finally, explain what lesson Julia has actually learned. Use details from the play to support your answer.
12. In *The Governess*, Julia doesn't let the Mistress know how she, Julia, feels about her, but the playwright lets the audience know. In an essay, explain how you think Julia feels about the Mistress. Use examples of dialogue or stage directions from the play that tell you how she feels and why she feels that way.
13. The stage directions in *The Governess* do not give many details about time or place. In an essay, explain why you think the playwright chose not to include those details. What effect does the lack of detail have? How does it support the theme of the play? Use examples from the play to illustrate your response.
14. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** At the beginning of *The Governess*, Julia and the Mistress are very different. By the end of the play, they have become more similar. In an essay, describe their differences and how the characters change to become more similar. What is the playwright saying by making the characters change?

Oral Response

15. Go back to question 2, 5, or 10 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in *The Governess* that will support your points. If necessary, make notes to guide your response.

The Governess by Neil Simon
Selection Test A

Critical Reading Identify the letter of the choice that best answers the question.

- ___ 1. In *The Governess*, what pay is Julia supposed to receive each month?
- A. 10 rubles
 - B. 20 rubles
 - C. 40 rubles
 - D. 80 rubles
- ___ 2. Which group of words best describes Mistress in *The Governess*?
- A. suspicious, clever, charming
 - B. shy, humble, ignorant
 - C. unfeeling, manipulative, cruel
 - D. intelligent, reasonable, helpful
- ___ 3. Why do the stage directions in *The Governess* show Julia curtsying so often?
- A. The author wants to show that Julia has been brought up well.
 - B. The author wants to show that Julia is very graceful.
 - C. The author wants to show that Julia deeply respects Mistress.
 - D. The author wants to show that Julia is Mistress's social inferior.
- ___ 4. In *The Governess*, why do you think Julia does not protest more about what Mistress does to her?
- A. She thinks Mistress is right.
 - B. She is afraid of losing her job.
 - C. She is not very smart.
 - D. She plans to quit later.
- ___ 5. In *The Governess*, how does Mistress first react when Julia cries?
- A. She is angry.
 - B. She is curious.
 - C. She weeps too.
 - D. She ignores Julia.
- ___ 6. Why do the stage directions in *The Governess* state that Julia "reluctantly counts" the money that Mistress gives her?
- A. She cannot count very well.
 - B. She is afraid there will be too much money there.
 - C. She suspects Mistress is trying to cheat her further.
 - D. She doesn't know how much a ruble is worth.

- ___ 7. What is *The Governess* mostly about?
- A. It deals with how people misunderstand kindness.
 - B. It shows the great social divisions between the upper and lower classes.
 - C. It highlights the difficulties of a governess's life.
 - D. It illustrates the role of a governess in the nineteenth century.
- ___ 8. In *The Governess*, how does Mistress explain the purpose of cheating Julia?
- A. She says she wants to save money.
 - B. She says she wants Julia to quit her job.
 - C. She says Julia did not work hard.
 - D. She says she wants to teach Julia a lesson.
- ___ 9. What conclusion can you draw from the fact that Julia keeps her head down in *The Governess*?
- A. She is afraid of Mistress.
 - B. She does not see well.
 - C. She is forbidden to look up.
 - D. She is very shy.
- ___ 10. What does Mistress's "look of complete bafflement" at the end of *The Governess* reveal?
- A. It shows the lack of understanding between social classes.
 - B. It shows Mistress's great anger at Julia.
 - C. It shows Mistress's sensitive nature.
 - D. It shows that Mistress is confused about why Julia does not like her.
- ___ 11. In *The Governess*, what does Julia do when Mistress gives her the rest of the money?
- A. She begins to cry.
 - B. She curtsies.
 - C. She gets angry.
 - D. She refuses it.
- ___ 12. Why does Julia smile faintly at the end of *The Governess*?
- A. She thinks that Mistress has played a good joke on her.
 - B. She wants to tell the other servants what Mistress has done.
 - C. She is glad that her interview with Mistress is almost over.
 - D. She knows that Mistress will never understand her.

Vocabulary and Grammar

- ___ 13. What does the underlined word in this sentence mean?
If you think of yourself as inferior, other people will treat you as if you are.
- A. fearful
 - B. unwilling to work
 - C. low in status
 - D. badly trained
- ___ 14. Which word is closest in meaning to the word *valid*?
- A. strange
 - B. convincing
 - C. appropriate
 - D. valuable
- ___ 15. Which words make up the participial phrase in this sentence?
Confused by Mistress's questions, Julia stood silently and looked at the ground.
- A. Confused by Mistress's questions
 - B. Julia stood silently
 - C. and looked
 - D. at the ground

Essay

16. In *The Governess*, Mistress claims that she wants Julia to learn a lesson from what has happened. In an essay, tell what lesson Mistress says she wants Julia to learn. Then, tell how the lesson is intended to help Julia. Finish by identifying the lesson that Julia has actually learned. Throughout, use details from the play to support your answer.
17. In an essay, describe how you think Julia feels about Mistress in *The Governess*. Why does she feel that way? Use at least three examples of dialogue or stage directions from the play to support your conclusion.
18. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** At the beginning of *The Governess*, Julia and the Mistress are very different. By the end of the play, they have become more similar. In an essay, describe their differences and how the characters change to become more similar.

The Governess by Neil Simon
Selection Test B

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

- ___ 1. In *The Governess*, when Julia begins to cry, Mistress
- A. becomes very angry.
 - B. expresses curiosity.
 - C. begins to weep herself.
 - D. ignores Julia completely.
- ___ 2. In *The Governess*, the purpose of the stage directions that show Julia curtsying repeatedly is to suggest
- A. that she has been well brought up.
 - B. that she is very graceful.
 - C. her deep respect and love for her mistress.
 - D. that she is Mistress's servant and social inferior.
- ___ 3. One theme, or generalization about life, in *The Governess* is
- A. "Kindness can be misinterpreted."
 - B. "Great social divisions existed between upper and lower classes."
 - C. "The nineteenth-century servant lived a difficult life."
 - D. "In Imperial Russia, governesses were treated like family."
- ___ 4. In *The Governess*, Mistress's excuse for trying to cheat Julia is that
- A. she needed to save money.
 - B. she wanted Julia to quit her job.
 - C. she felt Julia did not work hard enough.
 - D. she wanted to teach Julia a lesson.
- ___ 5. What conclusion can you draw about Mistress from this statement in *The Governess*?
You're much too trusting, and in this world that's very dangerous. . . .
- A. She is very manipulative.
 - B. She cares deeply for Julia.
 - C. She is very wise.
 - D. She is actually kind.
- ___ 6. Which stage direction in *The Governess* provides important information about Mistress?
- A. [She stops before the desk and curtsies.]
 - B. [She puts the pile of coins on the desk.]
 - C. [She writes in the book.]
 - D. [. . . a look of complete bafflement on her face]
- ___ 7. In *The Governess*, when Mistress gives the rest of the money to Julia, Julia
- A. curtsies to her.
 - B. begins to cry.
 - C. gets angry.
 - D. refuses it.

- ___ 8. In *The Governess*, the fact that Julia keeps her head down tells you that
- A. she has trouble with her vision.
 - B. she is afraid of Mistress.
 - C. she has been forbidden to look up.
 - D. she is terribly shy.
- ___ 9. What do you learn from these stage directions in *The Governess*?
- [The faintest trace of a smile on her lips]
- A. Julia is suddenly very happy.
 - B. Julia knows something Mistress doesn't know.
 - C. Julia has made an important decision.
 - D. Julia is thinking about someone she loves.
- ___ 10. Which statement by Mistress in *The Governess* reveals the vast differences between Julia and her?
- A. "I made up whatever came into my mind."
 - B. "Why don't you cry out against this cruel and unjust treatment?"
 - C. "Sometimes I'm a little lax in my accounts."
 - D. "That's three holidays, therefore we take off twelve rubles. . . ."
- ___ 11. From which statement in *The Governess* could you conclude that Mistress is self-important?
- A. "I didn't bother making a note of it because I always do it."
 - B. "Maybe you thought you heard forty when I said thirty."
 - C. "I excelled in mathematics. He gets that from his mother."
 - D. "The saucer was an heirloom. It cost much more, but let it go."
- ___ 12. In *The Governess*, when Julia leaves the stage and Mistress gazes after her, the stage directions call for the lights to fade. The purpose of this stage direction is to show that
- A. the scene is over.
 - B. a new scene is beginning.
 - C. darkness has fallen.
 - D. Mistress is angry.

Vocabulary and Grammar

- ___ 13. Julia does not protest Mistress's actions because she fears being *discharged*, or
- A. yelled at.
 - B. fired.
 - C. beaten.
 - D. fined.
- ___ 14. Mistress accuses Julia of being *guileless*. In other words, she thinks Julia is
- A. stupid.
 - B. dishonest.
 - C. tricky.
 - D. naïve.

- ___ 15. Mistress's arguments for giving Julia less money are not really *valid*. In other words, they are
- A. unconvincing.
 - B. believable.
 - C. strong.
 - D. confusing.
- ___ 16. Which sentence lacks a participial phrase?
- A. Walking quickly, Julia entered the room.
 - B. Julia curtsied several times to Mistress.
 - C. Julia, crying softly, didn't say a word.
 - D. Annoyed at her servant, Mistress spoke sharply.
- ___ 17. Which sentence begins with a grammatical structure other than a participial phrase?
- A. Entering the room, Julia walked to the desk.
 - B. Writing in her book, Mistress subtracted ruble after ruble.
 - C. Before she could stop herself, Julia began to cry.
 - D. Confused by her servant, Mistress stared after her.
- ___ 18. Which sentence contains a participial phrase?
- A. Julia, exhausted by the questions, started to cry.
 - B. Mistress kept on subtracting more and more rubles.
 - C. Despite Julia's protests, Mistress took off more money.
 - D. Mistress, a cruel woman, wanted to teach Julia a lesson.

Essay

19. Julia doesn't let Mistress know how she, Julia, feels about her, but the playwright lets the audience know. In an essay, explain how you think Julia feels about Mistress in *The Governess*. What tells you how she feels? Why does she feel that way? Use at least three examples of dialogue or stage directions from the play to support your conclusion.
20. The stage directions in *The Governess* do not give many details about time or place. In an essay, explain why you think the playwright chose not to include these details. What effect does the lack of detail have? What does it say about the situation in the play? Support your answer with information from the play.
21. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** At the beginning of *The Governess*, Julia and the Mistress are very different. By the end of the play, they have become more similar. In an essay, describe their differences and how the characters change to become more similar. What is the playwright saying by making the characters change?

The Governess by Neil Simon
“The Ninny” by Anton Chekhov
Vocabulary Warm-up Word Lists

Study these words from the selections. Then, complete the activities.

Word List A

account [uh KOWNT] *n.* an exact list or record of money matters

My father kept an account of all the money I borrowed from him.

furious [FYOOR ee uhs] *adj.* very angry

My brother got furious when he saw I was wearing his team jacket.

merci [mayr SEE] *interjection* (French) thank you

The French girl curtsied and said merci for our kindness.

ninny [NIN ee] *n.* silly or foolish person; one who lacks common sense

My brother is such a ninny—he thinks fireflies will burn him.

nitwit [NIT wit] *n.* a person of little intelligence

He is such a nitwit that he believes anything anyone tells him.

pacing [PAYS ing] *n.* walking back and forth, over and over

While waiting for the principal, we started pacing nervously in the hall.

settle [SET uh] *v.* to pay all the money owed

Before checking out of the hotel, we have to settle our bill.

temper [TEM per] *n.* a state of mind or feeling

I’ve never seen another person with such an even temper.

Word List B

carelessness [KAIR luhs nuhs] *n.* a lack of attention, resulting in mistakes or problems

The worker’s carelessness cost the company thousands of dollars.

chambermaid [CHAYM ber mayd] *n.* a woman whose job it is to clean bedrooms

Before checking out of the hotel, I left a tip for the chambermaid.

governess [GUH ver nuhs] *n.* a live-in tutor and nanny

Mary Poppins was a fictional governess who cared for the Banks children.

heirloom [AIR loom] *n.* a valued object passed down in a family

That locket is an heirloom, first worn by my great-grandmother.

perspiration [per spuh RAY shuhn] *n.* sweat

After gym class, our skin was coated with perspiration.

spineless [SPYN luhs] *adj.* without courage; weak-willed

George was certainly spineless to have given up the fight so easily.

timidly [TIM id lee] *adv.* shyly; without confidence or courage

Delores spoke timidly to the officer who stopped her on the road.

trimmings [TRIM ingz] *n.* decorations, such as lace, on clothing, hats, and so on

Anne wore a fussy dress with bows and other trimmings at the neck and cuffs.

The Governess by Neil Simon
“The Ninny” by Anton Chekhov
Vocabulary Warm-up Exercises

Exercise A *Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.*

I had asked the hotel clerk in Paris to print out the details of my [1] _____ in advance. That way, when I went to [2] _____ the bill, I would be sure I was paying the right amount. The list made me [3] _____. Instead of a hundred euros a night, the room was listed as a hundred and fifty. It takes a lot to disturb my even [4] _____. But now, I began [5] _____ up and down the room. What did they take me for, a fool, a [6] _____? I wasn't such a [7] _____ that I'd overpay by half. I went to confront the desk clerk. Before I could open my mouth, he said, "I thought it would be easier for you if I put the amounts in dollars." I finally muttered [8] _____ and gave the clerk my credit card.

Exercise B *Decide whether each statement below is true or false. Circle T or F. Then, explain your answers.*

1. Carelessness is a desirable quality in a chambermaid.

T / F _____

2. A governess should always obey a child's wishes.

T / F _____

3. If our bodies did not produce perspiration, they would overheat.

T / F _____

4. A spineless person is likely to reply timidly to questioning.

T / F _____

5. Trimnings can make fancy curtains into plain ones.

T / F _____

6. An heirloom is something to be treasured.

T / F _____

The Governess by Neil Simon
“The Ninny” by Anton Chekhov
Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

A boy named Frank had just started an after-school job at a grocery store. His employer was Mr. Bellicosi, a red-faced man with a furious temper. The only reason people shopped at his store was that he let them pay at the end of the month, when their paychecks arrived.

One afternoon, the bell rang, the door opened, and a large elderly woman in a gray coat and a straw hat with a flower appeared. She wanted to settle her account. “Mrs. Alberta Smith,” she announced with an air of importance. Frank told Mrs. Smith the amount; she handed him several large bills, and he gave her change. “Merci,” she said, as if she had just walked off a street in Paris.

Shortly after the woman left, the red-faced grocer came down into the store. (He lived upstairs, which made life very convenient for him.) The young man told him what had just happened. The grocer began pacing up and back, which was never a good sign.

“I can’t leave you alone for two minutes without your making a mistake,” he shouted. “That woman was my mother! I never charge her the full amount of her groceries. She won’t let me give them to her, but she pays half. You’re fired, you ninny, you nitwit, you fool!”

Frank began to open his mouth to protest, but Mr. Bellicosi would have none of it. It wasn’t his fault that the grocer had not told him about his mother and the special arrangement she had. Besides, the woman must have remarried, because the name she had given him was Smith.

Frank was just getting ready to slip off his apron, when the bell rang, the door opened, and in walked another large elderly woman in a gray coat and a straw hat with a flower. “Hello, Junior,” she said to the grocer. “Nice day, isn’t it?”

Mr. Bellicosi turned even redder, but his expression looked as if he had seen a ghost.

1. Underline the phrase that suggests the meaning of furious temper. Describe someone with a *furious temper* whom you know or have seen on television or in the movies.
2. Circle the words in the following sentences that give clues to the meaning of “settle her account.” Describe another situation in which someone might *settle* an *account*.
3. Underline the words that let you know what language merci is in. Rewrite the sentence, substituting *merci* with the English word or words.
4. Underline the words that give a hint to the meaning of pacing. Give two reasons why someone would be *pacing*.
5. Circle the word that suggests the meaning of ninny and nitwit. Explain why you should be careful about using the words *ninny* and *nitwit*.

The Governess by Neil Simon
“The Ninny” by Anton Chekhov
Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

In nineteenth-century Russia, life was very different for members of different social classes. Rich landowners lived off the hard work and perspiration of their serfs, or slaves. The serfs won their freedom in 1861. Still, their lives remained limited. Peasants and, often, small-business owners lived in poverty. Russia was a land mostly of the very rich and the very poor.

A peasant woman might leave her home to work for a rich family. As a chambermaid, cleaning the rooms of the wealthy, she had no say in her life. She could be fired for a small act of carelessness such as breaking a cup. If she spoke timidly, instead of bravely, when her employer questioned her, it was because she knew that her job depended on correct behavior at all times.

What a contrast to the peasant woman was the lady of the house! The lady wore beautiful dresses with expensive trimmings. She glittered with costly jewelry, including many an heirloom that had been in the family for years. Still, the rules of society largely defined what she could and could not do. She could neither seek a college education nor take part in public life.

Sofia Kovalevskaya (koh vah LEV sky ah) was one of the few exceptions. During the mid-1800s, Sofia’s parents hired a strict governess to turn her into a proper lady, but Sofia had other ideas. Her uncle supported her interest in mathematics, and she fought to be tutored by one of the most famous mathematicians of that time. Not a spineless individual, she succeeded in becoming not only a brilliant mathematician, but also a writer and a champion of women’s rights.

As the twentieth century dawned, it was clear that the old order would not last, although few Russians were prepared for the revolution that took place in 1917. The face of Russia would change forever, for all its people.

1. Circle the words that help explain perspiration. Describe a situation that produces *perspiration*.
2. Underline the phrase that defines chambermaid. Tell where you might find a *chambermaid* today.
3. Circle the words that give an example of carelessness. Describe something you did out of *carelessness*.
4. Circle an antonym for timidly. Write a sentence using *timidly*.
5. Underline the words that tell where to find expensive trimmings. Where might you see such *trimmings* today?
6. Underline the phrase that defines heirloom. Describe something you know that is an *heirloom*.
7. Circle the words that help explain governess. What might a *governess’s* duties include?
8. Underline the words that show that Sofia was not spineless. Name something a *spineless* person could not achieve.

The Governess by Neil Simon
“The Ninny” by Anton Chekhov

Writing About the Big Question



Is it our differences or our similarities that matter most?

Big Question Vocabulary

assumption	class	common	discriminate	distinguish
divide	generalization	identify	judge	represent
separate	superficial	sympathy	tolerance	unify

A. Circle the more appropriate word from each pair listed to complete each sentence.

1. You might make a mistaken assumption/class if you do not know all the facts.
2. Miguel felt sympathy/tolerance for his friend when her dog died.
3. It is not always easy to distinguish/represent between facts and opinions.

B. Use complete sentences to respond to each item.

1. How would you **identify** yourself when meeting a new neighbor for the first time?

2. Does this introduction focus more on what you and your neighbor have in **common** or on your differences?

C. Complete the sentence below. Then, write a short paragraph in which you connect the completed sentence to the Big Question.

When people focus only on their differences, _____

The Governess by Neil Simon
"The Ninny" by Anton Chekhov

Literary Analysis: Comparing an Adaptation With an Original

A literary **adaptation** is a work that has been changed or adjusted to fit a different form or genre. For example, a novel may be adapted into a play or a movie. Adapting a literary work usually means changing or leaving out some parts of the original to suit the new form. For instance, a play depends almost entirely on dialogue, without the narration or description that is often included in a story. Neil Simon's play *The Governess* is an adaptation of "The Ninny," a short story by the Russian writer Anton Chekhov.

To compare an adaptation with the original work, keep in mind the differences in the two literary forms.

DIRECTIONS: Answer the following questions to compare an adaptation with an original.

1. What form is "The Ninny" written in? What form is *The Governess* written in?

2. What important information do we learn from both the original and the adaptation?

3. Which details in the original are left out of the adaptation or are changed?

4. What elements has the writer of the adaptation introduced?

5. Are the styles of the two authors similar, or is one style lighter or funnier?

6. Which form do you find more engaging? Why do you like one better than the other?

The Governess by Neil Simon
"The Ninny" by Anton Chekhov

Vocabulary Builder

Word List

account carelessness dock ninny spineless timidly

A. DIRECTIONS: *Revise each sentence so that the underlined vocabulary word is used logically. Be sure not to change the vocabulary word.*

1. At the end of each month, companies dock employees' paychecks to show appreciation for the employees' hard work.

2. The student is a ninny who works very hard and does well in all of her classes.

3. The building contractor settled his account with the carpenter but forgot to pay him.

4. Yulya timidly approached the assembled student body and gave her speech with confidence and ease.

5. The spineless crowd of people helped to free a man trapped in his car.

6. The chemist's carelessness about small details is what enabled him to succeed with the complicated experiment.

B. DIRECTIONS: *Circle the letter of the word or phrase most opposite the word in CAPITAL LETTERS.*

1. SPINELESS

- A. weak B. ineffectual C. strong-willed D. furious

2. NINNY

- A. fool B. clot C. caretaker D. serious person

3. TIMIDLY

- A. boldly B. fearfully C. wisely D. firmly

4. DOCK

- A. help B. reward C. boat ramp D. rank

The Governess by Neil Simon
“The Ninny” by Anton Chekhov
Support for Writing to Compare Literary Works

In addition to a comparison chart, you may find the graphic organizer presented here helpful for answering the final question of the writing assignment:

Do you think that one version—the story or the play—is more effective than the other? Why?

For each question on the graphic, place a check in either the column for Chekhov’s story “The Ninny” or the column for Simon’s play *The Governess*.

Criteria	The Chekhov Story	The Simon Play
1. Which work tells you more about the setting?		
2. Which work gives you a fuller portrait of the employer?		
3. In which work do you feel more empathy for the governess?		
4. Which work makes you think more as you read and/or as you reflect on the work?		

Now, combining your notes from this sheet and from your comparison chart, write an essay in which you compare and contrast the adaptation, *The Governess*, with the original, “The Ninny.”

The Governess by Neil Simon
“The Ninny” by Anton Chekhov

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. In “The Ninny,” Yulia begins to cry as she listens to the employer. What makes her cry?

2. The narrator deducts money from Yulia’s pay in “The Ninny.” How does he justify his actions to her? Support your answer with details from the story.

3. In “The Ninny,” Yulia thanks her employer even though he cheats her. What explanation does she give for thanking him?

4. Yulia says “Merci” to the narrator when he pays her eleven rubles in “The Ninny.” Why is her response ironic, or not what you would expect?

5. How does Yulia in “The Ninny” show herself to be a *spineless* person? Focus on the meaning of *spineless* in your response.

6. Both “The Ninny” and *The Governess* have a governess as a main character. In the chart below, write two ways the governesses are similar and two ways they are different. On the lines provided, tell which character you think seems more realistic, and why.

Similarities	Differences

7. How is the employer in “The Ninny” different from the employer in *The Governess*?

8. In both the “The Ninny” and *The Governess*, the governess thanks her employer for the money. How are the two employers’ reactions similar? How are they different? Explain using details from the selections.

9. What are two ways in which the adaptation *The Governess* is similar to the original work “The Ninny”?

10. *The Governess* is a play, while “The Ninny” is a short story. What is one way that the reactions of the governess are portrayed differently in “The Ninny” than in *The Governess*? Support your answer with details from the selections.

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Both “The Ninny” and *The Governess* tell similar stories. However, their portrayals of the employer are different. In an essay, explain how the employers are portrayed. Then, tell which version you think is more effective, and explain how the portrayal of the employer helps make it more effective. Support your answer with details from the selections.

12. An author's purpose is his or her reason for writing a literary work. Write an essay explaining what Anton Chekhov's purpose is for writing "The Ninny." What is the story generally about? What does the motivation of the characters seem to be? Why do you think the author chose to write this story? Support your response with details from the story.
13. In an essay, compare and contrast the events that occur in the original short story "The Ninny" and in the adapted play *The Governess*. What elements did the writer of the adaptation keep from the original? What elements are left out of the adaptation that are in the original? What new elements are introduced in the adaptation? Do you think that one version is more effective than the other? Why? Explain your answer using details from both works.
14. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** Both "The Ninny" and *The Governess* feature two characters who are very different from each other. Their differences move the action of the story and play forward. In an essay, describe these differences. Explain how the differences contribute to the action and to the theme of the works. Support your response with details from the selections.

Oral Response

15. Go back to question 3, 8, or 9 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in "The Ninny" and *The Governess* that will support your points. If necessary, make notes to guide your response.

The Governess by Neil Simon
“The Ninny” by Anton Chekhov
Selection Test A

Critical Reading *Identify the letter of the choice that best answers the question.*

- ___ 1. At the beginning of “The Ninny,” what reason does the narrator give for calling Yulia into his study?
- A. He wants to take money from her.
 - B. He wants to pay her.
 - C. He wants to scold her.
 - D. He wants to ask if she broke a saucer.
- ___ 2. Yulia in “The Ninny” does try to correct her employer twice—once about her salary and once about the length of her service. What does the employer say that stops Yulia from questioning his figures further?
- A. “I am never wrong.”
 - B. “I have a perfect memory.”
 - C. “I always do it that way.”
 - D. “I made a note of it.”
- ___ 3. How does Yulia respond when her employer cuts her pay because of holidays and Sundays, a toothache, a broken cup and saucer, torn coat, and stolen boots?
- A. She says nothing.
 - B. She protests a little.
 - C. She protests a lot.
 - D. She angrily leaves the room.
- ___ 4. As the employer in “The Ninny” cuts Yulia’s pay, what does the narrator mean in the following line?
- Her eyes filled with tears, and her thin, pretty little nose was shining with perspiration.
- A. Yulia has bad allergies that make her eyes water and nose run.
 - B. Yulia is sorry for letting Kolya tear his coat and for letting the chambermaid steal.
 - C. Yulia is upset by what her employer is doing.
 - D. Yulia is pretending to be upset to win the sympathy of her employer.
- ___ 5. In “The Ninny,” what explanation does Yulia give for thanking her employer even though he cheats her?
- A. The other places she worked did not pay her at all.
 - B. She needs whatever money she can get for her family.
 - C. She realizes she does not deserve to be paid more.
 - D. She does not want her employer to get angry with her.

- ___ 6. Why does the narrator of “The Ninny” get mad at Yulia after he pays her eleven rubles?
- A. Yulia does not say, “Thank you.”
 - B. Yulia says, “Thank you.”
 - C. Yulia is rude.
 - D. Yulia breaks a family heirloom.
- ___ 7. Which sentence best describes the employer in the original story “The Ninny” and the employer in the adaptation *The Governess*?
- A. The employer is a man in “The Ninny” and a woman in *The Governess*.
 - B. The employer is less emotional in “The Ninny” than in *The Governess*.
 - C. The employer is Russian in “The Ninny” and American in *The Governess*.
 - D. The employer has two children in “The Ninny” and only one in *The Governess*.
- ___ 8. Compare the original story “The Ninny” with the adaptation *The Governess*. How are Yulia’s protests in the original different from Julia’s protests in the adaptation?
- A. Julia, in *The Governess*, protests more to what her employer is saying.
 - B. Yulia, in “The Ninny,” protests more to what her employer is saying.
 - C. Julia, in *The Governess*, does not protest at all to what her employer is saying.
 - D. Yulia, in “The Ninny,” does not protest at all to what her employer is saying.
- ___ 9. The governess says thank you in both “The Ninny” and *The Governess*. How are the reactions of the employers similar?
- A. They both laugh at the governess.
 - B. They both compliment the governess.
 - C. They both get angry at the governess.
 - D. They both do not pay the governess at all.
- ___ 10. How is the employer in the adaptation *The Governess* similar to the original employer in “The Ninny”?
- A. Throughout, both employers are kind.
 - B. Both employers are the master of the house.
 - C. At the end, both employers listen to the governess’s pleas and reconsider.
 - D. Both say they will dock the governess’s pay for multiple reasons.
- ___ 11. Which of the following incidents is not in the original story “The Ninny” but has been added to the adaptation *The Governess*?
- A. Julia helplessly watches as her employer cheats her out of most of her pay.
 - B. Julia is given ten rubles, and her employer says Julia dropped the eleventh on the floor.
 - C. Julia thanks her employer for the money that was given to her.
 - D. Julia’s salary is reduced because Julia broke a cup and saucer.

Vocabulary

- ___ 12. Which of the following choices means the same as *ninny*?
- A. governess
 - B. employee
 - C. simpleton
 - D. underpaid person
- ___ 13. In which sentence is *spineless* used correctly?
- A. A snake is a reptile that is spineless.
 - B. The spineless girl walked up to her employer and stood up for herself.
 - C. The spinning wheel in the fairy tale is spineless because it is round.
 - D. The spineless cowards let others take the blame for them.

Essay

14. Short stories and novels are often adapted into dramas. In an essay, compare the short story “The Ninny” with the adapted play *The Governess*. First, tell what the two plays are about. Then, identify the elements that the writer of the adaptation kept from the original. Finally, describe the similarity in how the two works end.
15. A literary adaptation is a work that has been changed or adjusted to fit a different form. Write an essay contrasting the adapted play *The Governess* with the original short story “The Ninny.” First, tell which actions or statements that are in the original are left out of the adaptation or changed. Then, tell what new actions or statements appear in the adaptation. End by saying whether you think one version—the story or the play—is more effective than the other. Explain your opinion.
16. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** Both “The Ninny” and *The Governess* feature two characters who are very different from each other. In an essay, describe these differences. Support your response with details from the selections.

The Governess by Neil Simon
“The Ninny” by Anton Chekhov
Selection Test B

Critical Reading *Identify the letter of the choice that best completes the statement or answers the question.*

- ___ 1. The narrator of “The Ninny” says he called Yulia Vassilyevna into the study in order to
- A. scold her.
 - B. take money from her.
 - C. pay her.
 - D. to ask if she broke a cup and saucer.
- ___ 2. In “The Ninny,” in what way does the narrator first cheat Yulia out of money owed to her?
- A. The narrator claims they agreed on thirty rubles a month, not forty.
 - B. He deducts money because she broke a very special and expensive dish.
 - C. He subtracts money from her pay for days she took off to visit a sick relative.
 - D. He says she worked fewer hours each day than she had really worked.
- ___ 3. How does Yulia in “The Ninny” react when the employer deducts Sundays from her pay?
- A. She says the deduction is appropriate.
 - B. She protests a little.
 - C. She protests angrily.
 - D. She says nothing.
- ___ 4. Why does Yulia begin to cry as she listens to the employer in “The Ninny”?
- A. because the employer is telling her a sad childhood story
 - B. because she knows she is being mistreated and cheated
 - C. because she has been accused of breaking an expensive family heirloom
 - D. because she is being called a ninny
- ___ 5. What is unfair about the following statement made by the narrator of “The Ninny”?
- Due to your carelessness the chambermaid ran off with Vanya’s boots. You ought to have kept your eyes open. You get a good salary.
- A. He is not saying it but he really believes that Yulia stole the boots.
 - B. He should have been watching the chambermaid, so the stolen boots are his fault.
 - C. He pays her well to spy on the other employees.
 - D. He is deducting money from her salary for something she did not do.
- ___ 6. As the narrator deducts money from Yulia’s pay, how does he justify to her that he is correct and she is not?
- A. He intimidates her with his strength.
 - B. He insults her and tells her she is a ninny.
 - C. He says he made a note of it in his book.
 - D. He says that what he is doing is what he always does.

- ___ 7. Why is it ironic that Yulia says “Merci” to the narrator when he pays her eleven rubles in “The Ninny”?
- A. Because she has stolen more from him.
 - B. Because he really owed her eighty.
 - C. Because she is really not grateful.
 - D. Because she does not speak French.
- ___ 8. Why does Yulia Vassilyevna say she is glad to have the eleven rubles that the narrator of “The Ninny” gave to her?
- A. Where she worked before, she got nothing.
 - B. She knows she rightfully does not deserve more.
 - C. She desperately needs the money to help her family.
 - D. She does not want to make her employer more angry.
- ___ 9. How does the narrator surprise Yulia at the end of “The Ninny”?
- A. by apologizing to her
 - B. by cheating her out of sixty-nine rubles
 - C. by thanking her for her hard work
 - D. by giving her eighty rubles
- ___ 10. What is a major difference between the original “The Ninny” and the adaptation *The Governess*?
- A. The employer is a man in “The Ninny” and a woman in *The Governess*.
 - B. Yulia in “The Ninny” is more emotional than Julia in *The Governess*.
 - C. Yulia cares for two children while Julia has only one.
 - D. “The Ninny” occurs in Russia while *The Governess* takes place in America.
- ___ 11. How do Yulia’s protests in “The Ninny” differ from Julia’s protests in *The Governess*?
- A. Julia does not object to what her employer is saying at all.
 - B. Yulia objects more to what her employer is saying.
 - C. Julia objects more to what her employer is saying.
 - D. Yulia cries more as she objects to what her employer is saying.
- ___ 12. After the governess says thank you in both selections, how are the reactions of the employers similar?
- A. They both ask the governess why she is a ninny.
 - B. They both ask the governess why she thanked them.
 - C. They both ask if it is possible to easily cheat someone.
 - D. They both ask if the governess really wants her full pay.
- ___ 13. Which of the following is one way that the “The Ninny,” a short story, is different from the play *The Governess*?
- A. Yulia reluctantly counting the money is described in more detail.
 - B. Yulia’s actions of getting up to leave and then coming back to the desk are told.
 - C. The dialogue between Yulia and her employer is more fully written out and more intense.
 - D. Yulia’s facial and emotional reactions to what her employer is doing are described.

Writing Workshop—Unit 5, Part 1
Workplace Writing: Business Letter

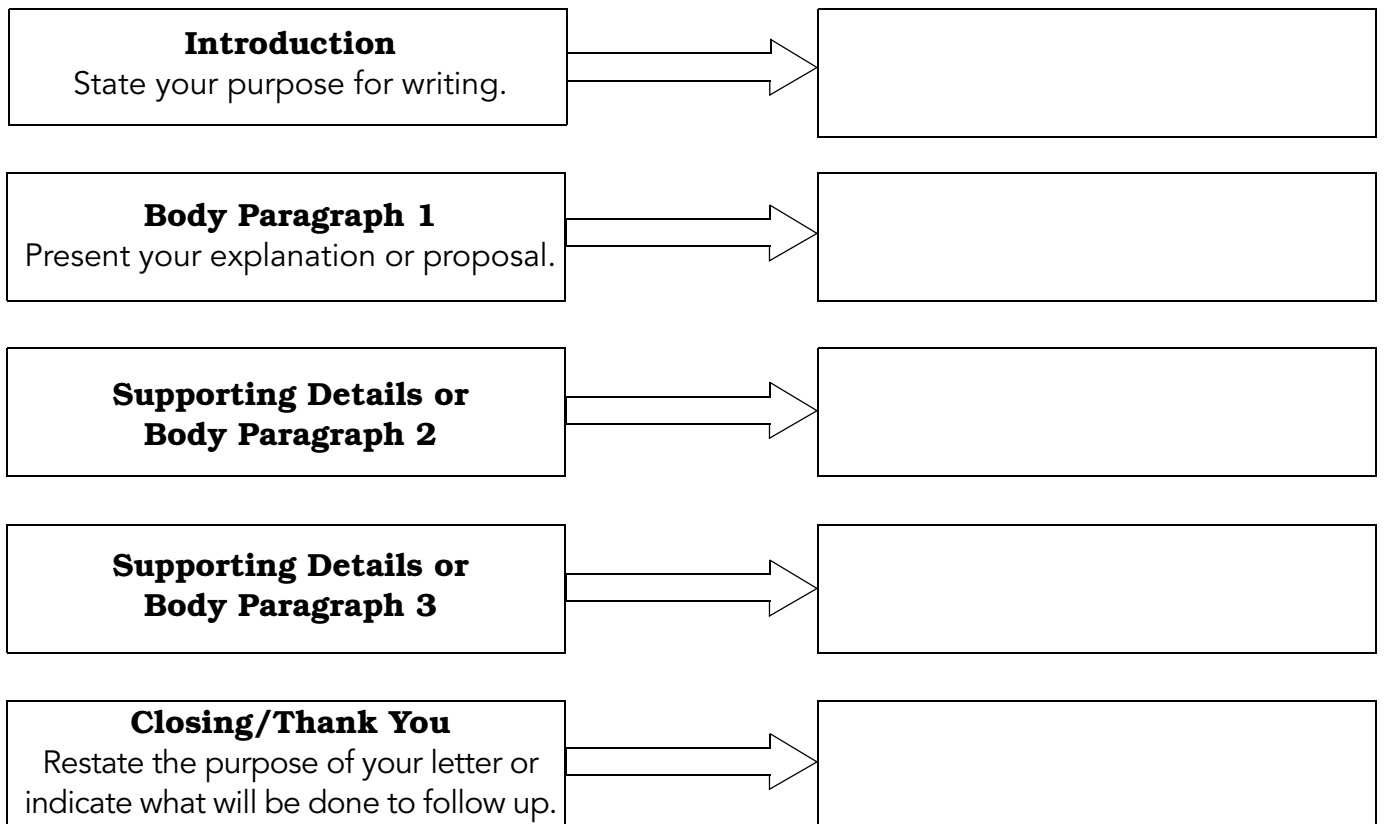
Prewriting: Plan Your Support

Choose a job for which you think you are qualified. Then, use the graphic organizer below to support your purpose.

Job: _____

Qualities	Accomplishments

Drafting: Drafting the Body



Writing Workshop—Unit 5, Part 1
Business Letter: Integrating Grammar Skills

Revising Sentences by Combining With Gerunds and Participles.

A **gerund** is a verbal, or verb form, ending in *-ing* that is used as a noun.

- As subject:** *Baking* cookies is Heather’s hobby.
- As direct object:** Lucille enjoys *swimming*.
- As predicate noun:** David’s greatest talent is *playing* the piano.
- As object of a preposition:** Randall never gets tired of *surfing* the Internet.

A **participle** is a verbal, or verb form, ending in *-ing* that is used as an adjective.

- Present Participles:** The *chirping* canary sang sweetly.
- Past Participles:** We hiked off the *beaten* path.

Combine choppy or short sentences with gerunds and participles.

Choppy Sentences:	The sisters like to draw and paint. They like to play together.
Combined With Gerund:	The sisters like drawing and painting together.
Combined With Participle:	Playing together, the sisters like to draw and paint.

Identifying Gerunds and Participles

A. DIRECTIONS: Write gerund or participle to identify the word in italics.

- _____ 1. *Surprised*, I didn’t think we would take first place.
- _____ 2. *Winning* is always fun.
- _____ 3. Sometimes I learn more by *losing*.
- _____ 4. Max is the most *improved* player on the team.

Combining Sentences With Gerunds and Participles

B. DIRECTIONS: Combine the two short sentences using either a gerund or a participle.

- 1. The twins skate at the ice rink. The twins practice at the ice rink.

- 2. Aimee races across the ice. She slips and falls.

- 3. Annie skates over to Aimee. She helps Aimee get up.

- 4. Aimee rubs her arm. She injured it.

Unit 5: Drama
Benchmark Test 9

MULTIPLE CHOICE**Reading Skill: Draw Conclusions**

1. Which answer choice best describes what a reader does in order to draw a conclusion?
 - A. identifies main ideas
 - B. connects important details
 - C. recognizes author's purpose
 - D. identifies key details

2. Which of these strategies would be most effective in helping you draw conclusions about characters in a play?
 - A. trying to picture each character's costumes
 - B. focusing on one character's lines in particular
 - C. observing characters' interactions with one another
 - D. knowing whether or not the characters are based on real people

Read the following lines of dialogue. Then, answer the questions that follow.

Thomas. Come on, Patrick, you'll have fun. You'll learn a lot, and you'll be helping a family have a home that they otherwise couldn't afford.

Patrick. I don't know, Thomas. I've never built anything before, much less a house.

Thomas. You don't have to build the whole thing by *yourself*. There are dozens of people donating their time. Someone will show you just what to do.

Patrick. What if a piece of wood falls on me or I step on a nail . . . ?

Thomas. What if, what if. *What if* you just said yes to the project?

Patrick. Well, I don't know . . .

Thomas. Come for three hours on Saturday. If you're not having fun by then, you can leave. And I won't tease you like I did when you quit the baseball team.

3. Which answer choice states the most logical conclusion based on this statement by Patrick?

I've never built anything before, much less a house.

 - A. Patrick is not telling the truth.
 - B. Patrick feels uncertain in new situations.
 - C. Patrick likes to tease Thomas.
 - D. Patrick enjoys challenges.

4. Which conclusion about the building project is supported by the details in the scene?
 - A. It is run by a for-profit company that builds houses.
 - B. It will be a good way for Thomas and Patrick to earn money.
 - C. It is a volunteer project to help others.
 - D. It does not need any more workers.

5. Which of these conclusions is best supported by the details in the scene?
 - A. Thomas knows that Patrick will not join the project.
 - B. Patrick thinks that Thomas is trying to trick him.
 - C. Thomas feels that Patrick will benefit from helping on the project.
 - D. Patrick is trying to appear braver than he really is.

Reading Skill: Compare and Contrast Features and Elements

Read this chart from a government agency. Then, answer the questions that follow.

Permitted Hours of Work

	Ages 16 & 17	Ages 14 & 15	Ages 12 & 13
SCHOOL IN SESSION	4 hours per day 20 hours per week	3 hours per day 15 hours per week	May be employed only during school holidays, weekends, and vacations.
SCHOOL NOT IN SESSION	8 hours per day 40 hours per week	8 hours per day 40 hours per week	4 hours per day 20 hours per week
SPREAD OF HOURS	5 a.m. – 10 p.m.	7 a.m. – 7 p.m.	10 a.m. – 5 p.m.

6. Ken is 17 years old and is working while school is in session. Based on the chart, which statement is true?
 - A. He can work more than 48 hours per week.
 - B. He can work until 9 p.m.
 - C. He can work 6 hours on Wednesdays.
 - D. He cannot work past 8 p.m. on Mondays.

7. Which statement is *not* true of the chart?
 - A. The final column pertains to the students who can work the most possible hours.
 - B. The chart shows that different limits on working hours apply during the school year.
 - C. The column heads refer to different age groups.
 - D. The final row shows what times of day students are allowed to work.

8. Which of these generalizations would be the most accurate, based on the information in the chart?
 - A. The older a student is, the more flexibility he or she has in terms of a work schedule.
 - B. The younger a student is, the more flexibility he or she has in terms of a work schedule.
 - C. Teenagers do not like to work long hours.
 - D. It is hard to find a job if you are younger than 18.

Literary Analysis

9. Which answer choice is the best definition of stage directions in drama?
- A. conversations among characters in a play
 - B. notes that tell how a play should be performed
 - C. instructions for designing the props for a play
 - D. directions for the order of events in a play
10. Which statement is always true of setting in a drama?
- A. The characters ignore the setting.
 - B. The setting becomes a character.
 - C. The setting defines each character.
 - D. The setting is the onstage world that the characters inhabit.

Read the stage directions for a scene of a play. Then, answer the questions that follow.

[It is evening on the front porch of a small cabin in the woods. A lantern placed on a porch table gives off a soft glow. The buzzing of insects and croaking of frogs can be heard in the distance. Now and then there is the sound of water splashing, as if a fish has jumped in a pond. A gray-haired woman in her sixties rocks back and forth in a rocking chair on the porch. Her granddaughter, an 8-year-old girl, sits beside her. The woman lightly smooths the child's hair as the girl smiles lovingly at her grandmother.]

11. What can you tell about the setting of the scene from the stage directions?
- A. The setting is afternoon, on a porch.
 - B. The setting is evening, in a kitchen.
 - C. The setting is evening, on a cabin porch.
 - D. The setting is morning, near a pond.
12. What is one thing readers learn about the characters from these stage directions?
- A. how they feel about each other
 - B. why they are at the cabin
 - C. what challenge they face
 - D. how they will solve a problem
13. Which aspect of the scene do these stage directions leave out?
- A. the costumes
 - B. the scenery
 - C. the lighting
 - D. sound effects

Answer the following questions.

14. Which answer choice best defines a literary adaptation?
- A. a work that follows another in a series
 - B. a work that is translated into another language
 - C. a work that is shortened
 - D. a work that is changed to a different form or genre

15. Which answer choice is the best example of a literary adaptation?
- A. a short story based on a real event
 - B. a film script that is rewritten to add a character
 - C. a novel that is changed into a movie
 - D. a poem that is read on the radio
16. Which answer choice states the best basis of comparison between literary adaptations and originals?
- A. differences between the literary forms
 - B. differences among main characters
 - C. differences in reviews of the works
 - D. differences in themes of the works

Vocabulary: Suffixes

17. The suffix *-ory* means "of," "relating to," or "characterized by." Using this knowledge, choose the answer that best defines the word *satisfactory*.
- A. unpleasant
 - B. acceptable
 - C. disappointing
 - D. unresolved

Grammar

18. Which answer choice states the best definition of a participial phrase?
- A. a phrase consisting of a verb form ending in *-ing* that acts as a noun
 - B. a phrase composed of a preposition and its object
 - C. a verb form commonly ending in *-ing* or *-ed*
 - D. a phrase consisting of a participle and its modifiers and/or complements
19. What is the participle in this sentence?
- The bald eagle, spotting a fish in the river, plunged toward the water.
- A. spotting
 - B. in
 - C. plunged
 - D. toward
20. Which answer choice combines these sentences using a participial phrase?
- The crowd encouraged the team. The team scored ten points.
- A. The crowd encouraged the team to score ten points.
 - B. When the crowd encouraged the team, the team scored ten points.
 - C. The crowd encouraged the team, and the team scored ten points.
 - D. The team, encouraged by the crowd, scored ten points.

21. Which word does the participial phrase modify in this sentence?

Whistling as he walked, the hiker went down the woodland trail.

- A. went
- B. walked
- C. hiker
- D. trail

22. Which answer choice states the best definition of a gerund?

- A. a verb form ending in *-ing* that is used as an adjective
- B. a verb form ending in *-ing* that is used as a direct object
- C. a verb form ending in *-ing* that is used as a noun
- D. a verb form ending in *-ed* that is used as a past participle

23. Which word in the following sentence is a participle?

Some demanding customers prefer drinking water from bottles.

- A. prefer
- B. demanding
- C. drinking
- D. water

24. As what sentence part does the gerund in this sentence function?

Steve devotes some of his time to helping others.

- A. subject
- B. object of a preposition
- C. predicate noun
- D. direct object of a verb

25. Which answer choice combines these sentences using a gerund?

Celina likes to read. She enjoys mysteries.

- A. Celina likes reading mysteries.
- B. Celina likes to read, and she enjoys mysteries.
- C. Enjoying mysteries, Celina likes to read.
- D. Since Celina likes to read, she enjoys mysteries.

WRITING

26. Write a script for a PSA (Public Service Announcement) that will educate your audience about a topic you care about, such as the importance of volunteering in your community or the rewards of rescuing a pet. Jot down the points you wish to present, and then create a script that presents the information in a persuasive way.
27. Think of a literary adaptation you are familiar with, such as a novel that has been made into a film or a story that has been made into a play. Write a brief comparison-and-contrast essay in which you compare one element of the original to that same element in the adaptation. For example, you might choose to compare character, plot, or setting. Point out the similarities and differences between the adaptation and the original.
28. Imagine that you have a chance to apply for your “dream job.” On a separate sheet of paper, name the job for which you are applying. Then, write a sentence that you might use in a letter of application for the job. In your sentence, give at least three reasons why you should be hired.

Name _____

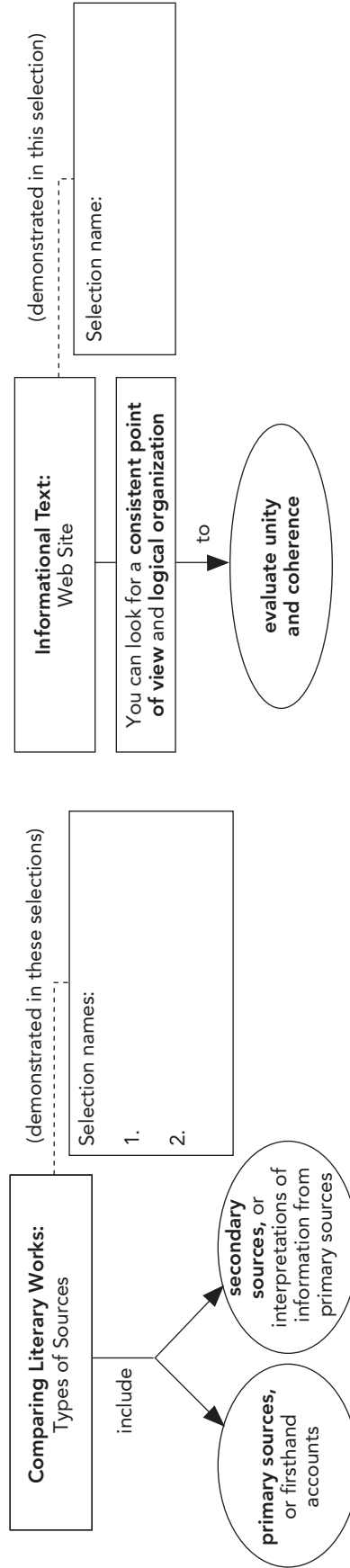
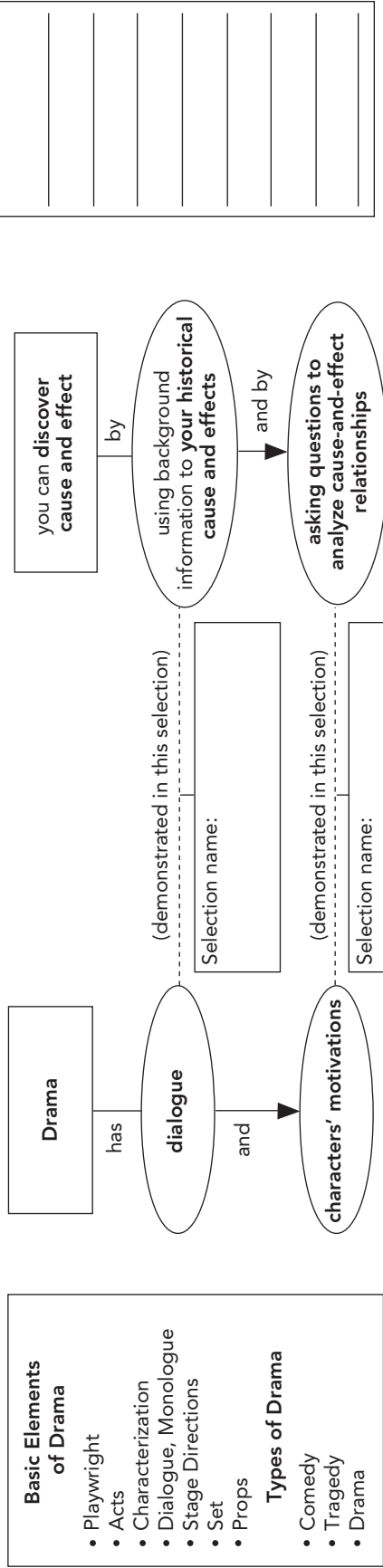
Starting Date _____

Ending Date _____

Unit 5: Drama Skills Concept Map—2

Is it our differences or our similarities that matter most?

Literary Analysis:
Drama



Student Log

Complete this chart to track your assignments.

Writing	Extend Your Learning	Writing Workshop	Other Assignments

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett
Vocabulary Warm-up Word Lists

Study these words from Act I of *The Diary of Anne Frank*. Then, complete the activities.

Word List A

absorbed [ab ZAWRBD] *adj.* greatly interested

Within minutes, he was completely absorbed in the movie.

bolt [BOHLT] *n.* a piece of metal that you slide across a door to lock it

I heard Aunt Lois slide the bolt, locking the front door for the night.

canal [kuh NAL] *n.* man-made passage for boats

To dig a canal deep enough for ocean-going ships is a huge task.

linen [LIN uhn] *n.* household items made of cloth, such as sheets and napkins

My least favorite chore is ironing the table linen.

possessions [puh ZESH uhnz] *n.* things that you own; belongings

I often think we all should give half of our possessions to the needy.

sprawling [SPRAWL ing] *v.* spreading out

Sprawling, instead of sitting, on the furniture is not polite.

threadbare [THRED bair] *adj.* thin because of so much wear or use

I noticed the elderly man shivering in his threadbare jacket.

uncertainty [un SER tuhn tee] *n.* feelings of being unsure about how something will end

I have lots of uncertainty about the team's ability to win.

Word List B

bickering [BIK er ing] *n.* frequent arguments over small things

The bickering between my two older sisters was driving me crazy.

compassionate [kuhm PASH uh nuht] *adj.* showing sympathy for others who suffer

The nurses were compassionate toward all of the sick children in the hospital.

cultured [KUHL cherd] *adj.* well-educated, polite, and interested in the arts

I watched the cultured gentleman stand and applaud at the opera.

dignified [DIG nuh fyd] *adj.* worthy of respect, pride, and honor

If I were ever famous, I would always try to act in a dignified way.

makeshift [MAYK shift] *adj.* made for temporary use

After the tornado wiped out our barn, we made a makeshift shelter for the horses.

rubbish [RUHB ish] *n.* trash; things that are no longer useful

Workers clean up rubbish for hours after each event in the arena.

satchel [SACH uhl] *n.* a small tote bag, often with a shoulder strap

When the postal worker is on foot, she carries the mail in a satchel.

wallow [WAHL oh] *v.* to roll around or lie in joyfully, usually in water or mud

Can you believe pigs will wallow in mud for hours?

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Vocabulary Warm-up Exercises

Exercise A *Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.*

Yesterday, I became [1] _____ in a magazine. On the cover was a model. The picture of her [2] _____ in a beach chair went with the article, “How to Spend the Perfect Day.” Different people shared their ideas. No one had any [3] _____ about the topic. One person said he would walk along a [4] _____, watching the boats go by. Another said she would slide shut the [5] _____ on her bedroom door and sleep all day. A man said he would sort through his [6] _____, especially his clothes, and set aside anything out of fashion or [7] _____. A woman wanted to iron and fold all the [8] _____ in her house. She said this would remind her of her grandmother, who had given her many fine tablecloths.

Exercise B *Answer the questions with complete explanations.*

1. Would you expect to hear bickering among compassionate people who were visiting patients in a hospital? Why or why not?

2. Would you be likely to play in a makeshift tree house for five years? Why or why not?

3. If you had a satchel with you, how would you prefer to carry it?

4. Why should government leaders be dignified?

5. What are some things that people say that could be described as rubbish?

6. What hobbies would you expect a cultured person to pursue?

7. If you were going to wallow in something, what would it be?

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Our family has spent much of the past week getting ready for Hanukkah. Tomorrow, we will light the first candle of our menorah. For now, though, I want to be sure everything really is prepared for the holiday. Until I review the tasks, following the checklist in my mind, uncertainty will haunt me.

First, I check that we have the ingredients to make the delicious holiday treats: latkes (potato pancakes), cheese blintzes, jelly doughnuts. I am glad we have replaced worn or threadbare tablecloths and napkins with new linen. We selected fine white cloth with gold trim. My little brother Hillel says that this is to match the gelt, the chocolate coins wrapped in gold foil.

We also bought fine olive oil from a specialty store along the canal. It was expensive! Mother says we must never get less than the best oil for Hanukkah. After all, just one small jar of oil made the Eternal Light of the Temple burn for eight whole days some 2,400 years ago. This miracle is what we remember as we light eight candles each year.

Hillel's favorite part of Hanukkah is the giving of gifts. Although I believe we all have more than enough possessions already, I understand his excitement. I slide back the bolt on the cupboard to look again at Hillel's surprises. He will definitely be happy.

Suddenly, I remember something we have forgotten to do. We have not brought out the dreidel, the holiday toy! Hillel usually spends hours absorbed in the dreidel game, spinning the toy and trying to win all of the pennies in the pot. Last year, he competed until he was exhausted. We still laugh about his sprawling across the table, dreidel in hand, fast asleep.

I rush up to the attic to find the box of games. Upon seeing the four symbols on the dreidel, I remember that they mean "A great miracle happened there." Maybe a great miracle will happen here, and I'll win at least one game.

1. Underline the words telling what will keep uncertainty from haunting the narrator. Then, explain what *uncertainty* means.
2. Circle the word that gives a clue to the meaning of threadbare. Explain why you would want to replace *threadbare* table *linen* before a holiday celebration.
3. Underline the words telling where the family bought oil along the canal. Explain why stores might be found along a *canal*.
4. Circle the words describing the writer's belief about the family's possessions. List three of your favorite *possessions*.
5. Underline the words telling where the bolt is located. Then, explain what a *bolt* is and how it works.
6. Circle the words describing what Hillel becomes absorbed with. Describe a time when you've been *absorbed* in a game.
7. Circle three phrases that help to describe Hillel's sprawling. Describe what *sprawling* looks like.

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The historic city center of Amsterdam is composed of narrow streets and waterways for boats, and the buildings in this area are unique and interesting. Instead of palaces, monuments, or churches, the majority of the buildings are homes. They were built for the dignified, wealthy people who were the backbone of Amsterdam.

You can take a leisurely bicycle tour to see the most outstanding homes in the city center. So, when you visit Amsterdam, do not wallow in the tub in your charming hotel. Hop on a bike instead! You will not even need to carry a satchel with food or drink, as you will pass by many restaurants along your route. Immediately, you will notice that most Amsterdam homes are very narrow and attached to one another.

The crowded streets of old Amsterdam must have been vibrant. If you were sad or hurt, you surely could have found a compassionate neighbor to help you. On the other hand, if a family had the habit of bickering, the whole street probably suffered.

Among the oldest buildings standing are the two remaining wooden houses in the city center. Two citywide fires destroyed many wooden structures. The fire of 1452 actually burned down three-quarters of the city! After that, people built many makeshift homes while they struggled to reclaim their lives. They sifted through the rubbish of the fires to find anything of value.

Afterwards, no permanent homes could be constructed with wooden sidewalls. So, the builders turned to brick and stone, often carving fancy figures on the outsides of the homes. You can see statues and vases, garlands and scrolls, and symbols of the homeowners' professions.

Some homes also have words carved into the walls. These include the names of the houses and the favorite sayings of particularly cultured owners. Be sure to look toward the famous gables, where the walls meet the roof. There you will see amazing details you will not want to miss.

1. Underline another word besides dignified that describes the people who lived in the homes. Then, explain *dignified*.
2. Circle the words naming where you might wallow. Write a sentence using *wallow*.
3. Underline the words naming what you might bring in a satchel. Describe how you could carry a *satchel* on a bike.
4. Circle the words telling what a compassionate neighbor might do. Then, explain why you would seek out a *compassionate* person when sad or hurt.
5. Explain why a family's *bickering* could cause a whole street to suffer.
6. Underline the word that tells what was makeshift. Name something else that might be *makeshift*.
7. Circle the phrase that describes the opposite of rubbish. Describe what the *rubbish* after a fire might look like.
8. Underline the words naming who was cultured. How might someone *cultured* behave?

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Writing About the Big Question



Is it our differences or our similarities that matter most?

Big Question Vocabulary

assumption	class	common	discriminate	distinguish
divide	generalization	identify	judge	represent
separate	superficial	sympathy	tolerance	unify

A. Use one or more words from the list above to complete each sentence.

1. Their shared feelings of support for a local sports team helped _____ the people of the town.
2. The color of a person's hair is an example of a _____ characteristic.
3. Someone who claims that all kids hate vegetables is making a _____ .

B. Use complete sentences to respond to each of the items below.

1. Describe a time when you witnessed or experienced an act of **discrimination**.

2. How did this experience make you feel?

C. Use the sentence starter below as the lead-in to a paragraph that deals with the Big Question.

When people must face danger together, it tends to make them focus on _____

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett
Reading: Use Background Information to Link Historical Causes With Effects

A **cause** is an event, action, or feeling that produces a result, or an **effect**. When you read a work that is set in a particular time and place, you can **use background information to link historical causes with effects**. This background information includes the following:

- the introduction to a literary work
- information provided in footnotes
- facts you learned in other classes
- information you already know about the topic

In *The Diary of Anne Frank, Act I*, Anne states the following in her diary:

As my family is Jewish, we emigrated to Holland when Hitler came to power.

You already know that Adolph Hitler was a German dictator who persecuted the Jews of Europe. The effect of his persecution on Anne and her family was their forced immigration to Holland and then more than two years in a hideout—the attic rooms where the play is set.

DIRECTIONS: *In the right column of the chart, write the effects on Anne Frank and the others of each historical cause noted in the play.*

Historical Cause	Effect on Anne and Others
1. Jews were treated badly in Holland when the Germans took over.	
2. Jews had to hide if they were to survive.	
3. Goods were rationed in wartime.	
4. Some people escaped to Switzerland.	

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Literary Analysis: Dialogue

Dialogue is a conversation between or among characters. In the *script*, or text, of a play, lines of dialogue follow the name of the speaker who delivers them. Dialogue can reveal character traits. It also advances the plot, and it shows conflict between characters or against outside forces.

DIRECTIONS: Explain what each example of dialogue from the play reveals about the characters and events.

1. **MR. KRALER.** I never thought I'd live to see the day when a man like Mr. Frank would have to go into hiding. When you think—

2. **MR. FRANK.** It'll be hard, I know. But always remember this, Anneke. There are no walls, there are no bolts, no locks that anyone can put on your mind. Miep will bring us books. We will read history, poetry, mythology.

3. **MR. VAN DAAN.** [*restraining himself with difficulty*] Why aren't you nice and quiet like your sister Margot? Why do you have to show off all the time? Let me give you a little advice, young lady. Men don't like that kind of thing in a girl. You know that? A man likes a girl who'll listen to him once in a while . . . a domestic girl, who'll keep her house shining for her husband . . . who loves to cook and sew and . . .
- ANNE.** I'd cut my throat first! I'd open my veins! I'm going to be remarkable! I'm going to Paris . . .

4. **ANNE.** Things have changed. People aren't like that any more. "Yes, Mother." "No, Mother." "Anything you say, Mother." I've got to fight things out for myself! Make something of myself!

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Vocabulary Builder

Word List

bewildered conspicuous fatalist insufferable resent tension

A. DIRECTIONS: Use the underlined word in your answer to each question. Your answer should show you know the meaning of the word.

1. Would a fatalist believe that good acts can change a person's fate?

2. How would you react if a friend's behavior was insufferable?

3. If you have a conspicuous rip in your jacket, can others see it?

4. Would you be likely to resent someone who was constantly bragging about how much bigger his house is than yours?

5. If the owner's manual of your new DVD player left you bewildered, would you be likely to have an easy time setting up the machine?

6. If there were a lot of tension at a business meeting, would the participants probably be agreeing or disagreeing on most points?

B. WORD STUDY: The **suffix -ist** means "one who performs, makes, practices, is skilled in, or believes in." Think about the meaning of *-ist-* in each italicized word. On the line before each sentence, write T if the statement is true and F if the statement is false. Then, explain your answer.

1. _____ A *soloist* is someone who plays an equal role with other musicians in a band.

2. _____ A *pharmacist* can help you fill a prescription for medicine from your doctor.

3. _____ A *finalist* is someone who is eliminated in the first round of a competition.

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Enrichment: Design a Memorial

A memorial serves to keep the memory of a person alive. Many sculptures are designed as memorials. The Lincoln Memorial in Washington, D.C., is a realistic sculpture of Abraham Lincoln. Anyone who sees it is instantly reminded of Abraham Lincoln. Memorials do not have to be realistic, however. Some memorials are designed to keep alive the ideals a person stood for or to remind others of the person's remarkable and admirable characteristics.

DIRECTIONS: *Use the questions below to help you plan a sculpture that honors Anne Frank. Then, create a message for the plaque on your sculpture.*

1. What impressed you most about Anne Frank?

2. What would you like people to know about Anne Frank?

3. What would you like people to remember about Anne Frank?

4. How could you represent these ideas in a sculpture?

5. What message should appear on the plaque on your sculpture?

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Integrated Language Skills: Grammar— Dangling and Misplaced Modifiers

A **modifier** is a word, phrase, or clause that clarifies the meaning of a word or group of words in a sentence. A phrase or clause that acts as a modifier should be placed as close as possible to the word it modifies. If it is placed far away, it might seem to modify the wrong word or no word at all.

A dangling **modifier** is one that cannot sensibly modify any word in the sentence.

Dangling: Obtaining fake ration books, there was enough food for all. (Who obtained the ration books?)

Correct: Obtaining fake ration books, **the family** had enough food.

A **misplaced modifier** seems to modify the wrong word.

Misplaced: Starting a spice business, success soon followed for Mr. Frank. (Success did not start the business; Mr. Frank did.)

Correct: Starting a spice business, **Mr. Frank** soon found success.

A. PRACTICE: *In each sentence, circle the misplaced modifier. Draw an arrow pointing to the word it should be placed close to.*

1. A beautiful girl of eighteen, Mrs. Frank was proud of her daughter Margaret.
2. A neat and fussy man, the Franks and the Van Daans made room for Mr. Dussel.
3. Anne hurt Mrs. Frank preferring her father to her mother.

B. PRACTICE: *Using the names in parentheses, rewrite each sentence to correct the dangling modifier.*

1. Opening the door a crack, nothing could be seen. (Mr. Frank)

2. Putting her ear to the floor, the sound of the bombers faded away. (Anne)

3. Making room for Mr. Dussel, the annex became even more crowded. (the Franks)

Writing Application

Write a sentence in which you use each of the following phrases or clauses as a modifier. Keep the modifier in the right place.

1. as they were looking at the moon _____

2. when writing in the diary _____

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. In the opening scene of *The Diary of Anne Frank*, Act I, Mr. Frank visits the attic rooms over the warehouse. Why does he go back there? Support your answer with details from the play.

2. A cause is an event, an action, or a feeling that produces a result, or effect. In *The Diary of Anne Frank*, Act I, Scene 3, what causes the Franks to agree to take in Mr. Dussel? Use details from the play to support your answer.

3. In Act I, Scene 3, of *The Diary of Anne Frank*, Mr. Frank and the others discuss whether to take in Mr. Dussel. What does Mr. Frank's dialogue here tell you about his character? Support your answer with details from the play.

4. In *The Diary of Anne Frank*, Act I, Scene 3, Anne hears from Mr. Dussel that Jopie de Waal is gone. How does this make her feel, and why? Explain using details from the play.

5. In *The Diary of Anne Frank*, Act I, Scene 3, Peter is ashamed of his parents' behavior toward Mr. Dussel. Why does he feel this way? Support your answer with details from the play.

6. Dialogue, the conversation among characters, can reveal character traits. In *The Diary of Anne Frank*, Act I, Scene 3, Margot says, "Mr. Kraler says things are improving." What does this tell you about her?

7. What can you infer about the relationship between Anne and her mother from these lines from *The Diary of Anne Frank*, Act I, Scene 4?

MRS. FRANK. But I'd like to stay with you . . . very much. Really.

ANNE. I'd rather you didn't.

8. In *The Diary of Anne Frank*, Act I, Scene 4, Anne talks to her father after she wakes from a nightmare. What does the dialogue tell you about what Anne is feeling? Explain using details from the play.

9. For each historical cause shown in the chart, give an effect found in *The Diary of Anne Frank*, Act I. On the line provided, explain how the two effects are different.

Cause	Effect
Jews are being taken to death camps.	
The Allied troops land in Africa.	

10. Mrs. Van Daan wears her fur *ostentatiously*. What does this tell you about her? Focus on the meaning of *ostentatiously* in your response.

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. In *The Diary of Anne Frank*, Act 1, Anne has mixed feelings about the members of her own family. In an essay, compare and contrast her attitudes toward her mother and her father. Use details from the play to support your claims.

12. Based on *The Diary of Anne Frank*, Act 1, what do you think Anne's home life was like before the war? Write an essay in which you describe her life at home and her relationships with her family members. Use details from the play to support your response.
13. In *The Diary of Anne Frank*, Act I, the people in the attic live in very harrowing circumstances that affect their relationships and behavior. Pick one of the following characters: Mr. Frank, Mrs. Frank, Mr. Van Daan, or Mrs. Van Daan. In an essay, discuss how this person reacts to living in such close quarters with others, some of whom are strangers, and explain how the situation changes the person. Use details from the play to support your opinions.
14. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** Anne and her sister Margot are portrayed as being very different from each other in *The Diary of Anne Frank*, Act 1. In an essay, describe their differences. Then, explain how their differences in character affect Anne. How does she feel about her sister? How does she feel when she is compared to Margot? Use details from the play to support your response.

Oral Response

15. Go back to question 2, 5, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in *The Diary of Anne Frank*, Act I, that will support your points. If necessary, make notes to guide your response.

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Selection Test A

Critical Reading Identify the letter of the choice that best answers the question.

- ___ 1. In the opening scene of *The Diary of Anne Frank*, Act I, why is Mr. Frank visiting the warehouse rooms with Miep?
- A. He is looking for his daughter's diary.
 - B. He wants to get his scarf back.
 - C. He is looking for a place to live.
 - D. He wants one last look at the place where he last saw his family.
- ___ 2. Which line of dialogue by Mrs. Van Daan in *The Diary of Anne Frank*, Act I, shows that she is flirtatious?
- A. "You're smoking up all our money."
 - B. "I make the best *latkes* you've ever tasted!"
 - C. "I don't know why I didn't meet you before I met that one there."
 - D. "We'll sleep here and you take the room upstairs."
- ___ 3. In *The Diary of Anne Frank*, Act I, why do the Franks and Van Daans need to be quiet all day?
- A. because the children need to study
 - B. because noise makes Mrs. Van Daan nervous
 - C. because they don't want the workers in the building to hear them
 - D. because the Nazis ordered the Jews to be quiet during the day
- ___ 4. In *The Diary of Anne Frank*, Act I, why does Peter remove the Star of David from his clothes?
- A. He wants to put it on a new coat that he's planning to get.
 - B. He resents the fact that the Nazis force Jews to wear it.
 - C. He wants to put it in a safe place.
 - D. He wants to sew his initials on his clothes instead.
- ___ 5. In *The Diary of Anne Frank*, Act I, what causes the Franks to agree to take in Mr. Dussel?
- A. He is an old friend of the family from the days before they moved to Amsterdam.
 - B. He had been the family dentist.
 - C. He could bring them extra food and supplies.
 - D. They want to help someone else who is being persecuted by the Nazis.

- ___ 6. Which line of dialogue by Mr. Dussel in *The Diary of Anne Frank*, Act I, reveals his personality best?
- A. "I haven't had to adjust myself to others."
 - B. "My father was born in Holland, and my grandfather."
 - C. "Every night she twists and turns."
 - D. "Someone now knows we're up here, hiding!"
- ___ 7. In *The Diary of Anne Frank*, Act I, why do Anne and Peter tease each other so much?
- A. They do not like each other.
 - B. They were enemies in school.
 - C. They each want to make the other angry.
 - D. They are growing fond of each other.
- ___ 8. In *The Diary of Anne Frank*, Act I, why does Anne scream in the night?
- A. Mr. Dussel scares her.
 - B. She thinks she hears an intruder.
 - C. She has a terrible nightmare.
 - D. She is very angry at her mother.
- ___ 9. In *The Diary of Anne Frank*, Act I, what effect does the landing of Allied troops in Africa have on the attic dwellers?
- A. They grow more fearful of the Nazis.
 - B. They begin imagining an end to their stay in the attic.
 - C. They start trying to find a way to get to Africa.
 - D. They sink deeper into hopelessness.
- ___ 10. Which line of dialogue by Margot in *The Diary of Anne Frank*, Act I, reveals that she tries to think positively?
- A. "I have to help with supper."
 - B. "I need some hairpins and some soap."
 - C. "Mr. Kraler says things are improving."
 - D. "There may be someone here, waiting. . . . It may be a trap!"
- ___ 11. In *The Diary of Anne Frank*, Act I, what effect is their situation having on the attic dwellers after two months?
- A. They have all become close friends.
 - B. Most relationships are becoming tense.
 - C. The family groups have allied against each other.
 - D. Everyone in the attic does his or her best to ignore the others.

- ___ 12. What are the attic dwellers doing in the last scene of Act I?
- A. They are celebrating Hanukkah.
 - B. They are welcoming someone new.
 - C. They are celebrating the end of the war.
 - D. They are celebrating Miep's engagement.
- ___ 13. Which word best describes Anne's relationship with her father in *The Diary of Anne Frank*, Act I?
- A. tense
 - B. loving
 - C. angry
 - D. indifferent

Vocabulary

- ___ 14. The Franks try not to make any *conspicuous* noises in the attic. Which word means the same as *conspicuous*?
- A. identifiable
 - B. noticeable
 - C. suspicious
 - D. perfect
- ___ 15. Mr. Dussell is very *meticulous* about his belongings. Which word means the same as *meticulous*?
- A. messy
 - B. ignorant
 - C. jealous
 - D. careful

Essay

16. Anne has mixed feelings about the members of her own family in *The Diary of Anne Frank*, Act I. Write an essay in which you compare and contrast her attitudes toward her mother and her father. Use details from the play to support your claims.
17. The rise of Nazism is the cause of the overall situation presented in *The Diary of Anne Frank*. Besides forcing the people to hide for safety, what other effects did Nazism have on the characters in the play, either before or after they went into hiding? Name at least three other effects revealed in Act I, using details from the play.
18. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** Anne and her sister Margot seem very different from each other in *The Diary of Anne Frank*, Act 1. In an essay, describe their differences. Then explain how their differences in character affect Anne. Use details from the play to support your response.

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett**Selection Test B**

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

- ___ 1. In *The Diary of Anne Frank, Act I*, what causes the Franks and the Van Daans to move into the rooms on the top floor of the warehouse?
- A. Their own homes have been destroyed by bombs.
 - B. They are hiding from the Nazis, who have been persecuting Jews.
 - C. The warehouse has more space than their old homes.
 - D. The Nazis have taken over their homes, leaving them no place to live.
- ___ 2. The Franks and the Van Daans must remain quiet during daytime hours because
- A. Anne, Margot, and Peter need to study.
 - B. too much noise makes Mrs. Van Daan nervous.
 - C. they don't want the workers in the building to hear them.
 - D. the Nazis ordered all Jews to be quiet during the day.
- ___ 3. In *The Diary of Anne Frank, Act I*, Mr. Frank visits the warehouse in November 1945. Anne's diary begins in July 1942. What important world event happened between those two dates?
- A. World War II began.
 - B. World War II ended.
 - C. The Berlin Wall came down.
 - D. The Vietnam War began.
- ___ 4. What can you infer from this dialogue from *The Diary of Anne Frank, Act I*?
- PETER. I used to see you . . . sometimes . . .
- ANNE. You did?
- PETER. . . . In the school yard. You were always in the middle of a bunch of kids.
- ANNE. Why didn't you ever come over?
- PETER. I'm sort of a lone wolf.
- A. Anne is friendly only with her own crowd and ignores everyone else.
 - B. Peter likes animals.
 - C. Anne is outgoing, and Peter is shy.
 - D. Peter thinks he is too good to socialize with others.
- ___ 5. Which statement about *The Diary of Anne Frank, Act I*, is false?
- A. As a result of the move to the attic, Anne and Peter become friends.
 - B. As a result of the move to the attic, the Franks lack privacy and food.
 - C. As a result of the move to the attic, Anne grows closer to her mother.
 - D. As a result of the move to the attic, the Franks meet Mr. Dussel.
- ___ 6. The word that best describes Mrs. Van Daan's behavior toward Mr. Frank is
- A. respectful.
 - B. serious.
 - C. comforting.
 - D. flirtatious.

- ___ 7. Which line of dialogue by Mr. Dussel in *The Diary of Anne Frank*, Act I, shows a growing conflict between him and Anne?
- A. "I always get along very well with children."
 - B. "I'm not at my best in the morning."
 - C. "I spend half my night shushing her."
 - D. "Your father spoke of a schedule."
- ___ 8. When Mr. Dussel joins the families in *The Diary of Anne Frank*, Act I, what is Mr. Van Daan's biggest concern?
- A. that Mr. Dussel will be too loud
 - B. that Mr. Dussel will take up too much room
 - C. that no one will be able to get along with Mr. Dussel
 - D. that there won't be enough food for everyone
- ___ 9. In *The Diary of Anne Frank*, Act I, why is Anne so upset to hear from Mr. Dussel that Jopie de Waal is gone?
- A. She thinks that Jopie has moved away and they might lose contact.
 - B. She wonders why Jopie didn't say good-bye to her first.
 - C. She knows that Jopie and her family have been taken by the Nazis.
 - D. She had been looking forward to a visit from Jopie.
- ___ 10. What can you infer from these lines of dialogue in *The Diary of Anne Frank*, Act I?
- MRS. FRANK. But I'd like to stay with you . . . very much. Really.
- ANNE. I'd rather you didn't.
- A. There are problems in Anne's relationship with her mother.
 - B. Anne and her mother haven't lived together for a long time.
 - C. Anne's mother is always angry at Anne.
 - D. Anne and her mother do not love each other at all.
- ___ 11. In *The Diary of Anne Frank*, Act I, what is one effect of wearing the yellow Star of David?
- A. It makes the wearers feel proud.
 - B. It leads to a shortage of yellow cloth.
 - C. It creates a strong sense of community.
 - D. It sets apart the people who are Jewish.
- ___ 12. What does this line of dialogue in *The Diary of Anne Frank*, Act I, reveal about Mr. Frank?
- We can stretch the food a little. It's only for a few days.
- A. He is very foolish.
 - B. He is kind and generous.
 - C. He is hungry for power.
 - D. He doesn't value his family enough.

- ___ 13. Which line of dialogue by Anne in *The Diary of Anne Frank*, Act I, reveals that Anne is struggling to find herself?
- A. "I knew it was the last night in my own bed, and yet I slept soundly."
 - B. "I'll take the room in the afternoons."
 - C. "You are the most intolerable, insufferable boy I've ever met!"
 - D. "I've got to fight things out for myself!"
- ___ 14. In *The Diary of Anne Frank*, Act I, why does Mrs. Frank begin to cry?
- A. She is terribly afraid of the Nazis.
 - B. She is hurt by Anne's treatment of her.
 - C. She is very hungry and ill.
 - D. She longs for the things she used to have.

Vocabulary

- ___ 15. Anne accuses Peter of being *insufferable*, or
- A. unfriendly.
 - B. depressing.
 - C. unbearable.
 - D. hurtful.
- ___ 16. Mr. Dussel is very *meticulous* about his belongings. In other words, he is
- A. easygoing.
 - B. careful.
 - C. careless.
 - D. guarded.
- ___ 17. Mrs. Van Daan wears her fur *ostentatiously*, or
- A. proudly.
 - B. showily.
 - C. carefully.
 - D. secretly.

Essay

18. *The Diary of Anne Frank*, Act I, is about the relationships between people living in a very harrowing situation. Pick one of the following characters: Mr. Frank, Mrs. Frank, Mr. Van Daan, Mrs. Van Daan. Discuss in an essay how this person reacts to living in such close quarters with other people, some of whom are strangers. Use details from the play to support your opinions.
19. These lines of dialogue from *The Diary of Anne Frank*, Act I, reveal a lot about Anne's character. In an essay, explain at least three things that you find out about Anne's personality from her words.
- "Every night I think back over all of the things I did that day that were wrong . . . like putting the wet mop in Mr. Dussel's bed . . . and this thing now with Mother. I say to myself, that was wrong. I make up my mind, I'm never going to do that again. Never! Of course I may do something worse . . . but at least I'll never do that again! I have a nicer side, Father . . . a sweeter, nicer side. But I'm scared to show it. I'm afraid that people are going to laugh at me if I'm serious."
20. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** Anne and her sister Margot are portrayed as being very different from each other in *The Diary of Anne Frank*, Act 1. In an essay, describe their differences. Then explain how their differences in character affect Anne. How does she feel about her sister? How does she feel when she is compared to Margot? Use details from the play to support your response.

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett
Vocabulary Warm-up Word Lists

Study these words from Act II of *The Diary of Anne Frank*. Then, complete the activities.

Word List A

animation [an i MAY shuhn] *n.* energy and excitement

Kate's personality, so full of animation, made people enjoy being around her.

awkwardly [AWK werd lee] *adv.* in a clumsy or uncomfortable way, often due to embarrassment

The young couple awkwardly danced to a slow song.

cellar [SEL er] *n.* a room under a house

People often use a cellar as a place to store things.

contracts [KAHN trakts] *n.* written agreements, especially legal ones

John reviewed the contracts to be sure they were ready to sign.

downcast [DOWN kast] *adj.* very sad or upset

As our vacation drew to a close, I became downcast.

remarks [ri MAHRKS] *n.* things that are said; comments

The speakers' remarks after the speech were more interesting than the talk itself.

rigid [RIJ id] *adj.* stiff and not moving

I became rigid when I heard the rattles of a snake in the bushes.

standstill [STAND stil] *n.* halt; with no movement

Our plans to build a clubhouse are at a standstill until we get some wood.

Word List B

bewildered [bi WIL derd] *adj.* very confused and unsure

Mandy felt bewildered when her best friend began ignoring her.

blackmail [BLAK mayl] *n.* threats made to force someone to do something

Some blackmail involves demanding money for keeping a secret.

ideals [eye DEE uhlz] *n.* standards of excellence

What ideals do you hold to as you think about your future?

indignation [in dig NAY shuhn] *n.* anger from feeling that you have been treated unfairly

Mac's face flushed with indignation when the other guys made fun of him.

intention [in TEN shuhn] *n.* something that you plan or want to do

My intention for this weekend is to clean my room.

intimate [IN tuh muht] *adj.* having a very close relationship

I can laugh, cry, and show my temper with my most intimate friends.

phase [FAYZ] *n.* one of the stages in a process of development

My little brother is at the phase where he constantly asks questions.

realization [ree uh luh ZAY shuhn] *n.* understanding; awareness

I recently came to the realization that I should stick up for myself more.

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett

Vocabulary Warm-up Exercises

Exercise A Fill in each blank in the paragraph below with an appropriate word from Word List A. Use each word only once.

Have you ever noticed how your level of [1] _____ goes up whenever someone you like comes around? Even if you have been feeling very [2] _____, seeing a friend can brighten your mood. I once watched a group of boys standing around [3] _____ at a dance. They looked so uncomfortable. Their conversation had reached a [4] _____. Then, a new friend arrived, and the boys' [5] _____ posture relaxed. They started making funny [6] _____ again. Then, they made [7] _____ with one another to ask certain girls to dance, writing the promises on paper napkins. I was amazed to watch the mood of the scene lift. It was like going from a dark [8] _____ up into the bright daylight.

Exercise B Decide whether each statement below is true or false. Explain your answers.

1. You usually move through a phase rather than remaining in it.
T / F _____
2. When you accept the blame for something you did, you should feel indignation.
T / F _____
3. The crime of blackmail is always based on lies.
T / F _____
4. An intimate friend is someone you have just met and like a lot.
T / F _____
5. A person's ideals are not worth achieving.
T / F _____
6. Many people feel bewildered when they wake up for the first time in a strange place.
T / F _____
7. Taking time to think deeply about an idea can lead to a new realization.
T / F _____
8. If you have a good intention, you do not need to follow through on it.
T / F _____

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett**Reading Warm-up A**

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

In the early 1930s, before Hitler became chancellor of Germany, German teenagers enjoyed many fun group activities. They went to shows and dances, attended music and sports events, and met at restaurants for meals. Their youthful animation showed on their faces. Their joy in life could be heard in their remarks to one another.

All of this fun came to a standstill as Hitler pushed for harsh limits on Jewish participation in public life. Teens were split into two clear groups—Jews and non-Jews. The Jewish teens steadily lost the ability to go to public places.

By the time World War II began, very real fears kept Jews in their homes. They could be rounded up by Nazi officers at any time. Stories exist of movie houses being raided by troops. Jewish teens were arrested in the raids and sent to labor camps.

Non-Jewish teens, on the other hand, were expected to appear in public. As members of the Hitler Youth, they traveled in groups, singing and marching in parades. Although some teens awkwardly joined in the club's activities at first, they were told over and over to feel proud. They were forced to show hatred toward Jews, even those who had once been their friends.

When sent into hiding by fear or to escape bomb raids, a Jewish teen often could be found in the family's cellar. Some played games such as Ping-Pong to pass the time. Many read, wrote, created artworks, or did crafts. Lots of Jewish families became much more serious about their heritage. They were afraid the Nazis would snuff out Jewish faith and customs. Family members made contracts with each other. They promised to keep their stories and traditions alive.

Jewish teens became downcast as they watched their youth slip away. No longer relaxed and happy, they became rigid with tenseness. Even for those who survived the Nazi years, an important part of life had died, never to be experienced.

1. Underline the words telling where the teens' animation showed. Describe how a person showing *animation* might look.
2. Circle the word describing the mood of the teens' remarks. What types of *remarks* do you and your friends exchange?
3. Underline the words telling what brought the fun to a standstill. Describe a time your fun came to a *standstill*.
4. Circle the words that tell what some teens did awkwardly. Explain why they felt this way, using *awkwardly* in your sentence.
5. Circle the words telling why a Jewish teen might go to the cellar. Why would a *cellar* be a good place during these times?
6. Underline the sentence defining the purpose of the contracts. Explain what *contracts* are.
7. Circle the words explaining why Jewish teens became downcast. What makes teens today feel *downcast*?
8. Underline the word that hints at the meaning of rigid. Write a sentence using *rigid*.

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett**Reading Warm-up B**

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Water runs around and through the city of Amsterdam. In fact, much of city is built on land that was once covered by water. The first phase of building the city began in the thirteenth century. Fishermen built a dam across the Amstel River. Their intention was to change the flow of water in order to create more land on which to live. In the process, Amsterdam became a city of canals.

Amsterdam's canals, like streets, crisscross through the city. Wealthy citizens built their homes and offices along the main canals. Now, hundreds of years old, the narrow brick buildings still stand close to each other in intimate rows.

Since Amsterdam's land was wet and marshy, the settlers had the realization that the buildings needed extra support to keep them from sinking or collapsing. They drove huge wooden posts into the ground and built on top of them. In later years, the government took charge of setting the posts into the ground and taxed citizens according to how wide their houses were. People reacted with indignation and decided to build the narrowest houses possible.

The staircases in these houses are so narrow that furniture and other large items must be moved in and out through the windows. When needed, a pulley (or rope and wheel) is attached to a hook and used to raise and lower the large items. Visitors to the city are often bewildered to see these large hooks extending from the roofs of the houses.

Amsterdam has long had a reputation for high ideals and tolerance. Threatening citizens with blackmail in order to force them to behave kindly has never been necessary. For example, during World War II, many of Amsterdam's city employees protested against the Nazis' treatment of Jews by refusing to deliver goods or run public transportation.

1. Underline the words that describe the settlers' first phase of building. What is a synonym for *phase*?
2. Circle the words that describe the fishermen's intention. Describe a good *intention* you have had this past week.
3. Underline the words that tell how the rows of houses were intimate. Tell about a time when an *intimate* friend helped you.
4. Describe the realization the settlers had about how they needed to build houses. How did this *realization* save extra work in the future?
5. Underline the words naming what caused people to feel indignation. Then, explain what *indignation* means.
6. Circle the words that tell why visitors are often bewildered. Then, tell about something that has *bewildered* you.
7. Circle a word that is an example of a high ideal. Describe one of the ways Amsterdam's citizens showed high *ideals*.
8. Circle the word that is helpful in understanding the meaning of blackmail. Tell what usually happens during *blackmail*.

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett

Writing About the Big Question



Is it our differences or our similarities that matter most?

Big Question Vocabulary

assumption	class	common	discriminate	distinguish
divide	generalization	identify	judge	represent
separate	superficial	sympathy	tolerance	unify

A. Circle the more appropriate word from each pair listed to complete each sentence.

1. My friend Etta and I get along well because we have many common/separate interests.
2. Having different political views is an example of something that might divide/unify people.
3. The people of our town elected a new official to represent/judge us in Congress.

B. Respond to the following item, using full sentences.

Describe a situation in which you might have to show **tolerance**.

C. Use the sentence starter below as the lead-in to a paragraph that deals with the Big Question.

People who face persecution can maintain their humanity and dignity by _____

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett

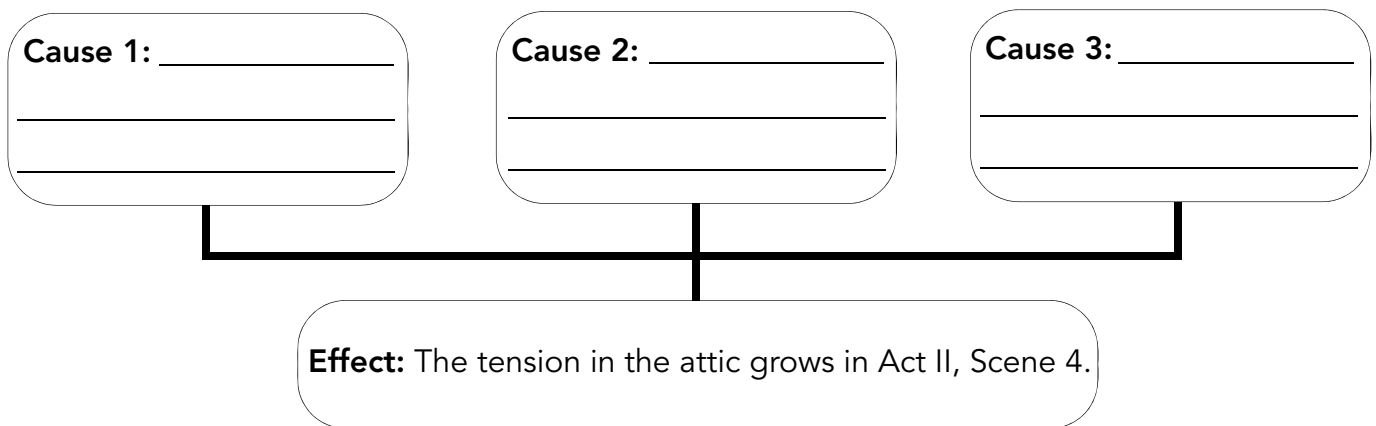
Reading: Ask Questions to Analyze Cause-and-Effect Relationships

Cause-and-effect relationships explain the connection between events, but they do not always follow the simple pattern of a single cause producing a single effect. Sometimes, a single cause produces multiple effects. Alternatively, multiple causes can produce a single effect. A chain of causes and effects, in which one cause triggers an effect that becomes the cause of another effect, also is common. **Ask questions to analyze cause-and-effect relationships** in a literary work. Here are examples:

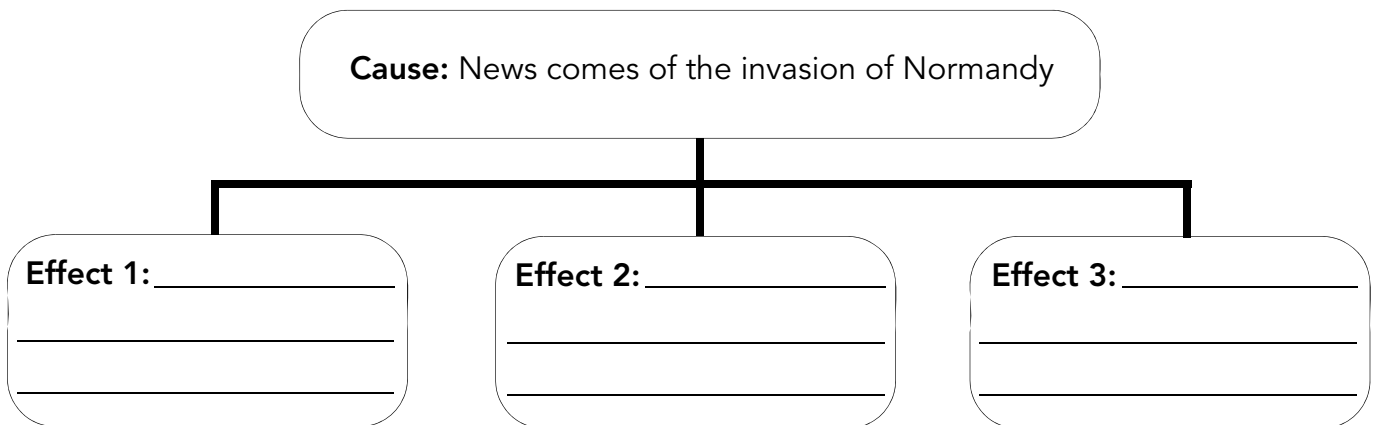
- What are all the possible causes that might have triggered this event?
- What are the various effects that might result from this cause?
- Are these events really related in a cause-and-effect way? Just because two events occur in chronological, or time, order does not mean they are a cause and an effect. They may be coincidental or random occurrences.

DIRECTIONS: Fill in the diagrams with the answers to these questions.

1. What are all the possible causes that might have triggered the effect shown?



2. What are the various effects that result from the cause shown?



The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett
Literary Analysis: Character Motivation

A **character's motivation** is the reason he or she takes a particular action. Motivation may be internal, external, or a combination of both.

- **Internal** motivations are based on emotions, such as loneliness or jealousy.
- **External** motivations are sparked by events or situations, such as a fire or poverty.

In *The Diary of Anne Frank, Act II*, Peter Van Daan kisses Anne on the cheek. His internal motivation is a strong feeling of affection for her. His external motivation is his mother's disapproval of his feelings and of Anne.

DIRECTIONS: Fill in the chart with examples of internal and external motivations for each character's actions.

Character's Action	Internal Motivation	External Motivation
1. Miep helps the families in the attic.		
2. Margot wishes for the end to come (Act II, Scene 1).		
3. Mr. Van Daan steals food (Act II, Scene 3).		
4. Anne confides in Peter (Act II, Scenes 1 and 2).		

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett
Vocabulary Builder

Word List

apprehension blackmail forlorn inarticulate ineffectually intuition

A. DIRECTIONS: Circle T if the statement is true or F if the statement is false. Then, explain your answer.

1. If you *blackmail* another person, you are showing kindness and generosity.
T / F _____
2. A violinist who practices *ineffectually* will become a much better player.
T / F _____
3. If you have a strong *intuition*, you can sense something that has happened or will happen.
T / F _____
4. If your friend looks *forlorn*, she has probably just done unexpectedly well on an exam.
T / F _____
5. When you feel *apprehension* about a test, you are fearful about it.
T / F _____
6. An *inarticulate* speaker can easily move or persuade an audience.
T / F _____

B. WORD STUDY: The prefix *in-* can mean “into” or “within.” Think about the meaning of *in-* in each italicized word. On the line before each sentence, write T if the statement is true and F if the statement is false. Then explain your answer.

1. _____ An *injection* involves taking blood from the body. _____

2. _____ The *infield* is the part of the baseball field that is closest to the batter.

3. _____ If you were *inflating* a tire, you would be taking air out of it. _____

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett

Enrichment: Analyze Philosophies of Life

The Diary of Anne Frank presents various philosophies of life as expressed by Anne and other characters. For example, Anne’s beliefs about family, strangers, love, and other issues are apparent in what she says and writes in her diary. Her most powerful philosophy is stated at the end of the play: “In spite of everything, I still believe that people are really good at heart.” You may or may not agree with that philosophy, based on your own life experiences. You also may agree or disagree with other philosophies expressed in the play.

DIRECTIONS: *Each statement below is followed by a related question. Answer the questions based on your personal philosophy. Support your view with examples, facts, and other details.*

1. **MR. FRANK.** We won’t be living here according to regulations.
Question: Under what conditions, if any, are people justified in breaking the law?

2. **MR. VAN DAAN.** . . . cat looks better than any of us. Out he goes tonight!
Question: Should animals always be treated with the same regard as humans? Explain.

3. **ANNE.** You grownups have had your chance. But . . . we’re trying to hold onto some kind of ideals.
Question: At any given time, do younger people deserve more than older people?

4. **ANNE.** In spite of everything, I still believe that people are really good at heart.
Question: Do you believe that, basically, people are good at heart? Why?

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett
Integrated Language Skills: Grammar

Clauses: Independent and Subordinate

A **clause** is a group of words with its own subject and verb. There are two basic types of clauses, which are easy to distinguish. An *independent clause* has a subject and a verb and can stand by itself as a complete sentence. A *subordinate clause* has a subject and a verb, but it cannot stand by itself because it does not express a complete thought.

A. PRACTICE: *Underline the independent clauses once and the subordinate clauses twice.*

1. After they spent two years in the attic, all the adults and teenagers had frayed nerves.
2. Anne and Peter spent a lot of time together, and they grew close.
3. Everyone got nervous when the telephone rang.
4. The person supplying food for the attic was arrested, and the food stopped coming.
5. Hunger made them irritable, and they became more likely to argue.
6. Although Anne had seen horrifying behavior, she still believed in people's goodness.

B. Writing Application: *Answer the following questions using independent and subordinate clauses as indicated in parentheses.*

1. What did Miep do for the people in the attic? (two independent clauses)

2. What happened when Mrs. Frank caught Mr. Van Daan stealing food? (subordinate clause followed by independent clause)

3. What did Mr. Frank do when he returned from the war? (independent clause followed by subordinate clause)

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett

Integrated Language Skills: Support for Writing an Advertisement

Use the chart below to help you to write a script for an advertisement to air on the Internet, television, or radio for a film adaptation of *The Diary of Anne Frank*. Incorporate the elements featured in the chart:

Emotional Appeal: Select scenes for the trailer that will appeal to viewers' emotions.	
Appeal to Authority: In the script, include quotes from people who have seen the movie or from experts testifying to its authenticity.	
Movie Rating (G, PG, PG-13, etc.): Explain the reason for the rating.	
Tagline for the Movie: The tagline should be a catchy slogan that explains why people should go see the movie.	

Now, use the details you have collected to write your advertisement.

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett
Integrated Language Skills: Support for Extend Your Learning

Research and Technology

To streamline your research process, list the sources you will consult to collect documents for your bulletin board display.

Primary Sources:

Reference Works:

Other Nonfiction Books:

Web Sites:

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. Peter is *inarticulate* when Mr. Dussel teases him about his cat. Why is he *inarticulate*? Focus on the meaning of the word in your response.

2. A character's motivation is the reason he or she does something. What is Margot's motivation for saying, "Sometimes I wish the end would come," in *The Diary of Anne Frank*, Act II, Scene 1? Support your answer with details from the play.

3. Anne is *indignant* when Mrs. Van Daan suggests her behavior is not lady-like. What causes a person to feel *indignant*? How might an *indignant* person act, and why? Focus on the meaning of *indignant* in your response.

4. In *The Diary of Anne Frank*, Act II, Scene 2, Anne kisses Mrs. Van Daan. What is her motivation for this action?

5. In *The Diary of Anne Frank*, Act II, Scene 3, Mr. Van Daan steals some bread. Why is this theft so serious? Support your answer with details from the play.

6. In *The Diary of Anne Frank*, Act II, Scene 3, Mr. Frank says, "We don't need the Nazis to destroy us. We are destroying ourselves." What does he mean by this? Support your answer with details from the play.

7. In *The Diary of Anne Frank*, Act II, Scene 3, what effect does Mr. Van Daan's theft of the food have on Mrs. Frank? Why? Explain your answer using details from the play.

8. In *The Diary of Anne Frank*, Act II, Scene 3, Anne pleads with her mother not to make the Van Daans leave. What is her motivation for trying to get them to stay? Support your answer with details from the play.

9. For each cause from *The Diary of Anne Frank*, Act II, tell what the effect is on the attic dwellers. Why do you think these events have such powerful effects on the characters?

Cause	Effect
Allied troops land in Normandy.	
The telephone downstairs keeps ringing.	

10. In *The Diary of Anne Frank*, Act II, Scene 4, as the soldiers are breaking into the attic, Mr. Frank says, "For the past two years we have lived in fear. Now we can live in hope." What does he mean by this?

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Anne and Peter’s growing friendship in *The Diary of Anne Frank*, Act II, affects many of the people in the attic. In an essay, describe the effects of the relationship on Anne and Peter, on Mrs. Van Daan, and on Mrs. Frank. Use details from the play to support your statements.
12. The Nazi police had orders not to leave behind any record of how they rounded up Jews. By leaving Anne’s diary in the attic, the Nazi police who took Anne Frank and her family failed to follow that order. In an essay, explain the effects of that failure. Why is Anne Frank’s diary an important historical document? Use information from the play to support your ideas.
13. In an introduction to a published version of Anne Frank’s diary, Eleanor Roosevelt wrote that the diary made her “intimately and shockingly aware of war’s greatest evil—the degradation of the human spirit. At the same time, Anne’s diary makes poignantly clear the shining nobility of the human spirit.” In an essay, explain how *The Diary of Anne Frank*, Act II, shows both the degradation and the nobility of the human spirit. Support your response with details from the play.
14. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** Anne and Peter are both different and similar in *The Diary of Anne Frank*, Act II. In an essay, explain their differences and their similarities. Tell whether you think they might have been friends if they hadn’t been in hiding together, and explain why or why not. Use details from the play to support your response.

Oral Response

15. Go back to question 1, 6, or 8 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in *The Diary of Anne Frank*, Act II, that will support your points. If necessary, make notes to guide your response.

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett**Selection Test A****Critical Reading** Identify the letter of the choice that best answers the question.

- ___ 1. What does Peter mean in this conversation with Anne in *The Diary of Anne Frank*, Act II?
- ANNE. You're making a big mistake about me. I do it all wrong. I say too much. I go too far. I hurt people's feelings. . . .
- PETER. I think you're just fine. . . . What I want to say . . . if it wasn't for you around here, I don't know.
- A. He means that the situation is worse because Anne is there.
B. He means that it doesn't matter whether or not Anne is there.
C. He means that the situation is better because Anne is there.
D. He means that he doesn't know whether or not Anne helps the situation.
- ___ 2. Why is Mr. Van Daan's theft of bread in *The Diary of Anne Frank*, Act II, so serious?
- A. There is little food, so everyone is hungry—not just Mr. Van Daan.
B. It doesn't make sense because he's had plenty to eat already.
C. The stresses of living together make a small matter seem much more important than it is.
D. Mr. Van Daan denies he's been stealing, even after he's been caught in the act.
- ___ 3. In *The Diary of Anne Frank*, Act II, why doesn't Anne take her diary with her when the Nazis come to take the families and Mr. Dussel away?
- A. She doesn't want it to get ruined.
B. She is tired of writing in it.
C. The Nazis said they could take only clothing.
D. She leaves it as a clue to where the Nazis took her.
- ___ 4. What is Margot's motivation for saying "Sometimes I wish the end would come" in *The Diary of Anne Frank*, Act II?
- A. She wants to make Anne angry.
B. She wants the others to feel sorry for her.
C. She wants someone to give her more food.
D. She wants to stop living in fear.
- ___ 5. What does the man from Utrecht ask from Mr. Kraler in *The Diary of Anne Frank*, Act II?
- A. He wants twenty guilders more each week.
B. He wants information on the people in the attic.
C. He wants Mr. Kraler to promote him.
D. He wants extra ration books from Mr. Kraler.

- ___ 6. In *The Diary of Anne Frank*, Act II, what effect does the landing of Allied troops in Normandy have on the attic inhabitants?
- A. They are filled with anxiety. C. They despair of going free.
B. They are filled with joy. D. They are terrified.
- ___ 7. In *The Diary of Anne Frank*, Act II, who betrayed the people in the attic?
- A. Miep C. Mr. Kraler
B. the thief D. Mr. Dussel
- ___ 8. In *The Diary of Anne Frank*, Act II, what does Peter really mean when he says to Anne, "Well . . . er . . . you're . . . quieter"?
- A. He means that she still talks too much.
B. He means that she is more thoughtful and less playful.
C. He means that he is worried about her.
D. He means that she should act the way she used to.
- ___ 9. Which event causes great tension near the end of *The Diary of Anne Frank*, Act II?
- A. The telephone downstairs keeps ringing.
B. Miep is badly hurt.
C. Anne and Mr. Dussel argue.
D. The Allies have invaded Normandy.
- ___ 10. In *The Diary of Anne Frank*, Act II, what is Anne's motivation for spending so much time with Peter?
- A. She wants him to teach her how to dance.
B. She wants to make Margot jealous.
C. She wants to annoy Mrs. Van Daan.
D. She feels Peter understands her.
- ___ 11. Late in Act II of *The Diary of Anne Frank*, why do the attic dwellers get less food?
- A. There is no more food in Amsterdam.
B. The Nazis are trying to starve them out.
C. The people supplying their ration books have been arrested.
D. Miep has decided it is too dangerous to bring them more food.
- ___ 12. Which event occurs due to the theft of a radio in *The Diary of Anne Frank*, Act II?
- A. The attic dwellers never hear about the invasion of Normandy.
B. The thief tells the Nazis that people are living in the attic.
C. Mr. Kraler has to have an operation.
D. Anne and Peter become better friends.

Vocabulary and Grammar

- ___ 13. The people in the attic feel apprehension about the ringing telephone. Which word means the same as *apprehension*?
- A. loss
 - B. anger
 - C. anxiety
 - D. hope
- ___ 14. One consequence of Anne and Peter's friendship is Mrs. Van Daan's anger. Which word means the same as *consequence*?
- A. result
 - B. cause
 - C. problem
 - D. answer
- ___ 15. Which sentence contains two independent clauses?
- A. The Franks grew hungrier as the days passed.
 - B. When the telephone rang, everyone froze.
 - C. Whenever she longed for fresh air, Anne imagined herself outside.
 - D. Anne left her diary behind, and Mr. Frank read it.

Essay

16. In the beginning of Anne Frank's diary, she wrote, "I hope I shall be able to confide in you completely, as I have never been able to do in anyone before, and I hope that you will be a great support and comfort to me." In an essay, explain how her diary was a great source of comfort to Anne Frank. As you write, consider these questions: In whom would a fourteen-year-old girl usually confide? When and how would she tell that person her secrets? How does Anne's life in the attic affect her ability to confide in someone else?
17. Anne and Peter's growing friendship in *The Diary of Anne Frank*, Act II, affects many of the people in the attic. In an essay, describe the effects of the relationship on Anne and Peter, on Mrs. Van Daan, and on Mrs. Frank. Use details from the play to support your statements.
18. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** In *The Diary of Anne Frank*, Act II, Anne and Peter are alike in some ways and different in others. In an essay, explain these differences and similarities. Use details from the play to support your response.

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett**Selection Test B**

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

- ___ 1. In *The Diary of Anne Frank, Act II*, why does Mr. Frank let Anne, Margot, and Peter hear Mr. Kraler's story about the blackmail scheme?
- A. He knows that they will imagine something worse if they don't know the story.
 - B. He hopes they will have some ideas about how to deal with the blackmailer.
 - C. He is afraid the blackmailer will try to contact them.
 - D. He feels they should be aware that people are not always good.
- ___ 2. What is one cause of the increased tension in Act II of *The Diary of Anne Frank*?
- A. Mr. Dussel tries to take control of the group.
 - B. Mr. Dussel picks on things that people care for or are sensitive about.
 - C. Peter is intentionally unkind to Margot and Anne.
 - D. Mr. Frank asks Miep for favors that she cannot safely do.
- ___ 3. In this line from *The Diary of Anne Frank, Act II*, why does Mrs. Frank call the other people her "guests"?
- MRS. FRANK. That I should speak that way to you! . . . Our friends! . . . Our guests! [*She starts to cry again.*]
- A. She and Mr. Frank are offering cognac to the others.
 - B. The Franks were the first to arrive in the attic.
 - C. Mr. Frank made the attic rooms available to the Van Daans.
 - D. She and Mr. Frank are the ones who have been buying all the food.
- ___ 4. When news of the invasion of Normandy arrives in *The Diary of Anne Frank, Act II*, everyone is thrilled. Why do they feel that way?
- A. They do not like the French and are glad their country has been invaded.
 - B. New forces have arrived to fight the Germans, and the war might end soon.
 - C. They know the Americans will bring chocolate and other treats.
 - D. They've always wanted to see Churchill and Eisenhower.
- ___ 5. What is Anne's motivation for kissing Mrs. Van Daan?
- A. She is happy that Peter kissed her.
 - B. She feels guilty for having hurt Mrs. Van Daan.
 - C. She doesn't want Mrs. Van Daan to know that Peter kissed her.
 - D. She wants to hide her embarrassment that Peter kissed her.
- ___ 6. Which event causes great tension near the end of *The Diary of Anne Frank, Act II*?
- A. Miep has been injured.
 - B. Anne and Peter have argued.
 - C. The phone downstairs rings repeatedly.
 - D. The Allies have landed in Normandy.

- ___ 7. In *The Diary of Anne Frank*, Act II, why won't Mr. Frank answer the telephone?
- A. He doesn't speak Dutch very well.
 - B. He is afraid that the caller will give him bad news.
 - C. He prefers to speak to people face-to-face.
 - D. He doesn't want anyone to know that the building is occupied.
- ___ 8. What external motivation strengthens Anne and Peter's relationship in *The Diary of Anne Frank*, Act II?
- A. the time they spent together at school
 - B. being forced by the Nazis to hide in the attic
 - C. the teasing both endured from classmates
 - D. their shared fear of the future
- ___ 9. Which is a false statement about what happens when Mr. Van Daan steals food in *The Diary of Anne Frank*, Act II?
- A. Mrs. Frank asks the Van Daans to leave.
 - B. Mrs. Van Daan defends her husband.
 - C. Mr. Van Daan is ashamed.
 - D. Anne and Margot have less to eat.
- ___ 10. What is Mr. Frank's motivation for returning to the attic after his liberation in *The Diary of Anne Frank*, Act II?
- A. He needs to find evidence that Anne is still alive.
 - B. He wants to find Anne's diary.
 - C. He longs to revisit the last place he saw his family.
 - D. He desires revenge on the Nazis.
- ___ 11. Anne says she believes that "in spite of everything . . . people are really good at heart." What effect does this attitude have on the ending of *The Diary of Anne Frank*, Act II?
- A. It softens the end because Anne has been able to confide in Peter.
 - B. It adds suspense because the reader knows how Anne feels.
 - C. It puts off the ending so we can imagine life through Anne's eyes.
 - D. It makes the end even more moving because Anne is betrayed.
- ___ 12. What do you think Mr. Frank means in this passage from *The Diary of Anne Frank*, Act II?
- ANNE'S VOICE. In spite of everything, I still believe people are really good at heart.
[MR. FRANK slowly closes the diary.]
- MR. FRANK. She puts me to shame.
- A. He is ashamed of Anne.
 - B. He is ashamed that he wasn't able to keep his family safe.
 - C. He thinks that Anne is talking about him when she says, "In spite of everything."
 - D. He doesn't believe that people are good at heart, and he is ashamed of this feeling.

Vocabulary and Grammar

- ___ 13. If someone tries *ineffectually* to accomplish something, he or she
- A. is likely to win a prize.
 - B. should be proud of the result.
 - C. probably finishes before anyone else.
 - D. does not get the desired result.
- ___ 14. Mrs. Frank was *indignant* when she caught Mr. Van Daan stealing. She was
- A. filled with anger.
 - B. very frightened.
 - C. sympathetic.
 - D. bewildered.
- ___ 15. What is the subordinate clause in this sentence?
After he was released from Auschwitz, Mr. Frank returned to the attic.
- A. After he was released from Auschwitz
 - B. from Auschwitz
 - C. Mr. Frank returned to the attic
 - D. to the attic
- ___ 16. What is the independent clause in this sentence?
Though Anne did not survive the war, her diary lives on.
- A. Though Anne did not survive the war
 - B. Though Anne
 - C. her diary lives on
 - D. lives on

Essay

17. The Nazis who came for Anne Frank at the end of *The Diary of Anne Frank*, Act II, were ordered to leave behind no record of how they rounded up Jews. When they left Anne Frank's diary behind, they failed to follow that order. In an essay, explain the effects of that failure. Why is Anne Frank's diary an important historical document? Use information from the play to support your ideas.
18. In her introduction to a published version of Anne Frank's diary, Eleanor Roosevelt (1884–1962), once the American delegate to the United Nations, said that the diary made her "intimately and shockingly aware of war's greatest evil—the degradation of the human spirit. At the same time, Anne's diary makes poignantly clear the shining nobility of the human spirit." In an essay, comment on the ways in which Anne Frank's diary shows both the degradation and the nobility of the human spirit.
19. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** Anne and Peter are both different and similar in *The Diary of Anne Frank*, Act II. In an essay, explain their differences and their similarities. Tell whether you think they might have been friends if they hadn't been in hiding together, and explain why or why not. Use details from the play to support your response.

from Anne Frank: "The Diary of a Young Girl" by Anne Frank
and *from Anne Frank Remembered* by Miep Gies

Vocabulary Warm-up Word Lists

Study these words from the selections. Then, complete the activities.

Word List A

acquaintances [uh KWAYN tuhn sez] *n.* people you know, but not very well

I have many acquaintances, but I can claim only a few good friends.

anticipated [an TI si pay ted] *v.* expected; looked forward to

Clarence anticipated a good grade on the history quiz.

appointed [uh POYNT id] *v.* chosen for a job or position

When Dr. Carter retired, a new director was appointed.

insistence [in SIS tens] *n.* the act of insisting; repeated demands

At my host's insistence, I had a second helping of apple pie.

limited [LIM uh tid] *v.* allowed only a small amount of something

After the big phone bill came, my parents told me that my talking time was now limited.

network [NET wuhrk] *n.* a group of people or things that are connected to each other

Maggie used her social network to spread the news about the meeting.

relatively [REL uh tiv lee] *adv.* compared with someone or something else

This vase is relatively old, but it is not an antique.

strictly [STRIKT lee] *adv.* in a way that must be obeyed

The dress code at our school is strictly enforced.

Word List B

chaos [KAY ahs] *n.* total disorder or confusion

There was chaos in the theater after someone saw a mouse.

crucial [KROO shuhl] *adj.* extremely important; vital

It is crucial that we get to the station on time, or we will miss the train.

desolation [de suh LAY shuhn] *n.* great sadness or loneliness; ruin

Jean was overcome with a feeling of desolation when she saw the results of the fire.

evading [ee VAYD ing] *n.* the act of avoiding someone

The runaway cat was successful in evading its owner.

melancholy [MEL uhn kahl ee] *adj.* very sad or making you feel sad

After receiving Jan's bad news, I had a melancholy day.

restrictions [ri STRIK shuhnz] *n.* rules that allow only certain things

Did you read the long list of restrictions at the pool?

succession [suhk SESH uhn] *n.* one thing after another; series

The team scored many baskets in quick succession and tied the score.

widespread [wyd spred] *adj.* spread over a broad area; extensive

The tropical storm warning caused widespread panic in the beach cities.

from Anne Frank: "The Diary of a Young Girl" by Anne Frank
and **from Anne Frank Remembered** by Miep Gies
Vocabulary Warm-up Exercises

Exercise A *Fill in the blanks, using each word from Word List A only once.*

I have been at my new school for a month now. It is much better than I had [1] _____! In general, I think all rules are more [2] _____ followed here. It was [3] _____ easy to find my way around the campus, especially compared to my old school. The homework in most classes is [4] _____ to twenty minutes per class each night. At my parents' [5] _____, I signed up for the school paper. I was glad I did. That immediately gave me a [6] _____ of people to hang out with. I don't yet have a best friend, but I have many [7] _____, and one of these may just become my best pal. I am especially hopeful about my life in my new school because I have been [8] _____ secretary of our class.

Exercise B *Revise the sentences so that each underlined word is used in a logical way. Be sure to keep the vocabulary words in your revisions.*

1. In one second, I heard a succession of many strange sounds coming from the street.

2. Each time the campers got into trouble, the restrictions on their free time were lessened.

3. I felt melancholy as I opened my cool birthday gifts.

4. The child wanted his mother and was seen evading her as she approached him.

5. Everyone is required to bring a lunch to the picnic, but bringing sports equipment or cameras is crucial.

6. The bright sunshine and beautiful flowers gave the scene a feeling of desolation.

7. The teacher felt that giving students something useful to do would lead to chaos.

8. There was widespread joy at school when the swim team lost the championship.

from Anne Frank: "The Diary of a Young Girl" by Anne Frank
and **from Anne Frank Remembered** by Miep Gies

Reading Warm-up A

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

The word pogrom comes from the Russian word for "destruction." A pogrom is an attack on innocent people, usually approved by those in power. Today, the word *pogrom* calls to mind violence against Jews, particularly before and during Hitler's years in power.

As early as 1933, Jewish rights were being severely limited under Hitler. His government passed laws that stripped Jews of citizenship and took away their freedoms. These laws were strictly enforced.

By 1938, Jews had to wear proof of identification. Life became more and more difficult under Hitler's rule. Jews were not even allowed to make a living. They anticipated that violence against them could occur at any time.

In October of that year, 17,000 Jews in Germany were arrested and shipped to Poland. Their homes and businesses were taken from them, and they spent days in the rain without food or shelter. The teenaged son of one of these families, who was living in Paris at the time, responded to the news with violence at the German embassy in Paris. The Germans said this event proved that there was a worldwide network of Jews who were conspiring against the Germans. Within days, they launched what was perhaps the worst pogrom.

On the night of November 9, Jews throughout Germany and Austria were attacked in their homes, on the streets, and in synagogues. Close to 100 Jews were killed, and many injured during what is called Kristallnacht, "the Night of Broken Glass." Jewish businesses and synagogues were burned to the ground. Jewish families, friends, and acquaintances were torn apart forever as tens of thousands of Jews were sent to prison camps.

On November 12, officials appointed by German leaders placed the blame for Kristallnacht on the Jews. Some Jews, at the insistence of their families abroad, fled the country. But relatively few were able to get out in time. Kristallnacht was the first sign that the Holocaust, or the killing of millions of Jews, had begun.

1. Circle the words naming what was limited. Then, explain what *limited* means.
2. Underline the word that tells what was strictly enforced. Describe something you feel should be *strictly* enforced.
3. Circle the word that tells what was anticipated. Give a synonym for *anticipated*.
4. Underline the phrase that is a clue to network. Then, explain what *network* means.
5. Underline the word that explains what acquaintances might become. Explain what *acquaintances* are.
6. Circle the word naming who was appointed. Then, explain the difference between being *appointed* and *elected*.
7. Underline the phrase that tells what the Jews did at the insistence of their families. Explain the difference between *insistence* and *suggestion*.
8. Underline the number that contrasts with relatively few. Explain what *relatively* means.

from Anne Frank: “The Diary of a Young Girl” by Anne Frank
and **from Anne Frank Remembered** by Miep Gies

Reading Warm-up B

Read the following passage. Pay special attention to the underlined words. Then, read it again, and complete the activities. Use a separate sheet of paper for your written answers.

Human beings are highly social creatures. Although there are some individuals who prefer to be alone, most people find it crucial to their health and happiness to be around others. That is why people in prisons who are isolated in a cell often experience extremely melancholy feelings.

Think, then, about living in an even more terrifying type of confinement. Imagine existing for months or even years in hiding, in fear for your safety at every moment. This was what life was like for many Jews in Europe during the Holocaust. Every day was spent evading capture. A feeling of constant dread was widespread among Jews throughout the countries that Germany had conquered.

Some Jews were able to flee Germany amid the chaos of the time, due to the disruptions in normal life created by the war. Others were saved through the brave acts of non-Jewish Europeans who took them in despite the severe restrictions placed upon them by the Nazis. Although these Gentiles knew that doing so put their own lives in danger, they were not willing to let fear prevent them from doing what they knew was right.

Tragically, many Jews, as well as other groups of people targeted by the Germans, were not so fortunate. Millions were imprisoned in concentration camps, sometimes several in succession. There, they were separated from their families and experienced unthinkable cruelty daily. The camps were scenes of starvation, illness, and death. Despite these terrible surroundings, many prisoners tried to retain their dignity and pride. They attempted to prevent feelings of total desolation and despair by helping and supporting each other.

It is still difficult to understand how a modern society like Germany could have allowed the rise of Hitler and the Nazis. It is also hard to believe that people could stand by and watch the arrest and murder of millions of their fellow citizens or, worse, to actively participate in that process. Yet, how many people would be willing to risk their own lives to protect a neighbor? It is a question worth considering.

1. Underline the phrase that tells what is crucial. What do you consider *crucial* to happiness?
2. Circle the word in the paragraph that is an antonym for melancholy. Write a sentence using *melancholy*.
3. Use clues in the passage to explain the meaning of evading. How are *evading* and *escaping* different?
4. Underline the phrase that gives a clue to widespread. Give an example of something that might be *widespread*.
5. Circle the phrase that helps explain the word chaos. Give an antonym for *chaos*.
6. Underline the word that describes restrictions. What was the risk in disobeying these *restrictions*?
7. Underline the word that is a clue to succession. Give a word or phrase that means the same thing as *succession*.
8. Circle the word that gives a clue to the meaning of desolation. Underline the causes of *desolation* given in the paragraph.

from Anne Frank: "The Diary of a Young Girl" by Anne Frank
and *from Anne Frank Remembered* by Miep Gies

Writing About the Big Question



Is it our differences or our similarities that matter most?

Big Question Vocabulary

assumption	class	common	discriminate	distinguish
divide	generalization	identify	judge	represent
separate	superficial	sympathy	tolerance	unify

A. Circle the more appropriate word from each pair listed to complete each sentence.

1. The team members are easy to divide/identify by the uniforms they wear.
2. I tend to discriminate/judge a restaurant based on the quality of its food.
3. I use a multisection ring binder to separate/unify my school notes and papers for different classes.

B. Respond to the following items, using full sentences.

1. Describe one thing you have in **common** with other people you know.

2. Describe one thing that **distinguishes** you from other people you know.

C. Complete the sentence below. Then, write a short paragraph in which you connect this idea to the Big Question.

Different people may tell the same story in different ways because _____

The Diary of Anne Frank by Frances Goodrich and Albert Hackett
from Anne Frank: The Diary of a Young Girl by Anne Frank
from Anne Frank Remembered by Miep Gies

Literary Analysis: Comparing Sources With a Dramatization

When Anne Frank's diary was published, it became a bestseller, inspiring Albert Hackett and Frances Goodrich to develop the diary into a play that could reach an even wider audience. Later, Miep Gies, the woman who helped to hide the Franks, told her version of the story in a memoir.

A **primary source** document is a firsthand account in which the writer reports or describes real events that took place at the time he or she was writing. Primary sources include memoirs, letters, diaries, and legal documents.

A **secondary source** interprets information gathered from primary sources. Secondary sources include biographies and textbooks.

A **dramatization** is a play that has been adapted from another work. When a playwright dramatizes a primary source, such as a diary, he or she may also draw on other sources to add information not known by the original author. In addition, the playwright might choose to fictionalize aspects of certain events for dramatic effect.

All primary sources tell something about their author and their time. Readers can learn about Anne Frank's personality, her circumstances, and the time in which she lived from her diary. Compare the information that the excerpts from Anne's diary and the memoir contain with the type of information presented in the dramatization.

DIRECTIONS: Answer the following questions to help you compare Anne Frank's diary with the dramatization.

1. In general, what is reported in the excerpts written by Anne Frank herself on June 20, 1942, and on November 19, 1942?

2. What is revealed about Anne's personality in the two excerpts from her diary? What is revealed about others' personalities in Anne's diary?

3. How is information revealed differently in the dramatization than in the memoir and in the diary excerpts?

4. Is Anne's personality portrayed similarly or differently in the dramatization than in her diary excerpts? Give examples.

from Anne Frank: The Diary of a Young Girl by Anne Frank
from Anne Frank Remembered by Miep Gies

Vocabulary Builder

Word List

decrees emigrated enhance liberated succumbed

A. DIRECTIONS: Answer each of the following questions. Then, provide an explanation for your answer to each question.

1. Will wearing platform shoes *enhance* a person's height?

Answer: _____

Explanation: _____

2. Would a servant issue *decrees* to the king of a country?

Answer: _____

Explanation: _____

3. If you have *emigrated* somewhere, does that mean you have lived in one place your whole life?

Answer: _____

Explanation: _____

4. If a mother makes sacrifices for her children, would she be acting in a selfish way?

Answer: _____

Explanation: _____

5. If armed forces liberated a country, does that mean that they conquered it?

Answer: _____

Explanation: _____

6. If a person succumbed to a disease, does that mean he was cured?

Answer: _____

Explanation: _____

B. DIRECTIONS: Complete the following sentences with the appropriate vocabulary word.

1. My grandparents, who were born in Scotland, _____ to America in 1913.

A. sacrifices B. succumbed C. emigrated D. enhance

2. Some women use false eyelashes or mascara to _____ their eyes.

A. sacrifices B. succumbed C. emigrated D. enhance

3. On Memorial Day, the United States honors the _____ made by members of its armed forces.

A. sacrifices B. succumbed C. emigrated D. enhance

4. Even though she was on a strict diet, she _____ to temptation and ordered a large ice cream sundae.

A. sacrifices B. succumbed C. emigrated D. enhance

The Diary of Anne Frank by Frances Goodrich and Albert Hackett
from Anne Frank: The Diary of a Young Girl by Anne Frank
from Anne Frank Remembered by Miep Gies

Integrated Language Skills: Support for Writing to Compare Literary Works

In addition to a comparison chart, as suggested in the anthology, you may find the graphic organizer presented here helpful for answering the final question of the writing assignment:

Which form—the dramatization, the diary, or the memoir—do you think is the most powerful? Why?

For each question on the graphic, place a check in the column for the original work: *Anne Frank: The Diary of a Young Girl*; the column for Goodrich and Hackett's play *The Diary of Anne Frank*; or the column for Miep Gies's memoir, *Anne Frank Remembered*.

Criteria	The Original Diary	The Play	The Memoir
1. Which work tells you the most about the setting?			
2. Which work is most capable of giving you a portrait of Anne?			
3. In which work do you feel more empathy for Anne? For Dussel? For the other Franks and the Van Daans?			
4. Which work makes you think the most as you reflect on the work?			
5. Which version would you recommend to other readers?			

Now, combining your notes from this sheet and from your comparison chart, write an essay in which you compare and contrast the dramatic adaptation of Anne Frank's story with the diary and the memoir.

from Anne Frank: The Diary of a Young Girl by Anne Frank
Anne Frank Remembered by Miep Gies
The Diary of Anne Frank by Frances Goodrich and Albert Hackett

Open-Book Test

Short Answer Write your responses to the questions in this section on the lines provided.

1. Anne Frank says that she got the idea to write her diary on one of her *melancholy* days. Why might she feel *melancholy*?

2. In *Anne Frank: The Diary of a Young Girl*, Anne Frank makes entries as if she were writing letters to a friend named Kitty. Why does she do this? Support your answer with details from the diary.

3. In *Anne Frank: The Diary of a Young Girl*, Anne reveals that her family came to Holland in 1933. Why did they go there? Support your answer with examples from the diary.

4. In *Anne Frank: The Diary of a Young Girl*, Anne shares a room with the stranger, Dussel. Why is she willing to do this? Support your answer with details from the diary.

5. According to *Anne Frank Remembered*, Miep does not give Anne's diary to Otto Frank until after they find out what has happened to Anne. Why does she wait to give him the diary? Include details from the excerpt to support your answer.

6. According to *Anne Frank: The Diary of a Young Girl*, Anne feels “well cared for and undisturbed.” However, she is still not content. What worries her? Support your answer with details from the diary.

7. The opening scene of *The Diary of Anne Frank* includes an event found in *Anne Frank Remembered*. What event occurs in both works?

8. The dramatization *The Diary of Anne Frank* is based on Anne Frank’s diary. In what way does the dramatization give more information than her diary does?

9. The dramatization *The Diary of Anne Frank* includes dialogue among the characters in the attic. What is the source of the dialogue?

10. There are details in the dramatization *The Diary of Anne Frank* that are not found in the source *Anne Frank: The Diary of a Young Girl* or in *Anne Frank Remembered*, and vice versa. In the chart below, write one detail from the play that is not in the diary or memoir, one detail from the diary that is not in the play or memoir, and one detail from the memoir that is not in the other two sources. On the line provided, give one detail that appears in all three.

Detail from Play	
Detail from Diary	
Detail from Memoir	

Essay

Write an extended response to the question of your choice or to the question or questions your teacher assigns you.

11. Both *Anne Frank: The Diary of a Young Girl* and *The Diary of Anne Frank* tell the story of Anne Frank. In an essay, tell which version you think gives a more complete view of the time and place in which Anne Frank lived. Explain which source most helps the reader understand Anne's situation, and why. Use details from the play and diary to support your opinion.
12. In an essay, discuss the excerpts from *Anne Frank: The Diary of a Young Girl* and Miep Gies's *Anne Frank Remembered* as primary sources. Explain what a primary source is, and tell why Anne Frank's and Miep Gies's works qualify as primary sources. Explain what readers learn about Anne's personality and circumstances from the diary and the memoir. Support your answer with details from the selections.
13. Anne Frank's diary was a source for the play *The Diary of Anne Frank*. In an essay, compare and contrast the portrayal of Anne Frank and other people in the excerpts from her diary with the portrayal of Anne and other characters in the play. How do readers learn about Anne and others in the diary? How does the dialogue in the play affect the way readers see Anne and other characters? Finally, do you feel that the dialogue accurately reflects Anne as she is portrayed in her diary? Explain your response using examples from the two works.
14. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** In both *Anne Frank: The Diary of a Young Girl* and *The Diary of Anne Frank*, Anne Frank is revealed as being much the same as other young people. In an essay, describe how she is similar to teenagers today and how she is different. Explain whether you think her differences or her similarities are more important, and why. Use details from the selections to support your response.

Oral Response

15. Go back to question 4, 7, or 9 or to the question your teacher assigns you. Take a few minutes to expand your answer and prepare an oral response. Find additional details in *Anne Frank: The Diary of a Young Girl* and *The Diary of Anne Frank* that will support your points. If necessary, make notes to guide your response.

The Diary of Anne Frank by Frances Goodrich and Albert Hackett
from Anne Frank: The Diary of a Young Girl by Anne Frank
from Anne Frank Remembered by Miep Gies

Selection Test A

Critical Reading Identify the letter of the choice that best answers the question.

- ___ 1. According to the nonfiction book *Anne Frank: The Diary of a Young Girl*, why does Anne Frank start a diary?
- A. She wants to recount her amazing life.
 - B. She wants to record historical events.
 - C. She knows that when she becomes a famous writer it will be published.
 - D. She feels she has no close friend in whom she can confide.
- ___ 2. Why does Anne Frank make entries in her diary as if she were writing letters to a friend named Kitty?
- A. She has no friends because she lacks confidence.
 - B. She decides to act as if she has a deep relationship with someone.
 - C. She doesn't want her father to know she is keeping a diary.
 - D. She knows that while she is in hiding she cannot send letters to her friend Kitty.
- ___ 3. Where are Anne Frank and her family from originally?
- A. Holland
 - B. Germany
 - C. Switzerland
 - D. America
- ___ 4. Which of the following is something Anne had to do according to the anti-Jewish laws established by Hitler?
- A. visit places of entertainment
 - B. ride on bicycles and trains
 - C. wear a yellow star
 - D. sit in their own gardens at night
- ___ 5. Why is Anne willing to share a room with the stranger, Dussel?
- A. Dussel is a friendly person.
 - B. Dussel has ways of getting food.
 - C. Anne pretends he is her brother.
 - D. Anne will sacrifice to save someone.

- ___ 6. In the second excerpt from Anne Frank's diary, what news from the outside world does Dussel bring to those in hiding?
- A. He tells them the Germans are rounding up Jews.
 - B. He tells them that life is getting better on the outside but they must still hide.
 - C. He tells them the Germans are losing power in the world.
 - D. He tells them that they are lucky to have warm beds.
- ___ 7. According to Anne's diary, Anne feels fortunate to be in hiding, but something bothers her. What?
- A. She is not able to go to parties with friends as she did before.
 - B. She is not able to go outside and enjoy the fresh air.
 - C. She knows that other Jews are being treated horrendously by Nazis.
 - D. She wants her grandmother to join the group in hiding.
- ___ 8. How does the play *The Diary of Anne Frank* compare with entries from Anne's diary?
- A. The play gives only Anne's views.
 - B. The diary gives only Anne's views.
 - C. The diary gives Anne's sister's views.
 - D. none of the above.
- ___ 9. How are Anne Frank's thoughts conveyed in the play?
- A. The play gives Anne's thoughts through facial expressions.
 - B. The play gives Anne's thoughts in dialogue.
 - C. The play gives Anne's thoughts in Anne's voice reading from the diary.
 - D. The play gives Anne's thoughts in dialogue and in Anne's voice reading the diary.
- ___ 10. In what way does the play about Anne Frank give more information than is given in her diary?
- A. Only the play gives her private thoughts.
 - B. Her diary doesn't include description.
 - C. The play and the memoir are based on her parents' diaries.
 - D. Her diary is limited to her views.
- ___ 11. Which of the following facts do you learn from Anne Frank's diary but not from the play or the memoir?
- A. Anne is thirteen years old.
 - B. The family is Jewish.
 - C. The family emigrated to Holland.
 - D. Anne's grandmother has died.

- ___ 12. Which of the following statements about Mr. Dussel do you learn in the play but not in the memoir or in the excerpts from Anne Frank's diary?
- A. Dussel is a dentist.
 - B. Dussel joins the Franks and Van Daans.
 - C. Dussel is nervous and scared.
 - D. Dussel shares a room with Anne.

Vocabulary

- ___ 13. Which person would most likely try *evading* the police?
- A. someone who is lost
 - B. an eyewitness to a crime
 - C. an honest citizen
 - D. a criminal
- ___ 14. Which of the following words means the same thing as *emigrated*?
- A. moved
 - B. forced
 - C. motivated
 - D. injured
- ___ 15. Which of the following words is closest in meaning to *melancholy*?
- A. smiling
 - B. depressed
 - C. angry
 - D. jolly

Essay

16. A primary source document is a firsthand account in which a writer can report on real events taking place at the time he or she is writing. Write an essay discussing Miep Gies's memoir and the excerpts from Anne Frank's diary. First, tell why it is fair to call both the memoir and the diary primary sources. Then, tell what readers learn from each source about Anne's personality and circumstances and those of her family members.
17. A play can be adapted from another work. For example, the play about Anne Frank by Goodrich and Hackett is adapted from Anne's diary. In an essay, compare and contrast the Anne Frank in the diary with the Anne Frank in the play. First, tell how Anne comes across in her diary excerpts. Then, tell how that view of Anne expands for someone who reads or watches the play.
18. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** In both *Anne Frank: The Diary of a Young Girl* and *The Diary of Anne Frank*, Anne Frank is revealed as being much the same as other young people. In an essay, explain in what ways Anne is similar to teenagers today and in what ways she is different. Use details from the selections to support your response.

The Diary of Anne Frank by Goodrich and Hackett
from Anne Frank: The Diary of a Young Girl by Anne Frank
from Anne Frank Remembered by Miep Gies

Selection Test B

Critical Reading Identify the letter of the choice that best completes the statement or answers the question.

- ___ 1. According to the excerpt from *Anne Frank: The Diary of a Young Girl*, Anne Frank starts a diary to
- A. recount her amazing life.
 - B. record historical events.
 - C. produce it as a play.
 - D. pretend she has someone to confide in.
- ___ 2. Why does Anne Frank's family emigrate to Holland in 1933?
- A. Mr. Frank had been offered a better job.
 - B. They wanted to escape Hitler.
 - C. Holland had better schools than Germany.
 - D. They could not get into the United States.
- ___ 3. Anne Frank does not want her diary to be
- A. a list of bare facts.
 - B. like a letter written to a friend.
 - C. a historical document of when she lived.
 - D. a story about her family.
- ___ 4. According to her diary, how does Anne Frank feel about Germans' treatment of Jews?
- A. Life is unbearable with the regulations set forth by the Germans.
 - B. Life is still prosperous and good for the Jewish people
 - C. The Jews' freedom is limited, but life is still bearable.
 - D. The Jews live in constant fear of being bombed by the Germans.
- ___ 5. Who is Mr. Dussel, according to the excerpt from Anne Frank's diary?
- A. a distant relative
 - B. her mother's brother
 - C. a friend who helps them hide
 - D. a man hiding with them
- ___ 6. According to the second excerpt from Anne Frank's diary, the people in hiding have to be careful not to
- A. make noise during the day.
 - B. go outside at night.
 - C. leave the lights on during the day.
 - D. write anything.
- ___ 7. What news does Dussel bring with him, according to Anne Frank's diary?
- A. The Franks's home has been overrun by German soldiers.
 - B. Friends and acquaintances have been taken by German soldiers.
 - C. The German government established in Holland is helping Jews.
 - D. The German soldiers have defeated the Dutch soldiers.

- ___ 8. Anne's diary tells of German soldiers gathering Jewish people and making them "join in the march of death." Besides some people who give the soldiers cash, who is spared?
- A. old people
 - B. babies
 - C. pregnant women
 - D. no one
- ___ 9. According to Anne Frank's diary, Anne feels "well cared for and undisturbed" but
- A. fears being found by the Germans.
 - B. won't interact with anyone who is slow on the uptake.
 - C. worries about those who are dear to her.
 - D. fears being delivered into the hands of cruel brutes.
- ___ 10. How is a primary source different from a secondary source?
- A. All primary sources are ancient; all secondary sources are modern.
 - B. All primary sources are more important than secondary sources.
 - C. A secondary source is an interpretation of a primary source.
 - D. A primary source is an interpretation of a secondary source.
- ___ 11. Which of the following statements is true?
- A. Anne Frank's diary is written in the first person.
 - B. Anne Frank's diary contains distortions; the play about her is totally factual.
 - C. Miep Gies's memoir is written in the third person.
 - D. Anne Frank's diary contains facts; the play about her and the memoir do not.
- ___ 12. How are Anne Frank's thoughts conveyed in the play?
- A. The play only hints at Anne's thoughts through Anne's facial expressions.
 - B. The play gives Anne's thoughts only through dialogue.
 - C. The play gives Anne's thoughts only in Anne's voice reading from the diary.
 - D. The play gives Anne's thoughts in dialogue and in Anne's voice reading the diary.
- ___ 13. The excerpt from Miep Gies's memoir
- A. deals mainly with the years leading up to World War II.
 - B. gives a detailed picture of the Frank family's life in hiding.
 - C. explains the cause of Anne's death.
 - D. deals mainly with events that occurred after the end of the war.
- ___ 14. Which of the following pieces of information are included in the excerpts from Anne Frank's diary as well as in the dramatization based on the diary?
- I. Anne starts her diary in 1942.
 - II. The family is Jewish and originally from Germany.
 - III. Anne's grandmother died in January 1942.
 - IV. The Frank family emigrated to Holland to get away from Hitler's Germany.
- A. I, II, III
 - B. I, III, IV
 - C. I, II, IV
 - D. II, III, IV

Vocabulary

- ___ 15. *Evading* means
- A. “getting into.”
 - B. “marching.”
 - C. “lying.”
 - D. “avoiding.”
- ___ 16. An appropriate word or phrase to substitute for *emigrated* is
- A. moved away from.
 - B. moved often.
 - C. hassled.
 - D. motivated.
- ___ 17. In which sentence is *decrees* used correctly?
- A. From noon until now, the temperature has already dropped ten decrees.
 - B. The judge decrees that discrimination against any race or nationality is unconstitutional.
 - C. The servant decrees that guests have arrived to honor the new king and queen.
 - D. The news decrees that an earthquake caused a tsunami in several Asian countries.
- ___ 18. Which of the following words is most opposite in meaning to *melancholy*?
- A. smiling
 - B. depressed
 - C. angry
 - D. jolly

Essay

19. Write an essay in which you compare and contrast these two works as primary sources: *Anne Frank: The Diary of a Young Girl* and *Anne Frank Remembered*. What is a primary source? What do readers learn of Anne’s personality and circumstances from the diary? What do readers learn from the excerpt from Miep Gies’s memoir?
20. Anne Frank’s diary was a source for Frances Goodrich and Albert Hackett’s play. In an essay, compare and contrast the portrayal of Anne Frank and other people in the excerpts from her diary with the portrayal of Anne and other characters in the play. How do readers learn about Anne and other people in the diary? How does the dialogue in the play affect the way readers see Anne and other characters? In particular, what is the effect of other characters’ words on the way readers view Anne Frank in the play?
21. **Thinking About the Big Question: Is it our differences or our similarities that matter most?** In both *Anne Frank: The Diary of a Young Girl* and *The Diary of Anne Frank*, Anne Frank is revealed as being much the same as other young people. In an essay, describe how she is similar to teenagers today and how she is different. Explain whether you think her differences or her similarities are more important, and why. Use details from the selections to support your response.

Writing Workshop—Unit 5, Part 2
Exposition: Research Report

Prewriting: Narrowing Your Topic

Narrow your topic by doing some preliminary research using your general idea as a starting point. As you research, list names, ideas, and events that appear most often in the chart below. Look over your notes and narrow your subject to a more specific topic.

Write your general idea here:		
Name	Ideas	Events
Write your narrowed topic here:		

Drafting: Making an Outline

Use the format below to create an outline of your research report before you begin to draft. Use the Roman numerals for your most important points and the capital letters for the details that support them.

Thesis Statement:

- I. _____
 - A. _____
 - B. _____
- II. _____
 - A. _____
 - B. _____
- III. _____
- IV. _____

Writing Workshop—Unit 5, Part 2
Research Report: Integrating Grammar Skills

Revising to Combine Sentences With Subordinate Clauses

A **clause** is any group of words with a subject and a verb. A **subordinate clause** is a clause that cannot stand by itself as a sentence. To eliminate a choppy style and show connections between ideas, you can combine sentences with subordinate clauses. Use a comma after most introductory clauses. Do not use a comma if the clause comes after the main clause.

Combining Sentences With Subordinate Clauses	
Time relationship:	He claimed to be a free man <i>when he got to Missouri</i> .
Cause and effect:	<i>If the temperature drops</i> , the winds may pick up.
Contrast:	<i>Although one candidate favored the bill</i> , the other opposed it.

Identifying Subordinate Clauses

A. DIRECTIONS: Draw a line under the subordinate clause in each sentence.

1. After we got a computer, I learned to do research on the Internet.
2. My brother uses the computer all the time since he took the class.
3. Whenever I want to use the computer, he's already logged on.
4. If that computer ever breaks down, I don't know what we will do.
5. We need to get a second computer before something goes wrong.

Combining Sentences by Using Subordinate Clauses

B. DIRECTIONS: On the line, rewrite the two short sentences as one sentence with a subordinate clause.

1. The earthquake brought disaster. Walls of water came ashore.

2. A tsunami is not a tidal wave. It is not affected by the moon's gravity.

3. A tsunami moves from the land quickly. It is often followed by other waves.

4. Thousands are often left homeless. They are threatened by disease.

5. A disaster occurs. Many people send money to help the victims.

Unit 5 Vocabulary Workshop—1

Borrowed Words

The English language is filled with borrowed words. Many of the foods we eat were first named in other countries.

DIRECTIONS: Each food item on the following menu contains a word that originated in another language. Use a dictionary to look up words that you suspect came from a different language. Write each word and its language of origin below. If words have more than one origin, write both. If you find the original meaning of the word, add that as well.

Lunch Menu			
Tuna Fish Sandwich	\$5.00	Apple Cider	\$1.00
Artichoke Salad	2.50	Chocolate Chip Cookie	.75
Orange Slices	1.25		

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 5 Vocabulary Workshop—2

Foreign Words

Many common words used in the United States are French words that we have borrowed. Many of them are related to food!

DIRECTIONS: Read the following journal entry. Then, use context to match each French word or phrase to its definition.

1. bon vivant
2. après ski
3. au gratin
4. à la mode
5. crème brûlée
6. bon appétit
7. au contraire
8. café au lait

October 10, 2007

Today was a wonderful day on the slopes. Call me a bon vivant! Après ski I changed into sweats and went to a small restaurant for dinner. Boy, was I hungry! I ordered an onion soup, which was served au gratin. I just love anything with melted cheese. Then, my favorite part of the meal—dessert! I got a wonderful apple pie à la mode and a crème brûlée. Yes, that's a lot of dessert, but I worked so hard skiing. Well, anyway, the waiter gave me a funny look as he put down two desserts in front of me. Bon appétit, he said, somewhat sarcastically. I didn't care. Au contraire. I called him back over and ordered a café au lait, too. What's dessert without coffee?

- ___ A. with ice cream; literally means “in fashion”
- ___ B. good appetite
- ___ C. coffee with milk
- ___ D. on the contrary
- ___ E. someone who enjoys life; literally means a “good liver”
- ___ F. baked custard with caramelized crust; literally means “burnt cream”
- ___ G. after skiing
- ___ H. with cheese; literally means “with gratings”

Communications Workshop—Unit 5
Delivering a Narrative Presentation

After choosing a topic that interests you, fill out the following chart to help you organize and present your information.

Topic of presentation: _____

How will the information be organized?
What facts, details, and examples are you using?
What background do you need to provide to your audience?
What details will be most interesting to your audience?
What visual aids are you planning to use?

Unit 5: Drama
Benchmark Test 10

MULTIPLE CHOICE**Reading Skill: Cause and Effect**

1. Where in the text of a play might you find information to help you link historical causes to circumstances that affect the characters?
 - A. an introduction to the play
 - B. the stage directions in the play
 - C. footnotes in the play
 - D. all of the above

Read this introduction to a play about a man who worked for justice in Guatemala. Then, answer the questions that follow.

In the 1970s, after a period of calm and prosperity, demands for reform in Guatemala were increasing. A military dictatorship had been established, and the popularly elected president was forced to leave. In addition, peasant cooperative farms were destroyed, and political parties and unions were crushed. Thousands of people were killed, and thousands more fled for their lives. Still, many people worked for reform, in spite of the threat of harsh punishment. One man, a United States citizen and a priest, decided to put his life on the line to fight for justice for the peasants and other oppressed Guatemalans.

2. In the first scene of the play, a priest speaks to a group of peasants high in the mountains of Guatemala. In what way does the play's introduction help readers understand the historical causes of this scene?
 - A. Readers learn that cooperative farms were once important in Guatemala.
 - B. Readers learn that Guatemala had many political parties.
 - C. Readers learn that some people risked their lives to oppose injustice in Guatemala.
 - D. Readers learn about the priest's life in the United States.
3. The priest is most likely in danger because of his work. What background information in the introduction best helps you link this effect with a cause?
 - A. Thousands of people have fled the country.
 - B. People are being punished for working for reform.
 - C. The man is a United States citizen as well as a priest.
 - D. Movements for reform continue to flourish.
4. Later in the play, a soldier named Manuel comes to warn the priest of an upcoming government raid. Which question would it be most useful to ask in order to analyze the historical causes of Manuel's behavior?
 - A. What happens to the main characters?
 - B. How many American priests were working in Guatemala at the time of the play?
 - C. What attitude did most Guatemalans have toward priests during this period?
 - D. Is Manuel trustworthy?

Answer the following questions.

5. Which of these statements accurately describes cause-and-effect relationships in literary works?
- A. One effect can have only one cause. C. Every cause has at least two effects.
B. An effect cannot become a cause. D. One cause can have multiple effects.
6. Which statement best describes the cause-and-effect relationships in this paragraph?
- The endangered falcons eventually used the human-made nest boxes, which led to their raising young falcons in the nests. In addition, because of the nest boxes, the falcons began establishing their own nests on the nearby bluffs of the Mississippi.
- A. One cause produced one effect.
B. Two causes produced two effects.
C. Two effects caused two more effects.
D. One cause produced two effects.

Reading Skill: Evaluate Unity and Coherence

Read the press release. Then, answer the questions that follow.

The Museum of Tolerance and Human Rights Watch present:

THE HIDDEN FACE OF GOLD/THE DEMOCRATIC REPUBLIC OF THE CONGO

Photographs by Marcus Bleasdale

The Democratic Republic of the Congo is one of the most mineral-rich nations in the world. Its resources should be a blessing for the Congolese people, but instead the competition for control of these riches has fueled a bloody war in which more than five million people have died since 1998.

Over the course of Marcus Bleasdale's career, his work has been at the forefront of promoting social justice through photojournalism. Bleasdale partnered with Human Rights Watch to expose and document illegal gold smuggling from the Democratic Republic of the Congo's mines.

Entrance to this special exhibition is included with the regular admission to the Museum of Tolerance. Museum of Tolerance members are admitted without charge.

7. What is the main idea of this press release?
- A. The Democratic Republic of the Congo is one of the most mineral-rich nations in the world.
B. Marcus Bleasdale went to the Democratic Republic of the Congo and took pictures of gold smuggling.
C. The museum is exhibiting Bleasdale's photos showing gold smuggling in the Democratic Republic of the Congo.
D. Entrance to this exhibition is included with your museum admission.
8. How does the information presented in the second line of the headline relate to the information presented in the first line?
- A. It tells what the two organizations are presenting.
B. It tells why the two organizations are presenting this special exhibition.
C. It tells where the two organizations are presenting this special exhibition.
D. It tells when the two organizations are presenting the special exhibition.

9. In the organization of this press release, which part explains the admission policy for the exhibition?
- A. the headline
B. the first paragraph
C. the second paragraph
D. the third paragraph
10. Which of these details would it be most logical to add to the second paragraph of this press release?
- A. Marcus Bleasdale spent over eight years covering the conflict in the Democratic Republic of the Congo.
B. Despite a peace treaty signed in 2003, fighting continues in the eastern part of the Democratic Republic of the Congo.
C. The Museum of Tolerance is open weekdays from 10 to 5 (closing at 3 on winter Fridays) and Sundays from 11 to 5.
D. The special exhibition opens on November 7 and will run through the end of the year.

Literary Analysis: Dialogue and Character's Motivation

Read the excerpt from a play. Then, answer the questions that follow.

Churchill. [*growing more impatient*] We have got to try harder to come up with a solution, or else Britain will fall to Hitler. I won't stand for having my country handed over to the Nazis.

Mr. Soames. [*taking off his glasses and rubbing his weary eyes*] But, sir, it is nearly two in the morning, and we've all been working since just after breakfast—

Mr. Wright. [*glaring at Churchill*] Except for the Prime Minister, who indulged in a nap—

Churchill. [*drawing a deep breath and exhaling slowly before speaking*] All right, gentlemen. I don't wish to deplete my finest resources. Let us end this meeting and resume tomorrow at nine.

11. What does this dialogue reveal about the character of Churchill?
- A. He does not appreciate the hard work of his advisors.
B. He has difficulty tolerating criticism or disagreement.
C. He cares deeply about the safety of his country.
D. He expects others to work harder than he does.
12. What conflict is hinted at in this dialogue?
- A. a conflict between the United States and Great Britain
B. a conflict between Churchill and Mr. Wright
C. a conflict between Churchill and Mr. Soames
D. a conflict between Mr. Wright and Mr. Soames

Read the excerpt from a play. Then, answer the questions that follow.

Lindy. [*approaches the new student, who is eating lunch at a table by himself in the cafeteria*] Hi there! My name is Lindy. Welcome to the United States and to Crockett School.

Luis. [*looks surprised and a little flustered; wipes his mouth with his napkin*] Hello. I . . . uh . . . my name is Luis. I—[*sighs deeply*] . . . well . . . It's a hard day. So much is new. Please excuse my English.

Lindy. [*smiles warmly*] Your English is very good. You should hear my Spanish! [*she rolls her eyes*] My family has moved a lot, so I know it's hard to be the new kid. You stick out like a sore thumb at first!

Luis. [*looks a little baffled*] Did you say *sore thumb*? Now I am *really* confused.

13. What does the dialogue reveal about Luis's background?
- A. He grew up in the eastern United States and just moved to the West.
 - B. He comes from a French-speaking country.
 - C. He speaks English better than Lindy does.
 - D. He only recently came to the United States.
14. Which quality most likely motivates Lindy to approach Luis in the school cafeteria?
- A. selfishness
 - B. helpfulness
 - C. loneliness
 - D. practicality
15. Which feeling most likely motivates Luis to sit alone in the cafeteria?
- A. anger
 - B. confidence
 - C. discomfort
 - D. unfriendliness

Literary Analysis: Comparing a Primary Source With a Dramatization

Answer the following questions.

16. Which answer choice best defines a dramatization?
- A. a play adapted from another work
 - B. a work that has a serious theme
 - C. a new play that is based on an older play
 - D. a full-length work expanded from a shorter work
17. Suppose a playwright writes a dramatization of a famous person's memoir. What is the most likely difference between the memoir and the dramatization?
- A. The memoir does not contain any descriptions of settings.
 - B. The playwright changes all the events in the memoir to make them more dramatic.
 - C. The memoir does not contain any dialogue.
 - D. The famous person's thoughts and feelings in the memoir are conveyed through dialogue in the dramatization.

18. If a playwright were creating a dramatization of a person's life based only on primary sources, which of these sources would he or she use?
- A. a diary written by the person
 - B. a popular movie about the person
 - C. a biography of the person
 - D. an encyclopedia entry about the person

Vocabulary: Suffixes and Prefixes

19. The words *artist*, *bicyclist*, *violinist*, and *essayist* all contain the suffix *-ist*. Using this knowledge, choose the answer that best defines the meaning of *-ist*.
- A. the act or condition of
 - B. one who practices or specializes in
 - C. without
 - D. one who receives
20. The prefix *in-* can mean "into" or "within." In which of these words does the prefix *in-* have that meaning?
- A. interior
 - B. infrequent
 - C. inability
 - D. inactive

Grammar

21. Which of the following sentences contains a dangling modifier?
- A. Counting quickly, several items were missing.
 - B. Counting quickly, I noticed that several items were missing.
 - C. Counting quickly, I missed several items.
 - D. Quick counting led to a mistake in our totals.
22. Which of the following sentences contains a misplaced modifier?
- A. Max wrote a play for his final project, and we performed it in class.
 - B. In class we performed Max's play, which he wrote for his final project.
 - C. For his final project, Max wrote a play that we performed in class.
 - D. Max wrote a play that we performed for his final project in class.
23. Which of the following sentences contains both an independent clause and a subordinate clause?
- A. The children scrambled up the ladder and slid down the chute.
 - B. In less than an hour, Manny had cleaned his bedroom.
 - C. Coiled under a rock was a large rattlesnake.
 - D. Lijia kept yelling until someone finally rescued her.
24. Which answer choice states the best definition of a subordinate clause?
- A. a clause that stands alone as a complete sentence
 - B. a clause that has a verb but not a subject
 - C. a clause that has a subject but not a verb
 - D. a clause that cannot stand by itself as a sentence

25. What is the subordinating conjunction in this sentence?

We left our house late, although we still arrived on time for the show.

- A. for
B. on
C. left
D. although

26. Which of the following sentences contains a subordinate clause?

- A. Sal pitched the ball, and Mel hit a home run.
B. After Mike struck out, Ed came up to bat.
C. Lou was the best catcher in the league for two years in a row.
D. Our team made it to the state championships; we could hardly believe it!

27. Which of the answer choices combines these two sentences by using a subordinate clause that shows a cause-and-effect relationship?

I did my homework. I went to the park.

- A. After I did my homework, I went to the park.
B. Although I did my homework, I went to the park too.
C. Because I had done my homework, I was able to go to the park.
D. Before I did my homework, I went to the park.

WRITING

28. Think of an important event in history. Imagine that you experienced the event—either as a direct participant or as a witness—and are writing a diary entry about your experience.

Write three sentences that you might include in your diary entry. Make sure to name the historical event in one of the three sentences.

29. Think of a specific topic for a research report—one that is neither too broad nor too narrow.

Write down the topic. Then, write four questions that you would like to answer about the topic.

Vocabulary in Context

Identify the answer choice that best completes the statement.

1. Cranberries are grown in marshes or _____ .
 - A. bogs
 - B. gulfs
 - C. counties
 - D. cemeteries
2. She always speaks honestly and _____ about her life.
 - A. utterly
 - B. plainly
 - C. timidly
 - D. precisely
3. You should always try to learn from your bosses and their _____ .
 - A. servers
 - B. heritage
 - C. superiors
 - D. adults
4. Hanging from the mailbox after the winter storm were long _____ .
 - A. whirlwinds
 - B. icicles
 - C. snowflakes
 - D. crevices
5. Because he has excellent grades in high school, he hopes to receive a _____ to attend college.
 - A. spectator
 - B. philosophy
 - C. scholarship
 - D. essayist
6. I drank my soda too fast, and now I am in _____ .
 - A. gouged
 - B. agony
 - C. commotion
 - D. belching
7. When she missed her bus, she immediately became very _____ .
 - A. haste
 - B. abruptly
 - C. agitated
 - D. effective

8. Before she returned to the United States by ship, she lived in several countries_____ .
- A. overseas
 - B. foothills
 - C. homeland
 - D. largely
9. I did not finish my homework, so I handed in an_____ paper.
- A. awaited
 - B. unseen
 - C. incomplete
 - D. exaggerated
10. My family are the people whom I most love and_____ .
- A. raved
 - B. cherish
 - C. convey
 - D. congratulate
11. Every time you say something, information about you is_____ .
- A. posed
 - B. compelled
 - C. predicted
 - D. revealed
12. The batter hit the ball right to the_____ , who caught it.
- A. triple
 - B. stadium
 - C. shortstop
 - D. squatter
13. This action requires the consent of all the members of the police_____ .
- A. squad
 - B. scabbard
 - C. handcuffed
 - D. lieutenant
14. We liked your book and,_____ , we would like to publish it.
- A. highlighted
 - B. onward
 - C. moreover
 - D. headlong

15. The sad tune was played at the close of the day by the _____ .
- A. bugler
 - B. earl
 - C. commissioner
 - D. fugitive
16. After hiking in the field, I had to pick off the sticky _____ attached to my clothes.
- A. clods
 - B. topsoil
 - C. burs
 - D. corduroy
17. That is not what I said, so you must have _____ me.
- A. appropriated
 - B. insulated
 - C. unconcealed
 - D. misunderstood
18. I plan to cook pancakes on the hot _____ .
- A. hubbub
 - B. griddle
 - C. shackles
 - D. crossbar
19. If some of the cows start to wander, we must round up the _____ .
- A. premises
 - B. stragglers
 - C. chargers
 - D. specters
20. This farmland has been in our family for many years and was the site of our _____ home.
- A. inevitable
 - B. agriculture
 - C. valid
 - D. ancestral

Diagnostic Tests and Vocabulary in Context Use and Interpretation

The Diagnostic Tests and Vocabulary in Context were developed to assist teachers in making the most appropriate assignment of *Prentice Hall Literature* program selections to students. The purpose of these assessments is to indicate the degree of difficulty that students are likely to have in reading/comprehending the selections presented in the *following* unit of instruction. Tests are provided at six separate times in each in each grade level—a *Diagnostic Test* (to be used prior to beginning the year's instruction) and a *Vocabulary in Context*, the final segment of the Benchmark Test appearing at the end of each of the first five units of instruction. Note that the tests are intended for use not as summative assessments for the prior unit, but as guidance for assigning literature selections in the upcoming unit of instruction.

The structure of all Diagnostic Tests and Vocabulary in Context in this series is the same. All test items are four-option, multiple-choice items. The format is established to assess a student's ability to construct sufficient meaning from the context sentence to choose the only provided word that fits both the semantics (meaning) and syntax (structure) of the context sentence. All words in the context sentences are chosen to be "below-level" words that students reading at this grade level should know. All answer choices fit *either* the meaning or structure of the context sentence, but only the correct choice fits *both* semantics and syntax. All answer choices—both correct answers and incorrect options—are key words chosen from specifically taught words that will occur in the subsequent unit of program instruction. This careful restriction of the assessed words permits a sound diagnosis of students' current reading achievement and prediction of the most appropriate level of readings to assign in the upcoming unit of instruction.

The assessment of vocabulary in context skill has consistently been shown in reading research studies to correlate very highly with "reading comprehension." This is not surprising as the format essentially assesses comprehension, albeit in sentence-length "chunks." Decades of research demonstrate that vocabulary assessment provides a strong, reliable prediction of comprehension achievement—the purpose of these tests. Further, because this format demands very little testing time, these diagnoses can be made efficiently, permitting teachers to move forward with critical instructional tasks rather than devoting excessive time to assessment.

It is important to stress that while the Diagnostic and Vocabulary in Context were carefully developed and will yield sound assignment decisions, they were designed to *reinforce*, not supplant, teacher judgment as to the most appropriate instructional placement for individual students. Teacher judgment should always prevail in making placement—or indeed other important instructional—decisions concerning students.

Diagnostic Tests and Vocabulary in Context Branching Suggestions

These tests are designed to provide maximum flexibility for teachers. Your *Unit Resources* books contain the 40-question **Diagnostic Test** and 20-question **Vocabulary in Context** tests. At *PHLitOnline*, you can access the Diagnostic Test and complete 40-question Vocabulary in Context tests. Procedures for administering the tests are described below. Choose the procedure based on the time you wish to devote to the activity and your comfort with the assignment decisions relative to the individual students. Remember that your judgment of a student's reading level should always take precedence over the results of a single written test.

Feel free to use different procedures at different times of the year. For example, for early units, you may wish to be more confident in the assignments you make—thus, using the “two-stage” process below. Later, you may choose the quicker diagnosis, confirming the results with your observations of the students' performance built up throughout the year.

The **Diagnostic Test** is composed of a single 40-item assessment. Based on the results of this assessment, make the following assignment of students to the reading selections in Unit 1:

Diagnostic Test Score	Selection to Use
If the student's score is 0–25	more accessible
If the student's score is 26–40	more challenging

Outlined below are the three basic options for administering **Vocabulary in Context** and basing selection assignments on the results of these assessments.

1. For a one-stage, quicker diagnosis using the 20-item test in the *Unit Resources*:

Vocabulary in Context Test Score	Selection to Use
If the student's score is 0–13	more accessible
If the student's score is 14–20	more challenging

2. If you wish to confirm your assignment decisions with a *two-stage* diagnosis:

Stage 1: Administer the 20-item test in the <i>Unit Resources</i>	
Vocabulary in Context Test Score	Selection to Use
If the student's score is 0–9	more accessible
If the student's score is 10–15	(Go to Stage 2.)
If the student's score is 16–20	more challenging

Stage 2: Administer items 21–40 from <i>PHLitOnline</i>	
Vocabulary in Context Test Score	Selection to Use
If the student's score is 0–12	more accessible
If the student's score is 13–20	more challenging

3. If you base your assignment decisions on the full 40-item **Vocabulary in Context** from *PHLitOnline*:

Vocabulary in Context Test Score	Selection to Use
If the student's score is 0–25	more accessible
If the student's score is 26–40	more challenging

Grade 8—Benchmark Test 9 Interpretation Guide

For remediation of specific skills, you may assign students the relevant Reading Kit Practice and Assess pages indicated in the far-right column of this chart. You will find rubrics for evaluating writing samples in the last section of your Professional Development Guidebook.

Skill Objective	Test Items	Number Correct	Remediation (Reading Kit)
Reading Skill			
Draw Conclusions	1, 2, 3, 4, 5		pp. 202, 203
Compare and Contrast Features and Elements	6, 7, 8		pp. 204, 205
Literary Analysis			
Stage Directions (Setting and Characters)	9, 12, 13		pp. 206, 207
Setting	10, 11		pp. 208, 209
Comparing Adaptations to Originals	14, 15, 16		pp. 210, 211
Vocabulary			
Suffixes -ory	17		pp. 212, 213
Grammar			
Participles and Participial Phrases	18, 19, 20, 21, 23		pp. 214, 215
Gerund	22, 24, 25		pp. 216, 217
Writing			
Public Service Announcement	26	Use rubric	n/a
Comparison-and-Contrast Essay	27	Use rubric	pp. 200, 201
Business Letter	28	Use rubric	pp. 220, 221

Grade 8—Benchmark Test 10 Interpretation Guide

For remediation of specific skills, you may assign students the relevant Reading Kit Practice and Assess pages indicated in the far-right column of this chart. You will find rubrics for evaluating writing samples in the last section of your Professional Development Guidebook.

Skill Objective	Test Items	Number Correct	Reading Kit
Reading Skill			
Cause and Effect	1, 2, 3, 4, 5, 6		pp. 222, 223
Evaluate Unity and Coherence	7, 8, 9, 10		pp. 224, 225
Literary Analysis			
Dialogue	11, 12, 13		pp. 226, 227
Character Motivation	14, 15		pp. 228, 229
Comparing a Primary Source With a Dramatization	16, 17, 18		pp. 230, 231
Vocabulary			
Suffixes and Prefixes <i>-ist, in-</i>	19, 20		pp. 232, 233, 212, 213
Grammar			
Dangling and Misplaced Modifiers	21, 22		n/a
Independent and Subordinate Clauses	23, 24, 25, 26		pp. 234, 235, 236, 237
Revising to Combine Sentences Using Subordinate Clauses	27		pp. 236, 237
Writing			
Diary Entry	28	Use rubric	pp. 240, 241
Research Report	29	Use rubric	pp. 244, 245

ANSWERS

Big Question Vocabulary—1, p. 1

Sample Answers

- A.**
1. assumption
 2. distinguish
 3. represent
 4. sympathy
 5. class
- B.**
1. sympathy
 2. class
 3. represent
 4. distinguish
 5. assumption

Big Question Vocabulary—2, p. 2

Sample Answers

1. I agree with Peg. We probably don't have any *common* interests with Grace, so let's *divide* the class differently and invite someone else to join our group.
2. I disagree with Peg. I think she's wrong to *discriminate* against Grace. It sounds like a really unfair *generalization* about quiet people, too. I think Peg is being *superficial* in her judgment.

Big Question Vocabulary—3, p. 3

Sample Answers

1. Friends should share common interests and goals, so that they can connect and *identify* with each other. They should treat each other with respect and tolerance and not *judge* or criticize each other.
2. To *unify* people of *separate* groups, I would try to encourage people to treat one another fairly and to always work for the success and safety of the country.
3. Children should be taught the value of *tolerance* so that they treat one another fairly and remain willing to work together.

from Anne Frank & Me by Cherie Bennett

Vocabulary Warm-up Exercises, p. 8

- A.**
1. certainly
 2. angel
 3. instantly
 4. shield
 5. flooded
 6. disturb
 7. privacy
 8. possible

B. Sample Answers

1. An *intelligent* student should be able to make good grades since that person has a good ability to learn and understand.

2. When you *assure* others of something, you want them to believe it's true, but a liar would have a hard time getting others to believe him or her and would have to work harder at it.
3. A person in Hawaii would have a *shocked* expression upon seeing snow because Hawaii is a tropical island with warm weather year-round.
4. Many people are likely to *disapprove* of violent video games, especially those who feel that these games tend to make children act with violence.
5. Experiences that regularly reveal people as mean and uncaring would tend to make a person *cynical*.
6. Because gossip is often based on opinion or some sort of personal gain rather than on facts, it is smart to be *skeptical* about it.
7. A good *conversation* requires two people to listen and talk to each other, so neither person should be distracted by other things such as television.

Reading Warm-up A, p. 9

Sample Answers

1. for the Germans to attack over the Ardennes Mountains; I got an A from Ms. Jones on my term paper even though my friends did not think it was *possible*.
2. (the ugly war); I would *shield* my children from a war by keeping them physically safe and as much as possible, not letting them see the awful things that go on during wartime.
3. her to learn only from stories; I *certainly* want to learn to speak Spanish fluently.
4. (I planned to read my grandmother's diary.); I recently asked my family not to *disturb* me while I worked on my science fair project.
5. (alone); When I want *privacy*, I go up to our attic.
6. her [grandmother's] presence; If the writer had been able to see her grandmother as an *angel*, this experience would be almost like seeing her in person and would have *flooded* the writer with her grandmother's presence.
7. (my grandmother's voice in her words); *Instantly* means "right away."

Reading Warm-up B, p. 10

Sample Answers

1. The scene the soldiers found there; *Cynical* means "unwilling to believe that people are good or that they have honest reasons for their behavior."
2. (the horror); At our school last week, every *conversation* seemed to be about the basketball team's undefeated record.
3. *Shocked* people might have had pale faces, wide eyes, and gaping jaws.
4. unbelievable; I felt *skeptical* about an e-mail I received that promised me thousands of dollars if I forwarded the message to ten friends.

5. (reports of Hitler's inhumanity OR news); Joe is one very *intelligent* person I know. He never needs to study, and he understands a concept the first time it is explained to him.
6. The Germans do not want to be viewed as guilty for Hitler's crimes, so they continue to *assure* the world how much they *disapprove* of all of his methods.
7. evil, anti-Semitism; I believe that fear of and ignorance about people who are different are two things that have most often *triggered* horrible events in the world.

Cherie Bennett

Listening and Viewing, p. 11

Segment 1. Her father's work as a writer for television shows influenced her to write. She first wrote a young adult book while in college; it was from the point of view of a teenager. Students may suggest titles of books that have young protagonists and deal with issues and themes important to adolescents.

Segment 2. Students may answer that she wrote *Anne Frank & Me* as a play in order to make a more intense and immediate impact on the audience. After seeing the play in a special matinee in New York, students went back to their school libraries and demanded that *The Diary of Anne Frank* be added to their library.

Segment 3. Cherie Bennett and Jeff Gottesfeld write their ideas for a story on index cards and organize them on a wall in order to build the story piece by piece. Students may answer that outlining is important because it gives structure to a story, forces the writers to move the plot forward, and ensures that details are not being repeated or overlooked.

Segment 4. Reading can open the reader's mind to new ideas and help the reader develop his or her ideas, interests, and emotions. Expressing one's self in writing gives the writer a chance to make his or her own decisions. Students may answer that it is important to practice writing while you are younger in order to improve your skills and talent over time.

Learning About Drama, p. 12

1. Morgan O'Neil
2. The set is a neat, furnished living room with pictures on the wall and flowers in vases.
3. Charlie plans to be a magician at a children's birthday party.
4. Monica is skeptical, or unsure, at first.
5. Necessary props are a book bag, a backpack, an old top hat, a stuffed rabbit, and a deck of cards.

from *Anne Frank & Me* by Cherie Bennett

Model Selection: Drama, p. 13

- A.** 1. a cattle car on a train traveling somewhere in Holland

2. French
3. She is shocked.
4. Nicole must be a mind reader or an angel.
5. a bucket and a coat

B. Sample Answer

The beginning stage directions and Nicole's opening monologue suggest that the cattle car has many people riding in it. Nicole hears the newcomers speaking Dutch. The smell must be strong and unpleasant, with an open bucket for a toilet and many people crowded together. Through Anne and Nicole's conversation, we learn that Nicole has been on the train for 17 days without the benefit of a bath.

Open-Book Test, p. 14

Short Answer

1. It has a happy ending and often features normal characters in funny situations.
Difficulty: *Easy* **Objective:** *Literary Analysis*
2. It is written to be performed.
Difficulty: *Average* **Objective:** *Literary Analysis*
3. Dialogue is conversation, the words the characters say to each other.
Difficulty: *Easy* **Objective:** *Literary Analysis*
4. The main character, who is often a person of great importance, suffers a downfall.
Difficulty: *Challenging* **Objective:** *Literary Analysis*
5. It begins with a monologue—a long, uninterrupted speech—by Nicole.
Difficulty: *Average* **Objective:** *Literary Analysis*
6. She has been on the train for many days.
Difficulty: *Average* **Objective:** *Interpretation*
7. Anne mentions that the train smells bad, as if it had been closed off for a long time.
Difficulty: *Average* **Objective:** *Interpretation*
8. She's shocked because Nicole knows her name even though they have never met.
Difficulty: *Easy* **Objective:** *Interpretation*
9. [col 2, row 1] Aboard a train
[col 2, row 2] Anne Frank and Nicole
[col 2, row 3] Nicole knows facts about Anne that she should not know.
It is unusual for two people who have not met before to have a conflict. Also, their conflict arises due to time travel, which is unusual, especially in drama.
Difficulty: *Average* **Objective:** *Literary Analysis*

10. The stage directions tell that she is shocked at first, then skeptical, and finally cynical.
Difficulty: *Challenging* **Objective:** *Literary Analysis*

Essay

11. Students' essays should focus on the uncomfortable conditions on the train. They may point out that the train is crowded, that people are speaking a variety of languages, and that the smell must be strong and unpleasant.
Difficulty: *Easy* **Objective:** *Essay*
12. Most students will say that Anne Frank as characterized in the excerpt is sensitive to the needs of others. Evidence includes her response when Nicole wakes her up, her offer to shield Nicole, and her comment about the stench in the train car.
Difficulty: *Average* **Objective:** *Essay*
13. Students' essays should include details that describe Anne and Nicole. They should note that the characters' emotions—Anne's kindness, compassion, shock, skepticism, and cynicism and Nicole's confusion and fear—help make them believable. Students should point out the use of stage directions and dialogue that work to create believable characters.
Difficulty: *Challenging* **Objective:** *Essay*
14. Students should point out that Anne is Jewish and is European, while Nicole is American and not Jewish. Anne lives in the 1940s, while Nicole is from the present. Students may feel that since they are both on a train that is going to a concentration camp, their similarities are more important than their differences. They both share the same fears and desires, and are both headed toward the same fate.
Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the selections.
Difficulty: *Average* **Objective:** *Oral Interpretation*

Selection Test A, p. 17

Learning About Drama

- | | | |
|-----------|-----------|------------------------|
| 1. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 2. ANS: B | DIF: Easy | OBJ: Literary Analysis |
| 3. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 4. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 5. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 6. ANS: A | DIF: Easy | OBJ: Literary Analysis |

Critical Reading

- | | | |
|-----------|-----------|--------------------|
| 7. ANS: C | DIF: Easy | OBJ: Comprehension |
| 8. ANS: C | DIF: Easy | OBJ: Comprehension |

- | | | |
|------------|-----------|---------------------|
| 9. ANS: A | DIF: Easy | OBJ: Comprehension |
| 10. ANS: B | DIF: Easy | OBJ: Interpretation |
| 11. ANS: C | DIF: Easy | OBJ: Interpretation |
| 12. ANS: A | DIF: Easy | OBJ: Comprehension |
| 13. ANS: A | DIF: Easy | OBJ: Interpretation |
| 14. ANS: D | DIF: Easy | OBJ: Comprehension |
| 15. ANS: D | DIF: Easy | OBJ: Interpretation |

Essay

16. Students' essays should focus on the uncomfortable conditions on the train. Some details might include Nicole's observation that more people rounded up by the Nazis were shoved into the car. This fact suggests that conditions are crowded. People are speaking Dutch and other languages. They are probably afraid and tired. The smell must be strong and unpleasant because there is an open bucket for a toilet, and people have been traveling for many days without bathing.
Difficulty: *Easy*
Objective: *Essay*
17. Students' essays should include at least two of Anne's specific reactions to Nicole's comments. They might mention the reactions described in the stage directions, such as shock, skepticism, and cynicism. They also might mention Anne's attempts to explain how Nicole knows things about her life, such as the idea that Nicole is a mind reader or an angel, or that her father or Peter is playing a game with her.
Difficulty: *Easy*
Objective: *Essay*
18. Students should point out that Anne is Jewish and is European, while Nicole is American and not Jewish. Anne lives in the 1940s, while Nicole is from the present. Students may feel that since they are both on a train that is going to a concentration camp, their similarities are more important than their differences. They both share the same fears and desires, and are both headed toward the same fate.
Difficulty: *Average* **Objective:** *Essay*

Selection Test B, p. 20

Learning About Drama

- | | | |
|-----------|------------------|------------------------|
| 1. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 2. ANS: A | DIF: Challenging | OBJ: Literary Analysis |
| 3. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 4. ANS: D | DIF: Average | OBJ: Literary Analysis |
| 5. ANS: C | DIF: Average | OBJ: Literary Analysis |

Critical Reading

- | | | |
|-----------|--------------|--------------------|
| 6. ANS: B | DIF: Average | OBJ: Comprehension |
| 7. ANS: A | DIF: Average | OBJ: Comprehension |

- | | | |
|------------|------------------|------------------------|
| 8. ANS: C | DIF: Challenging | OBJ: Interpretation |
| 9. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 10. ANS: B | DIF: Challenging | OBJ: Interpretation |
| 11. ANS: C | DIF: Average | OBJ: Comprehension |
| 12. ANS: A | DIF: Average | OBJ: Comprehension |
| 13. ANS: C | DIF: Challenging | OBJ: Comprehension |
| 14. ANS: B | DIF: Average | OBJ: Interpretation |
| 15. ANS: A | DIF: Average | OBJ: Comprehension |
| 16. ANS: C | DIF: Average | OBJ: Comprehension |
| 17. ANS: A | DIF: Average | OBJ: Comprehension |
| 18. ANS: D | DIF: Average | OBJ: Interpretation |
| 19. ANS: B | DIF: Challenging | OBJ: Literary Analysis |
| 20. ANS: D | DIF: Average | OBJ: Literary Analysis |

Essay

21. Most students will say that Anne Frank as characterized in the excerpt is sensitive to the needs of others. Evidence includes her saying, “It’s all right” when Nicole wakes her up; her offering to shield Nicole at the toilet; her comment, “It’s not important” regarding the stench she notices in the cattle car.

Difficulty: Average **Objective:** Essay

22. Students’ essays should include details that describe Anne and Nicole as round—not flat or one-dimensional—characters. (Students do not need to use the terms *round* and *flat* per se.) Anne’s impulse to help Nicole by shielding her with a coat indicate her kindness and compassion. Anne’s reactions of shock, skepticism, and cynicism to what Nicole tells her make Anne complex and realistic. Nicole’s attempt to keep track of the date suggests that she is confused and probably afraid. As Nicole recalls more details about Anne’s personal life, the girl becomes increasingly surprised and confused. As such, she is another round, or complex, character.

Difficulty: Average **Objective:** Essay

23. Students should point out that Anne is Jewish and is European, while Nicole is American and not Jewish. Anne lives in the 1940s, while Nicole is from the present. Students may feel that since they are both on a train that is going to a concentration camp, their similarities are more important than their differences. They both share the same fears and desires, and are both headed toward the same fate.

Difficulty: Average

Objective: Essay

The Governess by Neil Simon

Vocabulary Warm-up Exercises, p. 24

- A.**
- excelled
 - sensitive
 - unjust
 - wandering

- permission
- recall
- saucer
- blunt

B. Sample Answers

- The per question girl has a great deal of respect for royalty, so she *curtsies* whenever she sees the queen.
- The noisy people wanted to stay in the theater, but the usher had to *insist* that they leave.
- There were so many *discrepancies* between the plans and the finished product that the two looked completely dissimilar.
- An expert on weather, he would never have a look of *bafflement* on his face *concerning* rain or any other type of weather.
- Since I really liked *financial* matters, I planned to get a job as a bank teller.
- The stuck-up lady felt that most other people were *inferior* to her.

Reading Warm-up A, p. 25

Sample Answers

- (treatment of the governess); Since bratty children behave badly, especially toward others, they would tend to treat anyone caring for them in *unjust* ways.
- tears; Eighth-graders might be *sensitive* about anything related to their appearance.
- To be *straightforward*, however, the life of a governess was not so bad.
- schoolwork; I think a governess would also have *excelled* in getting along with others and organizing her time.
- (minds); The children’s minds might be *wandering* because something outside caught their attention or they were daydreaming about playing.
- cup; A *saucer* is a small round plate on which you put a cup.
- (to take days off); Last week, when I asked *permission* to spend the night at Joe’s, my parents said no because of the chores I needed to do.
- (her time with the family); I *recall* my last birthday when I had my friends over and we stayed up most of the night laughing, talking, and eating.

Reading Warm-up B, p. 26

Sample Answers

- housekeeper; *Inferior* means “not as good as someone else.”
- A housekeeper who was *lax* about handling the *financial* affairs would no doubt be fired, since she would be wasting the family’s money.
- (in the kitchen); I once saw a soccer coach who showed lots of *discrepancies* in how he treated boys and girls on his team. The boys were given more opportunities to play

and were encouraged to be more aggressive in shooting for the goal.

- (ladies of the house); When people *insist*, they demand that something be done and usually don't give in until it is.
- nicely; The maid stops her duties and *curtsies* to the king and queen whenever they pass.
- (the man confronts his wife's complaints about nannies, maids, and footmen); An expression of *bafflement* would include a wrinkled brow, questioning eyes, and a frown.
- (wives); All matters *concerning* business were left to the husbands.

Writing About the Big Question p. 27

- A.**
- class
 - tolerance
 - discriminate
- B. Sample Answer**

My friend Kris showed sympathy to me when I broke my arm last year. She helped me carry my books, and she came over to watch movies with me because I couldn't play sports.

C. Sample Answer

People sometimes identify themselves as part of a group on the basis of appearance. If we judge others on the basis of superficial differences, we may miss out on what could be a good friendship. For instance, one time a new girl in school got teased because she didn't dress the same way as the other students. But another girl got to know her and found out she was really funny and good at drawing. They became friends because their shared interests were more important than looking different on the outside.

Reading: Draw Conclusions, p. 28

Sample Answers

Mistress's Statements: "I've always subtracted Sundays." "I'm so sensitive to tears." "A cruel lesson just to teach you." "Is it possible to be so spineless?"

Mistress's Actions: Forces Julia to look at her; doesn't understand Julia's humility.

Mistress's Treatment of Julia: Cheats her of 70 rubles; admits she cheated Julia to teach her a lesson; criticizes Julia for accepting poor treatment.

Conclusions: Mistress is cruel and selfish; she doesn't understand the feelings of others.

Literary Analysis: Stage Directions, p. 29

- What It Describes:* character's feelings
What It Tells You: Julia is fearful and humble.
- What It Describes:* character's feelings
What It Tells You: Julia is upset.
- What It Describes:* characters, lighting

What It Tells You: Julia is humble, displays manners; Mistress doesn't understand Julia; the scene is over.

Vocabulary Builder, p. 30

A. Sample Answers

- The investigating officer should check out the *discrepancies* to determine who is telling the truth.
- No, it would not be surprising if my boss *discharged*, or fired, me for getting to work late day after day.
- Someone who is *guileless* is innocent and believing, and much more likely to believe a lie, than someone who is not *guileless*.
- No, a worker doing a *satisfactory* job would probably please a supervisor.
- A king's subjects were always considered *inferior* to the king, who was above everyone.
- Someone who expresses *bafflement* about instructions is confused by them and probably won't do the task well.
- The opinion of your supervisor is more important—your supervisor is your boss, whereas your coworkers are your equals.

- B.**
- F; A mandatory payment is one that you have to make, whether you want to or not.
 - T; A hortatory statement urges or exhorts you to do something.
 - T; Sensory perception has to do with the five senses, and hearing is one of those senses.

Enrichment: Describe a Scene, p. 31

Sample Answers

Set and Props (include furniture, wall decorations, and so on): Set might include an elaborate desk and chair for Mistress and a second chair for Julia to sit in; rich carpets on the floor; paintings on the wall in the late-nineteenth-century style; gas lamps.

Mistress's Costume: Mistress would probably be wearing a full-length dress in a material such as silk or satin, probably in a dark color such as maroon, with a high neckline and lace details. She might wear jewelry such as rings, earrings, and a brooch.

Julia's Costume: Julia would wear a full-length dress in a material such as cotton or wool, in a dark color such as gray or brown with few details. She would not wear jewelry.

Integrated Language Skills: Grammar, p. 32

- A.**
- Sitting behind her desk, Mistress questions Julia.
 - Julia, worried about her job, answered hesitantly.
 - Mistress, asking questions repeatedly, made Julia more nervous.
 - Julia, weeping quietly, stared at the ground.
 - Lifting Julia's head, Mistress made her look up.
 - Mistress gave Julia the rest of her money, insisting that she take it.
 - Baffled by the encounter, Mistress sat alone onstage.

B. Sample Answers

1. Curtsying to Mistress, Julia waited anxiously
2. Mistress, writing in her book, kept subtracting rubles.
3. Julia, confused by the questions, did not know what to say.
4. Mistress, handing Julia the envelope, insisted she count the money.
5. Angered by Julia's humility, Mistress shouted at her.

Open-Book Test, p. 35

Short Answer

1. They show that she is the Mistress's servant.
Difficulty: *Easy* **Objective:** *Literary Analysis*
2. Students may respond that Julia is the Mistress's social inferior, lower in rank. However, in terms of her moral character and other qualities, she might be considered superior instead of inferior.
Difficulty: *Average* **Objective:** *Vocabulary*
3. According to the stage directions, Julia keeps tilting her head down and speaks softly. These actions indicate a character who is feeling timid and overwhelmed.
Difficulty: *Average* **Objective:** *Literary Analysis*
4. Sample answers:
(col 3, row 2) She thinks highly of herself.
(col 3, row 3) She feels powerless.
The Mistress only mentions her math skills to make herself feel good. Julia knows that counting the coins won't help her situation.
Difficulty: *Average* **Objective:** *Reading*
5. She is unfeeling, manipulative, and cruel. She plays a mind game that upsets Julia, and she insults Julia by calling her a simpleton.
Difficulty: *Easy* **Objective:** *Interpretation*
6. The Mistress freely gives Julia the money, even though other employers haven't paid Julia at all. Although she has been cruel in many ways, the Mistress is actually also generous.
Difficulty: *Average* **Objective:** *Reading*
7. It is difficult for people from different social classes to understand one another. The Mistress thinks she is helping Julia by teaching her a lesson about assertiveness, but when she says things like "You're much too trusting," it is clear she has no true sense of Julia's motivations or situation.
Difficulty: *Average* **Objective:** *Interpretation*
8. The Mistress says, "Why don't you speak up? Why don't you cry out against this cruel and unjust treatment?" Because the Mistress comes from a social class that does give her the power to protest injustice, she has little or no understanding of the factors that make Julia unable to make such a protest.
Difficulty: *Challenging* **Objective:** *Interpretation*

9. Judging from her faint smile at the end of the play, Julia may not be as innocent or free from trickery as she seemed in the beginning.

Difficulty: *Challenging* **Objective:** *Vocabulary*

10. The Mistress has no comprehension at all of Julia and her behavior; her look reveals a lack of understanding between the social classes.

Difficulty: *Challenging* **Objective:** *Literary Analysis*

Essay

11. Students might note that the Mistress says she wants Julia to learn that people can be cruel and might cheat her. She wants Julia to use this knowledge to become less trusting. Julia has learned that lesson and has also learned that the Mistress is one of those people. Students should point out that the Mistress's actions have taught Julia to be prepared for the next incident of cruelty—to become less trusting, as the Mistress has instructed.
Difficulty: *Easy* **Objective:** *Essay*
12. Students might note that Julia feels both inferior and superior to Mistress and is afraid of her. Supporting details might include Julia's habit of looking down and curtsying, her crying, and her smile at the end.
Difficulty: *Easy* **Objective:** *Essay*
13. Students may point out that the lack of detail leads the reader to assume that the playwright is making a statement about the universality of the situation. They may note that because the play could take place at various places in various times, it implies that the great gap between the classes illustrated in the play is generally true. Some students may note the use of *rubles*, Russian money, which is the only detail that defines the setting.
Difficulty: *Challenging* **Objective:** *Essay*
14. Students should note that at the beginning of the play, Julia is fearful and confused and the Mistress is cruel and manipulative. By the end of the play, Julia, while still seeming humble, also seems wiser. The Mistress, on the other hand, is left confused. Students may point out that the playwright is saying that despite differences in class, human nature itself will always have similarities.
Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the selections.
Difficulty: *Average* **Objective:** *Oral Interpretation*

Selection Test A, p. 38

Critical Reading

- | | | |
|-----------|-----------|------------------------|
| 1. ANS: C | DIF: Easy | OBJ: Comprehension |
| 2. ANS: C | DIF: Easy | OBJ: Interpretation |
| 3. ANS: D | DIF: Easy | OBJ: Literary Analysis |

4. ANS: B	DIF: Easy	OBJ: Reading	6. ANS: D	DIF: Average	OBJ: Literary Analysis
5. ANS: B	DIF: Easy	OBJ: Comprehension	7. ANS: A	DIF: Average	OBJ: Comprehension
6. ANS: C	DIF: Easy	OBJ: Literary Analysis	8. ANS: B	DIF: Average	OBJ: Reading
7. ANS: B	DIF: Easy	OBJ: Interpretation	9. ANS: B	DIF: Average	OBJ: Literary Analysis
8. ANS: D	DIF: Easy	OBJ: Comprehension	10. ANS: B	DIF: Average	OBJ: Interpretation
9. ANS: A	DIF: Easy	OBJ: Reading	11. ANS: C	DIF: Challenging	OBJ: Reading
10. ANS: A	DIF: Easy	OBJ: Literary Analysis	12. ANS: A	DIF: Average	OBJ: Literary Analysis
11. ANS: B	DIF: Easy	OBJ: Comprehension			
12. ANS: D	DIF: Easy	OBJ: Interpretation			

Vocabulary and Grammar

13. ANS: C	DIF: Easy	OBJ: Vocabulary
14. ANS: B	DIF: Easy	OBJ: Vocabulary
15. ANS: A	DIF: Easy	OBJ: Grammar

Essay

16. Students might note that Mistress says she wants Julia to learn that people can be cruel and can set out to cheat her. She wants Julia to use this knowledge to become less trusting. Julia has learned not only that people can be cruel but also that Mistress is one of those people. Students should point out that Mistress's actions have taught Julia that she is in a position of inferiority and must take whatever the Mistress hands out because if Julia protests she might lose her job. Julia can use her newfound knowledge to try to be prepared for the next incident of cruelty—to become less trusting, as the Mistress has instructed.

Difficulty: Easy Objective: Essay

17. Students' answers might note that Julia feels both inferior and superior to Mistress and is afraid of her. Supporting details might include Julia's habit of looking downward and curtsying, which implies inferiority; her crying, which hints at fear; and her smile at the end, which implies that Julia is superior because she knows something Mistress does not know.

Difficulty: Easy Objective: Essay

18. Students should note that at the beginning of the play, Julia is fearful and confused. The Mistress is cruel and scheming. By the end of the play, Julia still seems humble but also wiser. The Mistress, on the other hand, is left confused.

Difficulty: Average Objective: Essay

Selection Test B, p. 41

Critical Reading

1. ANS: B	DIF: Average	OBJ: Comprehension
2. ANS: D	DIF: Average	OBJ: Literary Analysis
3. ANS: B	DIF: Average	OBJ: Interpretation
4. ANS: D	DIF: Average	OBJ: Comprehension
5. ANS: A	DIF: Challenging	OBJ: Reading

Vocabulary and Grammar

13. ANS: B	DIF: Average	OBJ: Vocabulary
14. ANS: D	DIF: Average	OBJ: Vocabulary
15. ANS: A	DIF: Average	OBJ: Vocabulary
16. ANS: B	DIF: Average	OBJ: Grammar
17. ANS: C	DIF: Average	OBJ: Grammar
18. ANS: A	DIF: Average	OBJ: Grammar

Essay

19. Students' answers might note that Julia feels both inferior and superior to Mistress and is afraid of her. Supporting details might include Julia's habit of looking downward and curtsying, two actions that imply inferiority; her crying, which hints at fear; and her smile at the end, which implies that Julia is superior because she knows something Mistress does not know.

Difficulty: Average Objective: Essay

20. Students' answers might point out that the lack of detail leads the reader to assume the playwright is making a statement about the universality of the situation. Students may note that because the play could take place in various places at various times, it implies that the great gap between the classes illustrated in the play is something that is generally true. Students may point out that the only detail that places the play is the use of *rubles*, Russian money. However, they may note that the relationship between Julia and Mistress is common between servant and master or, at times, between worker and boss.

Difficulty: Average Objective: Essay

21. Students should note that at the beginning of the play, Julia is fearful and confused and the Mistress is cruel and manipulative. By the end of the play, Julia, while still seeming humble, also seems wiser. The Mistress, on the other hand, is left confused. Students may point out that the playwright is saying that despite differences in class, human nature itself will always have similarities.

Difficulty: Average Objective: Essay

The governess by Neil Simon

“The Ninny” by Anton Chekhov

Vocabulary Warm-up Exercises, p. 45

- A.**
1. account
 2. settle
 3. furious
 4. temper
 5. pacing
 6. ninny or nitwit
 7. nitwit or ninny
 8. merci

B. Sample Answers

1. F; A *chambermaid* needs to be careful not to break or ruin anything, so *carelessness* is not a desirable quality.
2. F; A *governess* should obey her employer’s wishes unless they cause harm.
3. T; *Perspiration* is the body’s way of keeping us cooler.
4. T; Someone *spineless*, or lacking courage, would probably respond *timidly*, without confidence.
5. F; It is just the opposite. *Trimmings* turn plain curtains into fancy ones.
6. T; An *heirloom* is something valuable passed down in families and should be treasured.

Reading Warm-up A, p. 46

Sample Answers

1. a red-faced; My uncle has a *furious temper*. He always blows up quickly at the slightest thing, but he cools off quickly, too, and doesn’t hold a grudge.
2. (amount, handed him several large bills); Someone would *settle* an *account* when he or she is ready to check out of a hotel and has received the bill.
3. as if she had just walked off a street in Paris; “Thank you,” she said, as if she had just walked off a street in Paris.
4. up and back; Someone would be *pacing* out of nervousness or because the activity seems to help him or her think better.
5. (fool); I should be careful about using the words *ninny* and *nitwit* because they both could easily insult someone and hurt a person’s feelings.

Reading Warm-up B, p. 47

Sample Answers

1. (hard work); Playing football in ninety-degree weather causes a lot of *perspiration*.
2. cleaning the rooms; A *chambermaid* today might work in a hotel or for a very rich person who lives in a mansion.
3. (breaking a cup); Out of *carelessness*, I missed two questions on the test.
4. (bravely); The frightened dog *timidly* peered into the crowded room.

5. beautiful dresses; Today, you might see expensive *trimmings* on a wedding dress or a ball gown.
6. had been in the family for years; A portrait of my great-great-grandfather painted in oils is an *heirloom* in our family.
7. (hired . . . to turn her into a proper lady); The duties of a *governess* might include teaching lessons to the children, showing them correct manners, helping them choose what clothes to wear, and helping prepare them for the grown-up world.
8. she succeeded in not only becoming a brilliant mathematician, but also a writer and a champion of women’s rights; A *spineless* person could not go through all the training it takes to become an Olympic athlete.

Writing About the Big Question p. 48

- A.**
1. assumption
 2. sympathy
 3. distinguish

B. Sample Answers

1. Hi, my name’s Marjorie. I live across the street from you, and I’m in the eighth grade.
2. It focuses on at least one thing we have in common (where we live) and it might help us find other things in common, like going to the same school.

C. Sample Answer

When people focus only on their differences, it’s harder for them to get along with each other. I knew some people who said they didn’t like an exchange student because he didn’t speak good English. They were focusing on how he was different from them. But if they had thought about what they had in common with him, like the fact that they were all teenagers, they might have gotten along better.

Literary Analysis, p. 49

1. “The Ninny” is a short story. *The Governess* is a play.
2.
 - A governess working for a family is called in to settle accounts with her employer.
 - The employer seems to be cheating the governess out of most of the money owed to her by deducting for this and that, and the girl timidly accepts the employer’s stealing from her.
 - When the girl says thank you, the employer tells her it has all been a trick and that the employer has been trying to teach her a lesson.
 - The girl does not learn to stand up for herself, but she gets her full pay.
 - The employer has no understanding of why a governess might be weak and an employer strong.
3.
 - In the original, the employer is a man; in the adaptation, a woman.
 - Descriptions of the girl blushing, picking at her dress, her eyes filling with tears, and so on appear in

the original; there is only one stage direction “softly crying” in the adaptation.

- The master counts out eleven rubles to the girl, whereas the mistress gives her ten rubles in the adaptation, claiming that one of the coins fell on the floor.
- The master uses the terms *nitwit* and *ninny*, while the mistress uses the words *guileless*, *innocent*, and *simpleton*.
- The readers learn the master’s thoughts at the end of the original; in the adaptation the mistress, with a “look of complete bafflement on her face, watches the girl leave, but we do not hear the mistress’s thoughts.

4.

- The mistress insists that the governess keep her eyes up.
- The mistress inquires about her children’s academic performance.
- The governess protests more in the adaptation than in the original.
- The mistress insists that the girl count her own money.
- The governess displays a faint smile at the end of the adaptation.

5. The styles are similar.

6. The students will have different opinions about which form they prefer, but they should support their opinions by explaining why they like one better than the other.

Vocabulary Builder, p. 50

A. Sample Answers

1. At the end of each month, companies dock employees’ paychecks if the employees have been late to work more than three times.
2. The student is a ninny who never studies and always forgets assignments.
3. The building contractor settled his account with the carpenter by paying the bill.
4. Yulya timidly approached the assembled student body and was so frightened that she forgot what she was going to say.
5. The spineless crowd of people stood by and watched as the man sat trapped in his car.
6. The chemist’s carelessness about small details explains why the complicated experiment was a failure.

B. 1. C; 2. D; 3. A; 4. B

Open-Book Test, p. 52

Short Answer

1. She knows she is being mistreated and cheated and that there is nothing she can do about it.
Difficulty: *Easy* **Objective:** *Interpretation*
2. He takes off money for holidays, Sundays, a broken cup and saucer, and a torn jacket. He also claims he already

gave Yulia ten rubles. He says he has made a note of it in his book.

Difficulty: *Challenging* **Objective:** *Interpretation*

3. She says the other places she worked did not pay her at all.

Difficulty: *Easy* **Objective:** *Interpretation*

4. It is ironic because, since he really owed her eighty rubles, you would expect her to protest rather than to express gratitude.

Difficulty: *Average* **Objective:** *Interpretation*

5. She shows herself to be lacking in courage when she takes the eleven rubles given to her without protesting.

Difficulty: *Average* **Objective:** *Vocabulary*

6. Sample answer:

Similarities: Both are afraid to speak up. Both thank their employer.

Differences: Julia protests more about being cheated than Yulia does. Yulia is more timid than Julia.

Julia seems more realistic because it is hard to believe Yulia would not protest at all.

Difficulty: *Average* **Objective:** *Literary Analysis*

7. The employer is a man in “The Ninny” and a woman in *The Governess*.

Difficulty: *Easy* **Objective:** *Literary Analysis*

8. They both become agitated, ask the governess why she thanked them, and tell her they were cheating her. The employer in *The Governess* gives a longer and more impassioned speech than the one in “The Ninny.”

Difficulty: *Average* **Objective:** *Literary Analysis*

9. Sample answer: In both, the employers say they will dock the governess’s pay for many different reasons, and in both the governess thanks the employer for her pay.

Difficulty: *Challenging* **Objective:** *Literary Analysis*

10. In the short story, Yulia’s facial expressions and emotional reactions are described by a narrator. For example, he says she “blushed and picked at the trimmings of her dress.” In the play, Julia’s reactions are indicated by stage directions (such as “softly crying”) and dialogue (such as “Yes, Ma’am. Thank you, Ma’am.”).

Difficulty: *Average* **Objective:** *Literary Analysis*

Essay

11. Students may point out that the employer in “The Ninny” is more businesslike and to-the-point in his interaction with Yulia, while the Mistress in *The Governess* seems more talkative and opinionated. Students might note that at the end of “The Ninny,” the reader learns the employer’s thoughts directly, while at the end of *The Governess*, the Mistress simply has a “look of complete bafflement.” Students may feel that the “The Ninny” is more effective because they learn how the employer feels, or they may feel that the ending of *The*

Governess, which reveals the lack of understanding between the classes, is more effective.

Difficulty: *Easy* **Objective:** *Essay*

12. Students should point out that “The Ninny” is about an employer who deducts money from his governess’s pay to see if the governess will allow him to do it. The employer’s motivation is to teach his employee a lesson and to help her become less shy and foolish. The governess’s motivation is that she has never been paid before and is thankful for whatever she gets. The author’s purpose is to show that there are people who can easily be taken advantage of if others choose to do so and to point out the differences between the social classes.

Difficulty: *Average* **Objective:** *Essay*

13. Students may mention that both works feature a governess who is called in to settle accounts with her employer, who then cheats the girl out of most of the money owed her. The girl accepts what the employer says and thanks him/her for the pay; the employer says it had all been a trick and pays the full amount in the end. Some elements present in the original that are not in the adaptation are that the employer is a man; the girl blushes and picks at her dress; the employer (rather than the governess) counts out the eleven rubles; and the reader learns the employers’ thoughts at the end. Elements added to the adaptation include more dialogue on the part of both characters and greater protests by the governess.

Difficulty: *Challenging* **Objective:** *Essay*

14. Students should note that in both works, the governess is a servant and the employer is her superior. The class differences make it necessary for the governess to show humility and to accept her fate because to protest would mean she could lose her job. The difference in class illustrates the theme that there are great divisions between the social classes.

Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the selections.

Difficulty: *Average* **Objective:** *Oral Interpretation*

Selection Test A, p. 55

Critical Reading

- | | | |
|-----------|-----------|------------------------|
| 1. ANS: B | DIF: Easy | OBJ: Comprehension |
| 2. ANS: D | DIF: Easy | OBJ: Interpretation |
| 3. ANS: A | DIF: Easy | OBJ: Comprehension |
| 4. ANS: C | DIF: Easy | OBJ: Interpretation |
| 5. ANS: A | DIF: Easy | OBJ: Interpretation |
| 6. ANS: B | DIF: Easy | OBJ: Comprehension |
| 7. ANS: A | DIF: Easy | OBJ: Literary Analysis |

8. ANS: A DIF: Easy

OBJ: Literary Analysis

9. ANS: C DIF: Easy

OBJ: Literary Analysis

10. ANS: D DIF: Easy

OBJ: Literary Analysis

11. ANS: B DIF: Easy

OBJ: Literary Analysis

Vocabulary

12. ANS: C DIF: Easy

OBJ: Vocabulary

13. ANS: D DIF: Easy

OBJ: Vocabulary

Essay

14. Both the short story and the play are about an employer paying a governess. In both, the employer cheats the governess out of much of her pay—from eighty rubles to ten or eleven rubles. Each governess is too timid to argue about what the employer is doing. In both stories, the governess thanks the employer for her little bit of pay. That gratitude makes both employers mad. In both versions, the employers pay the governess the full amount owed to her and cannot understand why she behaves like a simpleton.

Difficulty: *Easy* **Objective:** *Essay*

15. Students may mention the following omissions or changes in the adaptation: in the original, the employer is a man, not a woman; the original includes descriptions of the governess blushing, picking at her dress, her eyes filling with tears; in the original, the master counts out eleven rubles to the girl and calls her a nitwit and a ninny; finally, the readers of the original learn the employer’s thoughts at the end of the story. Elements added to the adaptation include the following: the mistress insists that the governess keep her eyes up, the governess protests more the mistress insists that the governess count her money, the governess gets only ten rubles because the mistress claims the girl dropped one on the floor, the mistress calls the girl a simpleton, and the girl smiles slightly as she leaves. The students may think one version is more effective than the other—or not. They should explain their opinion.

Difficulty: *Easy* **Objective:** *Essay*

16. Students should note that in both works, the governess is a servant and the employer is her superior. The social differences make it necessary for the governess to be humble and to accept her fate because if she speaks out, she could lose her job

Difficulty: *Average* **Objective:** *Essay*

Selection Test B, p. 58

Critical Reading

- | | | |
|-----------|--------------|--------------------|
| 1. ANS: C | DIF: Average | OBJ: Comprehension |
| 2. ANS: A | DIF: Average | OBJ: Comprehension |

3. ANS: D	DIF: Average	OBJ: Comprehension
4. ANS: B	DIF: Average	OBJ: Interpretation
5. ANS: D	DIF: Average	OBJ: Interpretation
6. ANS: C	DIF: Challenging	OBJ: Interpretation
7. ANS: B	DIF: Challenging	OBJ: Interpretation
8. ANS: A	DIF: Average	OBJ: Comprehension
9. ANS: D	DIF: Challenging	OBJ: Comprehension
10. ANS: A	DIF: Average	OBJ: Literary Analysis
11. ANS: C	DIF: Average	OBJ: Literary Analysis
12. ANS: B	DIF: Average	OBJ: Literary Analysis
13. ANS: D	DIF: Average	OBJ: Literary Analysis
14. ANS: A	DIF: Challenging	OBJ: Literary Analysis

Vocabulary

15. ANS: D	DIF: Challenging	OBJ: Vocabulary
16. ANS: A	DIF: Average	OBJ: Vocabulary
17. ANS: C	DIF: Average	OBJ: Vocabulary
18. ANS: B	DIF: Average	OBJ: Vocabulary

Essay

19. “The Ninny” is about an employer who purposely deducts money from his governess’s pay to see if the governess will allow him to do it. The employer deducts money for ridiculous and unagreed upon reasons. Yulia Vassilyevna allows him to do it by not protesting and remaining silent. She only cries and acts uncomfortable as her employer deducts much money. The story ends with the employer telling the girl that he only cheated her to see if she would allow it and then he gives her the full amount of money she deserves. He asks her if it is possible for someone to be so spineless and such a ninny. The motivation of the employer is to teach his employee a lesson and try to help her not to be so shy and foolish. The girl’s motivation is that she has never been paid before and she seems to be thankful for whatever she gets. The author writes the story to show that there are people out there who can easily be taken advantage of if others choose to do so.

Difficulty: Average **Objective:** Essay

20. Students may mention that the two works are similar in that a governess is called in to settle accounts with her employer, the employer cheats the girl out of most of the money owed to her by deducting for ridiculous things, the girl timidly accepts what the employer says and thanks him/her for the pay, the employer tells her it had all been a trick and pays the full amount in the end. Elements present in the original that are not present in the adaptation are the employer is the master of the household, descriptions of the girl blushing, picking at her dress, her eyes filling with tears, the master counts out eleven rubles to the girl, the master calls her a nit-wit and a ninny, and the readers learn the master’s thoughts at the end of the original. Elements added to the adaptation that are not in the original are the

employer is the mistress of the household, the mistress insisting that the governess keep her eyes up, the governess protests more in the adaptation than the original. When the mistress insists that the governess count her money, the governess gets only ten rubles because the mistress claims the girl dropped one on the floor, the mistress calls the girl a simpleton, and the girl smiles slightly as she leaves. The students may think one version is more effective than the other—or not. They should explain their opinion.

Difficulty: Challenging **Objective:** Essay

21. Students should note that in both works, the governess is a servant and the employer is her superior. The class differences make it necessary for the governess to show humility and to accept her fate because to protest would mean she could lose her job. The difference in class illustrates the theme that there are great divisions between the social classes.

Difficulty: Average **Objective:** Essay

Writing Workshop

Business Letter: Integrating Grammar Skills, p. 62

A. 1. participle; 2. gerund; 3. gerund; 4. participle;

B. Sample Answers

1. The twins practice skating at the ice rink.
2. Racing across the ice, Aimee slips and falls.
3. Annie helps Aimee get up after skating over to her.
4. Aimee rubs her injured arm.

Benchmark Test 9, p. 63

MULTIPLE CHOICE

1. ANS: B
2. ANS: C
3. ANS: B
4. ANS: C
5. ANS: C
6. ANS: B
7. ANS: A
8. ANS: A
9. ANS: B
10. ANS: D
11. ANS: C
12. ANS: A
13. ANS: A
14. ANS: D
15. ANS: C
16. ANS: A
17. ANS: B
18. ANS: D

19. ANS: A
20. ANS: D
21. ANS: C
22. ANS: C
23. ANS: B
24. ANS: B
25. ANS: A

WRITING

26. In their scripts for a PSA, students should communicate a point of view on a topic, use vivid words, and include persuasive elements, such as appeals to reason or emotion.
27. Students' comparison-and-contrast essays should present one element in both the original and adapted version and discuss similarities and differences. The differences may be due to the different literary forms, authors' purposes, or authors' styles.
28. Students' sentences should reflect appropriate language for a business letter and should clearly state three reasons why they should be hired for the job.

The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Vocabulary Warm-up Exercises, p. 71

- A.**
1. absorbed
 2. sprawling
 3. uncertainty
 4. canal
 5. bolt
 6. possessions
 7. threadbare
 8. linen

B. Sample Answers

1. No, since *compassionate* people are sympathetic and kind, I would not expect to hear *bickering* among them when they were visiting patients in the hospital.
2. No, a *makeshift* tree house is a temporary one and would not be built to last a long time.
3. Since a *satchel* usually has a long strap, I would carry it on my shoulder.
4. Government leaders should be *dignified* because they are in positions that demand respect and honor.
5. When people say mean things or tell lies, what they say could be called *rubbish* since their comments are like things that aren't worth "keeping."
6. I would expect a *cultured* person to enjoy reading, visiting museums, and attending plays or musical performances.
7. If I were going to *wallow* in something, it could only be a bubble bath.

Reading Warm-up A, p. 72

Sample Answers

1. review the tasks, following the checklist in my mind; *Uncertainty* means "feelings of being unsure about the outcome of something."
2. (worn); When you have a feast of celebration, you want everything—including the food, table settings, and *linen*—to be nice. You would naturally want to replace *threadbare*, or worn, items with nicer things.
3. a specialty store; Since a *canal* is a waterway, it is probably a pretty setting, with boats to watch as you shop and stroll between stores.
4. (we all have more than enough); Three of my favorite *possessions* are my DVD player, my cat, and my fuzzy slippers.
5. on the cupboard; A *bolt* is a piece of metal that you slide across a door in order to lock it.
6. (the dreidel game); My brother and I have often become *absorbed* in playing Monopoly®, and our games last for days.
7. across the table, dreidel in hand, fast asleep; *Sprawling* is sitting or lying in a relaxed position, with arms and legs stretched out.

Reading Warm-up B, p. 73

Sample Answers

1. wealthy or backbone of Amsterdam; *Dignified* means "worthy of respect, honor, and pride."
2. (in the tub); The little pigs just loved to *wallow* in the mud in their pens.
3. food or drink; To carry a *satchel* on a bike, I would wrap the strap tightly around the seat or I would just sling it over my back.
4. (help you); Since a *compassionate* person feels sympathy toward people who suffer, this type of person would be nice to have around if you were sad or hurt.
5. Since *bickering* means that you are constantly arguing and fighting, the loud voices would be heard all over a crowded street and could cause the neighbors to suffer from hearing the silly arguments.
6. homes; My uncle built a *makeshift* garage after a fire destroyed the one he'd had for twenty years.
7. (anything of value); The *rubbish* after a fire would consist of ashes, charred belongings, and other things ruined from the water used to put out the fire.

8. owners; Someone *cultured* would act very polite and respectful, and would probably have intelligent conversations.

Writing About the Big Question p. 74

- A.** 1. unify
2. superficial
3. generalization
- B. Sample Answers**

1. One time a restaurant refused to give my friends and me a table, even though there was room. We didn't do anything wrong; it was just because we were teenagers.
2. I was hurt and offended. I didn't think it was fair that they assumed we would make trouble just because of our age.

C. Sample Answer

When people must face danger together, it tends to make them focus on what they have in common. Their shared problem is so serious that it outweighs all their differences. In order to survive, they have to look past the things that divide them, such as differences of opinion or different backgrounds. Instead, they have to focus on the danger they all face and band together to deal with it.

Reading: Use Background Information to Link Historical Causes With Effects, p. 75

1. The Franks had to wear yellow stars and could not go to Dutch schools.
2. The Franks and Van Daans had to go into hiding in the attic.
3. The attic inhabitants had little food, which they got from Miep and her illegally acquired ration books.
4. Mr. Frank left a Swiss address in the Frank home in the hope that the Nazis would think the family had escaped there.

Literary Analysis: Dialogue, p. 76

1. This dialogue shows that Mr. Kraler has great respect for Mr. Frank and that he thinks it is terrible that the Franks have to hide. It underscores that the Jews are in danger in Amsterdam.
2. This dialogue shows that Mr. Frank thinks positively and wants his daughter to do the same. He envisions a long stay in the attic and wants to improve Anne's mind during it.
3. This dialogue reveals the growing tension in the attic. It shows that Mr. Van Daan does not like Anne and thinks like people did in the 1940s; those thoughts now seem old-fashioned. It shows that Anne has great dreams and wishes for herself.
4. This dialogue shows the tension between Anne and her mother. It shows that social mores have changed since

her mother was a teenager and reveals Anne's growing need to express herself.

Vocabulary Builder, p. 77

A. Sample Answers

1. No, a *fatalist* would believe that a person's fate is already decided, no matter what he or she does.
2. If a friend's behavior was *insufferable*, I might tell her to stop acting that way, or I would just walk away.
3. Others can see a *conspicuous* rip because it is obvious.
4. Yes, I would most likely resent someone who was constantly bragging about the size of his house, because that kind of boasting is in bad taste.
5. No, I would not have an easy time setting up the machine, because if I were bewildered, I would not have a good idea of what I was doing.
6. The participants would most likely be disagreeing, because tension is a sign of conflict, not harmony or agreement.

- B.** 1. F; A soloist plays by himself or herself, not the same music as the other musicians.
2. T; A pharmacist is someone who is licensed to fill prescriptions from a doctor.
3. F; A finalist is someone who makes it to the last round of a competition.

Enrichment: Design a Memorial, p. 78

Sample Answers

1. Anne Frank's courage was most impressive.
2. I would like people to know that Anne Frank was in many ways an ordinary teenager who lived in extraordinary times.
3. I would like people to remember Anne Frank for her humor and her ability to make the best of a terrible situation.
4. I might create a figure looking up at the sky with arms outstretched, smiling, as Anne releases a bird. (Other ideas could be expressed symbolically or realistically.)
5. (Students may create a message of their own or use a quotation from Anne's diary or another source.)

Integrated Language Skills: Grammar—Dangling and Misplaced Modifiers, p. 79

- A.** 1. A beautiful young woman of eighteen → Margaret.
2. A fussy and meticulous man → Mr. Dussel.
3. Preferring her father to her mother → Anne
- B.** 1. Opening the door a crack, Mr. Frank could see nothing.
2. Putting her ear to the floor, Anne heard the sound of the bombers fade away.
3. Making room for Mr. Dussel, the Franks became even more crowded in the annex.

Writing Application

Sample Answers

1. As they were looking at the moon, Anne and Peter talked.
2. When writing in the diary, Anne expressed her feelings.

Open-Book Test, p. 82

Short Answer

1. He wants one last look at the place where he last saw his family. He says to Miep, "I've come to say goodbye."
Difficulty: *Easy* **Objective:** *Interpretation*
2. They want to help someone else who is being persecuted by the Nazis. Mr. Kraler says, ". . . he has a Jewish friend. . . . He says he's in trouble."
Difficulty: *Easy* **Objective:** *Reading*
3. When he says, "We can stretch the food a little. It's only for a few days," it is clear that Mr. Frank is a kind and generous person.
Difficulty: *Average* **Objective:** *Literary Analysis*
4. She is very upset and even cries. Jopie is her best friend, and Anne knows she has been taken by the Nazis.
Difficulty: *Average* **Objective:** *Interpretation*
5. He is ashamed because they act selfish. They make comments about the food supply and about where Mr. Dussel will sleep.
Difficulty: *Average* **Objective:** *Interpretation*
6. She tries to think positively.
Difficulty: *Easy* **Objective:** *Literary Analysis*
7. Anne is rejecting her mother, showing that there are problems in their relationship.
Difficulty: *Challenging* **Objective:** *Literary Analysis*
8. Anne is experiencing an internal conflict because she wants to be a good person but her words and actions are sometimes hurtful. For example, she says, "[I] know it's cruel and yet I can't stop doing it."
Difficulty: *Challenging* **Objective:** *Literary Analysis*
9. [col 2, row 2] The Franks go into hiding.
[col 2, row 3] The attic dwellers begin to imagine an end to their stay.
One effect is an action, and the other is a change in the characters' attitudes and feelings.
Difficulty: *Average* **Objective:** *Reading*
10. She likes to show off her wealth.
Difficulty: *Average* **Objective:** *Vocabulary*

Essay

11. Students' responses should note that Anne does not get along with her mother. She has a very loving relationship with her father and prefers him to everyone else, which causes still more stress with her mother.
Difficulty: *Easy* **Objective:** *Essay*
12. Students should note that Anne's home life was probably much like that of any typical teenager at the time.

Her relationships with family members were probably similar to the way they are in the attic: She was closer to her father than to her mother, and she loved her sister even though they were different.

Difficulty: *Average* **Objective:** *Essay*

13. Students' responses should provide details that allow them to come to one of the following conclusions: Mr. Frank is an organizer who is most able to deal with other people's behavior, and the situation brings out his kindness and generosity. Mrs. Frank is a peacemaker whose most difficult relationship is with Anne, and the situation probably does not change her much. Mr. Van Daan is an unpleasant person who criticizes everyone except his wife, and the situation probably exaggerates his shortcomings. Mrs. Van Daan is selfish and vain, and the situation probably brings out her worst failings.
Difficulty: *Challenging* **Objective:** *Essay*
14. Students should note that Margot is serious, quiet, and studious, while Anne is loud, lively, and emotionally volatile. Anne loves her sister but feels she is a "goody-goody." Students may point out that Anne resents being compared to Margot by Mr. Van Daan and her mother.
Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the selections.
Difficulty: *Average* **Objective:** *Oral Interpretation*

Selection Test A, p. 85

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: D | DIF: Easy | OBJ: Interpretation |
| 2. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 3. ANS: C | DIF: Easy | OBJ: Interpretation |
| 4. ANS: B | DIF: Easy | OBJ: Comprehension |
| 5. ANS: D | DIF: Easy | OBJ: Reading |
| 6. ANS: A | DIF: Easy | OBJ: Literary Analysis |
| 7. ANS: D | DIF: Easy | OBJ: Interpretation |
| 8. ANS: C | DIF: Easy | OBJ: Comprehension |
| 9. ANS: B | DIF: Easy | OBJ: Reading |
| 10. ANS: C | DIF: Easy | OBJ: Literary Analysis |
| 11. ANS: B | DIF: Easy | OBJ: Reading |
| 12. ANS: A | DIF: Easy | OBJ: Comprehension |
| 13. ANS: B | DIF: Easy | OBJ: Interpretation |

Vocabulary

- | | | |
|------------|-----------|-----------------|
| 14. ANS: B | DIF: Easy | OBJ: Vocabulary |
| 15. ANS: D | DIF: Easy | OBJ: Vocabulary |

Essay

16. Students' responses should note that Anne does not get along with her mother. She feels that her mother lets others walk all over her and does not speak up for herself and her opinions. She has a very loving relationship with her father and prefers him to everyone else.

Difficulty: *Easy* **Objective:** *Essay*

17. Students' responses should note at least three of the following effects: The children could not go to Dutch schools; the characters had to wear yellow Stars of David; there were no gifts at Hanukkah besides those that Anne made; there is a lack of basic items such as soap, food, and tobacco; the characters all suffer terrible fear.

Difficulty: *Easy* **Objective:** *Essay*

18. Students should note that Margot is serious and quiet, whereas Anne is loud and lively. Anne loves her sister but feels she is a "goody-goody." Students may point out that Anne resents being compared to Margot by Mr. Van Daan and her mother.

Difficulty: *Average* **Objective:** *Essay*

Selection Test B, p. 88

Critical Reading

1. ANS: B	DIF: Average	OBJ: Reading
2. ANS: C	DIF: Average	OBJ: Interpretation
3. ANS: B	DIF: Average	OBJ: Reading
4. ANS: C	DIF: Challenging	OBJ: Literary Analysis
5. ANS: C	DIF: Average	OBJ: Reading
6. ANS: D	DIF: Average	OBJ: Comprehension
7. ANS: C	DIF: Average	OBJ: Literary Analysis
8. ANS: D	DIF: Average	OBJ: Comprehension
9. ANS: C	DIF: Average	OBJ: Interpretation
10. ANS: A	DIF: Challenging	OBJ: Literary Analysis
11. ANS: D	DIF: Average	OBJ: Reading
12. ANS: B	DIF: Average	OBJ: Literary Analysis
13. ANS: D	DIF: Average	OBJ: Literary Analysis
14. ANS: B	DIF: Average	OBJ: Comprehension

Vocabulary

15. ANS: C	DIF: Average	OBJ: Vocabulary
16. ANS: B	DIF: Average	OBJ: Vocabulary
17. ANS: B	DIF: Average	OBJ: Vocabulary

Essay

18. Students' responses should provide details that allow them to come to one of the following conclusions: Mr. Frank is an organizer who is most able to deal with other people's behavior; Mrs. Frank is a peacemaker whose most difficult relationship is with Anne; Mr. Van Daan is an unpleasant person who criticizes everyone except his wife; Mrs. Van Daan is selfish and vain.

Difficulty: *Average* **Objective:** *Essay*

19. Students' responses should note at least three of the following: Anne is playful, as she reveals when she admits to "putting the wet mop in Mr. Dussel's bed." She is self-aware, as her admission of fault shows. She is a typical teenager, as revealed in her fear that others will laugh at her. She has a strong will, as shown when she states that she will never do the bad things again.

Difficulty: *Average* **Objective:** *Essay*

20. Students should note that Margot is serious, quiet, and studious, while Anne is loud, lively, and emotionally volatile. Anne loves her sister but feels she is a "goody-goody." Students may point out that Anne resents being compared to Margot by Mr. Van Daan and her mother.

Difficulty: *Average* **Objective:** *Essay*

The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett

Vocabulary Warm-up Exercises, p. 92

- A.**
1. animation
 2. downcast
 3. awkwardly
 4. standstill
 5. rigid
 6. remarks
 7. contracts
 8. cellar

B. Sample Answers

1. T; A *phase* is a stage in a process, not a permanent condition.
2. F; *Indignation* is a feeling of anger that you have when you feel something is unfair; so, if you accepted blame for something you did, you would have no right to feel this way.
3. F; Although *blackmail* can be about gossip or untrue things, it also is often about real secrets that people want to keep.
4. F; An *intimate* friend is someone with whom you have a very close relationship, and this type of friendship just doesn't happen overnight.
5. F; Since *ideals* are about excellence, they are definitely worth achieving.
6. T; When you wake up in a strange place, you can feel confused or *bewildered* until you remember where you are.
7. T; Since a *realization* often comes over time, thinking deeply about something you already know could lead to it.
8. F; A good *intention* is a plan, and for it to be worthwhile, you have to act on it.

Reading Warm-up A, p. 93

Sample Answers

1. on their faces; Someone who is showing *animation* will look excited and will probably move and gesture a lot.
2. (joy); My friends and I often exchange humorous *remarks* because we like to make one another laugh.
3. Hitler pushed for harsh limits on Jewish participation in public life; Once when my friends and I were playing football, the fun came to a *standstill* when Joey broke his arm.
4. (joined in the club's activities); They probably joined in *awkwardly* because they did not agree with the ideas of the Nazi party and felt uncomfortable having to participate.
5. (When sent into hiding by fear or to escape bomb raids); A *cellar* would be a good place to hide during searches of the house, and it also would be the safest place to be when bombs fell.
6. They promised to keep their stories and traditions alive.; *Contracts* are written agreements between people that tell what each person will do.
7. (they watched their youth slip away); Teens today become *downcast* about the tragic world events, including wars, poverty, and natural disasters.
8. tenseness; My body became *rigid* with fear the first time I had to give a speech.

Reading Warm-up B, p. 94

Sample Answers

1. built a dam; A synonym could be *stage* or *part*.
2. (to create more land); One good intention might be to write a letter to a friend.
3. stand close to each other; An example might be when a close friend listened to a problem.
4. They realized that houses would easily sink in the wet ground. This realization saved people from having to rebuild their houses.
5. taxed citizens according to how wide their houses were; *Indignation* means "to feel taken advantage of."
6. (to see these large hooks extending from the roofs); I have felt bewildered to see robins in the snow.
7. (tolerance); The citizens showed their dislike of the Nazi occupation by striking.
8. (Threatening); Blackmail usually involves forcing someone into a certain act by using threats.

Writing About the Big Question, p. 95

- A.**
1. common
 2. divide
 3. represent

B. Sample Answer

I might need to show tolerance if someone was smoking in a public place. I would ask the person not to smoke,

but I would do it politely. If he or she said no, I would accept that answer and go somewhere else.

C. Sample Answer

People who face persecution can maintain their humanity and dignity by refusing to see themselves the way their oppressors see them. Instead, they can focus on the things that make them human. Even little things like reading books and keeping their hair combed can help. These things remind them that they are people and not animals. They can also try to perform small acts of kindness to each other. This can help them focus on what is good and decent about themselves.

Reading: Ask Questions to Analyze Cause-and-Effect Relationships, p. 96

Sample Answers

1. *Causes*: Miep stops coming; the telephone rings repeatedly; nobody comes to work.
2. *Effects*: Mr. Van Daan feels guilty for stealing; Mr. Frank is overjoyed; Anne feels regret for hurting her mother.

Literary Analysis: Character Motivation, p. 97

Sample Answers

1. *Internal motivation*: kindness; sympathy
External motivation: horrors of the war
2. *Internal motivation*: despair, exhaustion
External motivation: constant tension caused by the war
3. *Internal motivation*: greed; self-absorption
External motivation: hunger caused by the war
4. *Internal motivation*: affection or love for Peter; feeling of isolation
External motivation: artificial closeness caused by hiding out together

Vocabulary Builder, p. 98

A. Sample Answers

1. F; If you *blackmail* another person, you are being greedy, not generous, because you are trying to force that person to give you money.
2. F; Someone who practices *ineffectually* doesn't get the desired results.
3. T; An *intuition* is the ability to sense or know without reasoning.
4. F; If your friend looks *forlorn*, then she looks sad, so she has probably not done well on the exam.
5. T; *Apprehension* is worry or fear about the future.
6. F; Someone who is *inarticulate* can't express himself or herself well.

- B.**
1. F; An injection involved putting something into the body.
 2. T; The infield is closer to the batter than the outfield.
 3. F; If you were inflating a tire, you would be putting air into it.

Enrichment: Analyze Philosophies of Life, p. 99

Sample Answers

1. Breaking the law is never justified. / Breaking the law is OK in order to save a life.
2. If a choice must be made between saving a human or an animal, a human life takes precedence. / Human and animal lives are equally valuable.
3. Young people deserve more because they haven't yet had the experiences adults have had. / Adults deserve more because most have the wisdom and maturity to use it well.
4. All people are basically good if they are treated fairly. / There are evil people in the world.

Integrated Language Skills: Grammar, p. 100

- A.**
1. After they spent two years in the attic, all the adults and teenagers had frayed nerves.
 2. Anne and Peter spent a lot of time together, and they grew close.
 3. Everyone got nervous when the telephone rang.
 4. The person supplying food for the attic was arrested, and the food stopped coming.
 5. Hunger made them irritable, and they became more likely to argue.
 6. Although Anne had seen horrifying behavior, she still believed in people's goodness.

B. Sample Answers

1. Miep helped the families hide, and she brought them food to eat.
2. When Mrs. Frank caught Mr. Van Daan stealing food, she screamed at him.
3. Mr. Frank searched for his family, although it was difficult to obtain this information.

Open-Book Test, p. 103

Short Answer

1. He cannot speak because he is so shocked and angry that Mr. Dussel suggested the cat may have been eaten.
Difficulty: *Easy* **Objective:** *Vocabulary*
2. She wants to stop living in fear and feels that even experiencing the worst would be better than waiting for it. She says, "Then at least we'd know where we are."
Difficulty: *Easy* **Objective:** *Literary Analysis*
3. Usually a perceived injustice is what causes someone to feel indignant. An indignant person usually acts angry or mean because he or she feels mistreated in some way.
Difficulty: *Average* **Objective:** *Vocabulary*
4. Anne is very happy because Peter kissed her.
Difficulty: *Average* **Objective:** *Literary Analysis*
5. They are all hungry and trying to survive. Anne writes, "Our stomachs are so empty," and Mrs. Frank says, "I see the children getting thinner and thinner."
Difficulty: *Easy* **Objective:** *Interpretation*

6. He means that their own arguing, selfish behavior, mistrust, and anger would eat away at them and destroy the dignity and hope that they were trying to retain in the attic.
Difficulty: *Average* **Objective:** *Interpretation*

7. Mrs. Frank, who is usually mild-mannered, becomes very angry. She has been patient to this point, but the theft has pushed her past her limits of kindness. She says, "I've held my tongue. But not any longer! Not after this!"
Difficulty: *Average* **Objective:** *Reading*

8. She wants them to stay because she cares for Peter. She says the Van Daans can have her food, and she says, ". . . don't send them away. . . . They'll be caught."
Difficulty: *Challenging* **Objective:** *Literary Analysis*

9. [col 2, row 2] The attic dwellers are filled with joy.
[col 2, row 3] The attic dwellers become very tense. Their situation is a matter of life or death, and each of these events can change their situation, either for the better or for the worse.
Difficulty: *Average* **Objective:** *Reading*

10. He means that their fears have come true, but they are still free to hope. In spite of their capture, they could still hope for survival.
Difficulty: *Challenging* **Objective:** *Interpretation*

Essay

11. Students should point out that for both Anne and Peter, their relationship calms them and helps them feel less alone and less bored. The relationship angers Mrs. Van Daan, perhaps because she is jealous. The relationship embarrasses Mrs. Frank because she feels Anne is not behaving like a lady.
Difficulty: *Easy* **Objective:** *Essay*

12. Students should point out that as a result of the Nazis' failure, millions of people have read the diary or seen the play and learned about the terrible suffering the Nazis caused. They should note that the diary shows the day-to-day effects of the Nazi persecution in a way unlike that of most other documents of the period.
Difficulty: *Average* **Objective:** *Essay*

13. Students' responses should note that as evidence of human degradation, Mr. Van Daan stole food and the Franks were just about to turn the Van Daans out. As evidence of human nobility, students might point to Anne's belief in the goodness of people and might mention the willingness of the Franks and the Van Daans to allow Mr. Dussel to join them in the attic.
Difficulty: *Challenging* **Objective:** *Essay*

14. Students should note that Anne is far more energetic and friendly than Peter, who is quiet and reserved. Their main similarity is in their situation—they are both trapped in the attic. Students' responses about whether they would have been friends otherwise may vary; many will feel that their basic character differences are too great to have allowed a friendship outside the attic.
Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the selections.

Difficulty: *Average* Objective: *Oral Interpretation*

Selection Test A, p. 106

Critical Reading

- | | | |
|------------|-----------|------------------------|
| 1. ANS: C | DIF: Easy | OBJ: Comprehension |
| 2. ANS: A | DIF: Easy | OBJ: Interpretation |
| 3. ANS: C | DIF: Easy | OBJ: Interpretation |
| 4. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 5. ANS: A | DIF: Easy | OBJ: Comprehension |
| 6. ANS: B | DIF: Easy | OBJ: Reading |
| 7. ANS: B | DIF: Easy | OBJ: Comprehension |
| 8. ANS: B | DIF: Easy | OBJ: Interpretation |
| 9. ANS: A | DIF: Easy | OBJ: Reading |
| 10. ANS: D | DIF: Easy | OBJ: Literary Analysis |
| 11. ANS: C | DIF: Easy | OBJ: Comprehension |
| 12. ANS: B | DIF: Easy | OBJ: Reading |

Vocabulary and Grammar

- | | | |
|------------|-----------|-----------------|
| 13. ANS: C | DIF: Easy | OBJ: Vocabulary |
| 14. ANS: A | DIF: Easy | OBJ: Vocabulary |
| 15. ANS: D | DIF: Easy | OBJ: Grammar |

Essay

16. Students' responses should note that a girl Anne's age would usually confide in her best friend, under conditions that permitted long periods of uninterrupted private time. Since Anne was denied such circumstances, the only confidante available to her was her diary.
Difficulty: *Easy* Objective: *Essay*
17. Students' responses should point out that for both Anne and Peter, their relationship calms them and helps them feel less alone in their situation. It also gives them something to focus on during the long, boring days. The *relationship angers Mrs. Van Daan. Students may feel that she is jealous of the bond between Peter and Anne. The relationship causes Mrs. Frank embarrassment because she feels Anne is not behaving in a ladylike manner.*
Difficulty: *Easy* Objective: *Essay*
18. Students should note that Anne is more lively and friendly than Peter, who is quiet and shy. Their main similarity is in their situation—they are both trapped in the attic.
Difficulty: *Average* Objective: *Essay*

Selection Test B, p. 109

Critical Reading

- | | | |
|-----------|------------------|--------------------|
| 1. ANS: A | DIF: Average | OBJ: Comprehension |
| 2. ANS: B | DIF: Challenging | OBJ: Reading |

- | | | |
|------------|------------------|------------------------|
| 3. ANS: C | DIF: Average | OBJ: Comprehension |
| 4. ANS: B | DIF: Average | OBJ: Interpretation |
| 5. ANS: A | DIF: Average | OBJ: Literary Analysis |
| 6. ANS: C | DIF: Challenging | OBJ: Reading |
| 7. ANS: D | DIF: Average | OBJ: Comprehension |
| 8. ANS: B | DIF: Average | OBJ: Literary Analysis |
| 9. ANS: D | DIF: Challenging | OBJ: Reading |
| 10. ANS: C | DIF: Challenging | OBJ: Literary Analysis |
| 11. ANS: D | DIF: Average | OBJ: Interpretation |
| 12. ANS: D | DIF: Average | OBJ: Interpretation |

Vocabulary and Grammar

- | | | |
|------------|--------------|-----------------|
| 13. ANS: D | DIF: Average | OBJ: Vocabulary |
| 14. ANS: A | DIF: Average | OBJ: Vocabulary |
| 15. ANS: A | DIF: Average | OBJ: Grammar |
| 16. ANS: C | DIF: Average | OBJ: Grammar |

Essay

17. Students' responses should point out that as a result of the Nazis' failure, millions of people have read the diary or seen the play and learned about the terrible suffering endured by people who were persecuted by the Nazis. Students can refer to specific Nazi actions mentioned in the diary. They should note that the diary shows the day-to-day effects of that persecution in a way unlike most other documents of the era.
Difficulty: *Average* Objective: *Essay*
18. Students' responses should note that as evidence of human degradation, Mr. Van Daan stole food from the others and the Franks were just about to turn the Van Daans out of the hiding place. As evidence of human nobility, students might point to Anne's belief in the goodness of people, in spite of everything. Students might also mention the willingness of the Franks and the Van Daans to allow Mr. Dussel to join their already crowded quarters.
Difficulty: *Average* Objective: *Essay*
19. Students should note that Anne is far more energetic and friendly than Peter, who is quiet and reserved. Their main similarity is in their situation—they are both trapped in the attic. Students' responses about whether they would have been friends otherwise may vary; many will feel that their basic character differences are too great to have allowed a friendship outside the attic.
Difficulty: *Average* Objective: *Essay*

from Anne Frank: The Diary of a Young Girl
by Anne Frank

from "Anne Frank Remembered" by Miep Gies

Vocabulary Warm-up Exercises, p. 113

- A.** 1. anticipated
2. strictly

3. relatively
4. limited
5. insistence
6. network
7. acquaintances
8. appointed

B. Sample Answers

1. For several minutes, I heard a succession of strange sounds coming from the street.
2. Each time the campers got into trouble, the restrictions on their free time were increased.
3. I felt melancholy when I lost the cool gift I had received for my birthday.
4. The child was hiding from his mother and was seen evading her as she approached him.
5. It is crucial that everyone bring a lunch to the picnic, but bringing sports equipment or cameras is optional.
6. The dark clouds and wilted flowers gave the scene a feeling of desolation.
7. The teacher felt that leaving the students alone with nothing to do might lead to chaos.
8. There was widespread joy at school when the swim team won the championship.

Reading Warm-up A, p. 114

Sample Answers

1. (rights), (citizenship), (freedom); *Limited* means “restricted or controlled.”
2. laws; Security rules at airports should be *strictly* enforced.
3. (violence); A synonym for *anticipated* is *expected*.
4. Jews who were conspiring against the Germans; A *network* is an association of people or things that are connected to each other.
5. friends; *Acquaintances* are people whom you know but not well enough to call them friends.
6. (officials); To be *appointed* means to be “selected by someone else for a job or position,” and *elected* means “to be chosen by voters to hold an office or a position.”
7. fled the country; *Insistence* means “asking repeatedly, almost demanding.” *Suggestion* means “giving advice but not expecting that it must be followed.”
8. millions; *Relatively* means “in comparison to or with something else.”

Reading Warm-up B, p. 115

Sample Answers

1. to be around others; I consider a sense of humor *crucial* to happiness.
2. (happiness); The *melancholy* song playing on the radio made me feel blue.
3. The words “in hiding” and “capture” give clues that *evading* means “avoiding or staying away from.” The

word *escaping* implies that someone has already been caught and is running away from his or her captors.

4. throughout the countries; Malaria is often *widespread* in poor countries.
5. (disruptions in normal life); An antonym for *chaos* is *order*.
6. severe; The people who defied *restrictions* risked their own lives.
7. several; A phrase that means the same as *succession* is *one after the other*.
8. (despair); unthinkable cruelty; starvation, illness, and death; terrible surroundings.

Writing About the Big Question, p. 116

- A.
1. identify
 2. judge
 3. separate

B. Sample Answers

1. One thing I share with other people I know is that we all come from the same town. As a result, we have many common experiences.
2. One thing that sets me apart from other people I know is my sense of humor. I often laugh at strange things that others don't find funny.

C. Sample Answer

Different people may tell the same story in different ways because they have had different experiences. That's why these selections tell Anne Frank's story in three different ways. Anne experienced it firsthand. Miep Gies witnessed what happened to the Franks. The other authors read the story and turned it into a play. But what matters most is what the three versions have in common: the events they describe. Reading these three different versions gives us a better sense of the whole story.

Literary Analysis, p. 117

1. In the first excerpt, Anne explains why she is writing the diary and tells her family's history. Then, she explains how things have changed since the Germans invaded Holland. In the second excerpt, she describes Dussel and the news he has brought with him.
2. Anne is lonely and wants to have a close friend. She writes the diary to have someone to talk to. She feels guilty for being warm and safe while friends disappear. What we learn about others' personalities is limited to what Anne says about them, like “Dussel is a very nice man.”
3. The dramatization goes beyond Anne's observations and reflections to show a broader picture of what is happening to Anne and her family. The dramatization also has a stage set, which makes the setting much more concrete.

4. Anne seems more mature in her diary excerpts than in the dramatization. Apart from that, her personality is very similar. For example, in her diary, Anne's characterizations of the members of her household, like the Van Daan family, are witty and perceptive. Since her diary is private, she can be open about what she sees: she reveals the fears and character flaws in the others around her, as well as her own.

Vocabulary Builder, p. 118

A. Sample Answers

1. Yes; platform shoes make you taller.
2. No; the king would be the one issuing decrees.
3. No; *emigrated* means you moved to settle in a place other than where you had been living.
4. No; if she made sacrifices, she would be acting in a selfless, generous way.
5. No; if the armed forces liberated a country, that means that they set it free.
6. No; if a person succumbed to a disease, that means that the person died because of it.

- B. 1. C; 2. D; 3. A; 4. B

Open-Book Test, p. 120

Short Answer

1. She might feel gloomy or unhappy because she is lonely and because her family is being persecuted by the Nazis.
Difficulty: *Average* **Objective:** *Vocabulary*
2. She longs for a deep friendship but has not found one yet, so she decides to treat the diary as her close friend. She writes, "I want this diary to be a friend, and I shall call my friend Kitty."
Difficulty: *Easy* **Objective:** *Interpretation*
3. They wanted to escape the persecution that Hitler and the Nazis were forcing on the Jews. Anne writes, ". . . as we are Jewish, we emigrated to Holland," and says the rest of the family "felt the full impact of Hitler's anti-Jewish laws."
Difficulty: *Challenging* **Objective:** *Interpretation*
4. She wants to help another person. She says she will sacrifice "with a good will" to save someone else.
Difficulty: *Easy* **Objective:** *Interpretation*
5. She had been keeping it in a safe place, hoping to give it to Anne when she returned. Once she and Mr. Frank learn that Anne did not survive the concentration camp, she gives him Anne's diary as a "legacy" because she knows Anne will not return for it. She says the diary "had been waiting there for Anne for nearly a year now" but that "Anne was not coming back."
Difficulty: *Average* **Objective:** *Interpretation*
6. She is afraid for loved ones who are in danger from the Nazis. She writes, "we are so anxious about all those dear to us whom we can no longer help."
Difficulty: *Challenging* **Objective:** *Interpretation*
7. In the play's opening, Miep Gies gives Mr. Frank Anne's diary. She does the same thing in *Anne Frank Remembered*.
Difficulty: *Average* **Objective:** *Literary Analysis*

8. Her diary is limited to her views, while the play shows the feelings and actions of all the characters.

Difficulty: *Easy* **Objective:** *Literary Analysis*

9. The dialogue was invented by the playwrights; it is their idea of what was said.

Difficulty: *Challenging* **Objective:** *Literary Analysis*

10. Sample answer:

[col 2, row 1] Mr. Dussel is a dentist.

[col 2, row 2] Anne's grandmother has died.

[col 1, row 3] Mr. Frank lives with Miep Gies and her husband.

In all three works, the closeness between Anne and her father is evident.

Difficulty: *Average* **Objective:** *Literary Analysis*

Essay

11. Most students will feel that the play gives a more complete view of the time and place because it is longer, gives more information, and shows how the attic dwellers interacted and felt about outside events. Some students may choose the diary, however, because it gives Anne's true feelings about events from her own pen.
Difficulty: *Easy* **Objective:** *Essay*
12. Students should explain that a primary source is a firsthand account in which the writer can report on real events taking place at the time. Anne Frank's diary and Miep Gies's memoir fit this description. Students may note that Anne's diary reveals she was lonely, longed for deeper friendships, was thoughtful and creative, and lived under difficult conditions both before going into hiding and after. They may report that the memoir shows that Anne was sent to a concentration camp from which she did not return.
Difficulty: *Average* **Objective:** *Essay*
13. Students should note that in the diary, readers learn about Anne and the others only from her point of view. In the play, readers learn about all the characters through their actions, words, and the comments of others. They should point out that readers learn much more about Anne and others from the play, and that she is seen as much more talkative, rebellious, and annoying than she appears in the diary. Students may feel that the dialogue in the play does not completely reflect the Anne in the diary, but that the playwrights had to imagine the dialogue and may have used other sources.
Difficulty: *Challenging* **Objective:** *Essay*
14. Students may point out that Anne's desire to have friends, her loneliness and insecurity, her feelings about Peter and her parents, and her occasional argumentativeness are typical of teenagers at any time. However, her circumstances are very different from those of most teenagers today, and students may feel those circumstances made her more reflective and compassionate. Students may feel that Anne's similarities to present-day teenagers are more important than her differences

because it is the similarities that help teenage readers identify with and understand her.

Difficulty: *Average* **Objective:** *Essay*

Oral Response

15. Oral responses should be clear, well organized, and well supported by appropriate examples from the selections.

Difficulty: *Average* **Objective:** *Oral Response*

Selection Test A, p. 123

Critical Reading

1. ANS: D	DIF: Easy	OBJ: Comprehension
2. ANS: B	DIF: Easy	OBJ: Interpretation
3. ANS: B	DIF: Easy	OBJ: Comprehension
4. ANS: C	DIF: Easy	OBJ: Comprehension
5. ANS: D	DIF: Easy	OBJ: Interpretation
6. ANS: A	DIF: Easy	OBJ: Comprehension
7. ANS: C	DIF: Easy	OBJ: Interpretation
8. ANS: B	DIF: Easy	OBJ: Literary Analysis
9. ANS: D	DIF: Easy	OBJ: Literary Analysis
10. ANS: D	DIF: Easy	OBJ: Literary Analysis
11. ANS: D	DIF: Easy	OBJ: Literary Analysis
12. ANS: A	DIF: Easy	OBJ: Literary Analysis

Vocabulary

13. ANS: D	DIF: Easy	OBJ: Vocabulary
14. ANS: A	DIF: Easy	OBJ: Vocabulary
15. ANS: B	DIF: Easy	OBJ: Vocabulary

Essay

16. Anne Frank's diary is a primary source because in it Anne writes about events that actually happened to her and her family. Miep Gies's memoir is a primary source because Gies writes about events that she actually experienced—in the case of this excerpt, mostly the aftermath of the Franks' confinement in concentration camps during the war and Mr. Frank's efforts to track down his wife and daughters. As readers explore the excerpts of her diary, they learn that Anne was lonely, longed for deeper friendships, was thoughtful and creative. Readers also learn that Anne lived under scary and difficult conditions as her family hid to escape the Nazis. The memoir tells how Mr. Frank learned of the death of his wife and daughters and how Miep Gies turned over Anne's diary to Mr. Frank.

Difficulty: *Easy* **Objective:** *Essay*

17. In Anne Frank's diary excerpts, readers learn the girl's intimate thoughts and feelings as she writes them out. She comes across as an intelligent, sensitive girl, perhaps even advanced for her age. People reading or viewing the play get a broader view of Anne because they see her interacting with other characters and hear what others say about her. For example, they see not only

that she has a thoughtful side (as when she makes holiday gifts for those in hiding), but also that she can be exasperating (as when she irritates her mother and Mrs. Van Daan).

Difficulty: *Easy* **Objective:** *Essay*

18. Students may point out that Anne's desire to have friends, her loneliness and insecurity, her feelings about Peter and her parents, and her occasional fits of temper are typical of teenagers at any time. However, her circumstances—being confined in an attic for so long—are very different from those of most teenagers today.

Difficulty: *Average* **Objective:** *Essay*

Selection Test B, p. 126

Critical Reading

1. ANS: D	DIF: Average	OBJ: Comprehension
2. ANS: B	DIF: Challenging	OBJ: Interpretation
3. ANS: A	DIF: Average	OBJ: Comprehension
4. ANS: C	DIF: Average	OBJ: Interpretation
5. ANS: D	DIF: Average	OBJ: Interpretation
6. ANS: A	DIF: Average	OBJ: Comprehension
7. ANS: B	DIF: Average	OBJ: Interpretation
8. ANS: D	DIF: Average	OBJ: Comprehension
9. ANS: C	DIF: Challenging	OBJ: Interpretation
10. ANS: C	DIF: Average	OBJ: Literary Analysis
11. ANS: A	DIF: Average	OBJ: Literary Analysis
12. ANS: D	DIF: Average	OBJ: Literary Analysis
13. ANS: D	DIF: Average	OBJ: Literary Analysis
14. ANS: C	DIF: Challenging	OBJ: Literary Analysis

Vocabulary

15. ANS: D	DIF: Average	OBJ: Vocabulary
16. ANS: A	DIF: Average	OBJ: Vocabulary
17. ANS: B	DIF: Average	OBJ: Vocabulary
18. ANS: D	DIF: Average	OBJ: Vocabulary

Essay

19. A primary source is a firsthand account in which the writer can report on real events taking place at the time he or she is writing. Anne Frank's diary fits into this category because she wrote about events that actually happened to her and her family in the 1940s. As readers explore the excerpts of her diary, they learn that Anne was lonely, longed for deeper friendships, was thoughtful and creative. Readers also learn that she and her family lived under scary and difficult conditions both before they moved into hiding and while hiding. Miep Gies's memoir is a primary source because Gies writes about events that she actually experienced—in the case of this excerpt, mostly the aftermath of the Franks' confinement in concentration camps during the war and Mr. Frank's efforts to track down his wife and daughters. The memoir tells how Mr. Frank learned of the

death of his wife and daughters and how Miep Gies turned over Anne's diary to Mr. Frank.

Difficulty: Average **Objective:** Essay

20. In the diary, readers learn about Anne and other people only from Anne's perspective—that is, by what the diarist thinks and writes about them. In the play, readers learn about all the characters—including Anne—through their actions, their words, and the comments of others about them. As a result, we learn much more about Anne and the other characters in the play than we do in the diary. For example, through the play, we see Anne as talkative, rebellious, and annoying to some of the other characters—a portrayal that doesn't come across so clearly in the first-person diary. However, we must remember that with the exception of occasional excerpts picked up directly from Anne's diary, the words and comments in the play had to be imagined by the playwrights.

Difficulty: Average **Objective:** Essay

21. Students may point out that Anne's desire to have friends, her loneliness and insecurity, her feelings about Peter and her parents, and her occasional argumentativeness are typical of teenagers at any time. However, her circumstances are very different from those of most teenagers today, and students may feel those circumstances made her more reflective and compassionate. Students may feel that Anne's similarities to present-day teenagers are more important than her differences because it is the similarities that help teenage readers to identify with and understand her.

Difficulty: Average **Objective:** Essay

Writing Workshop

Research Report: Grammar, p. 130

- A.** 1. After we got a computer; 2. since he took the class;
3. Whenever I want to use the computer; 4. If that computer ever breaks down; 5. before something goes wrong

B. Sample Answers

1. The earthquake brought disaster as walls of water came ashore.
2. A tsunami is not a tidal wave because it is not affected by the moon's gravity.
3. Although a tsunami moves from the land quickly, it is often followed by other waves.
4. When thousands are left homeless, they are threatened by disease.
5. As soon as a disaster occurs, many people send money to help the victims.

Vocabulary Workshop—1, p. 131

Sample Answers

1. tuna: Spanish
2. artichoke: old Spanish; Arabic
3. orange: Spanish
4. cider: old French; Hebrew

5. chocolate: Spanish, means "bitter water"

Vocabulary Workshop—2, p. 132

- A. 4
- B. 6
- C. 8
- D. 7
- E. 1
- F. 5
- G. 2
- H. 3

Benchmark Test 10, p. 134

MULTIPLE CHOICE

1. ANS: D
2. ANS: C
3. ANS: B
4. ANS: C
5. ANS: D
6. ANS: D
7. ANS: C
8. ANS: A
9. ANS: D
10. ANS: A
11. ANS: C
12. ANS: B
13. ANS: D
14. ANS: B
15. ANS: C
16. ANS: A
17. ANS: D
18. ANS: A
19. ANS: B
20. ANS: A
21. ANS: A
22. ANS: D
23. ANS: D
24. ANS: D
25. ANS: D
26. ANS: B
27. ANS: C

WRITING

28. Students' sentences should clearly refer to a specific historical event and should be written from a first-person point of view.
29. Students' topics should be clearly stated. Their questions should relate directly to their topic.

Vocabulary in Context, p. 140

MULTIPLE CHOICE

1. ANS: A
2. ANS: B
3. ANS: C
4. ANS: B
5. ANS: C
6. ANS: B
7. ANS: C
8. ANS: A
9. ANS: C
10. ANS: B
11. ANS: D
12. ANS: C
13. ANS: A
14. ANS: C
15. ANS: A
16. ANS: C
17. ANS: D
18. ANS: B
19. ANS: B
20. ANS: D