**Chapter4: From the Diary of Anne Frank**

1. **Extract based questions**
2. **All I think about when I’m alone with my friends is having a good time. I can’t bring myself to talk about anything but ordinary everyday things. We don’t seem to be able to get any closer and that’s the problem. Maybe it’s my fault that we don’t confide in each other. In any case, that’s just how things are and unfortunately, they’re not liable to change. This is why I’ve started the diary***.*
3. *Who does ‘I’ refer to?*
4. Anne Frank B. Otto Frank C. Margot Frank D. Ms. G.N
5. *What problem does the writer talk of?*
6. That she can’t get closer with her friends.
7. That she can’t agree with her friends.
8. That she can’t trust her friends.
9. That she can’t help her friends.
10. ‘Maybe it’s my fault that we don’t confide in each other.’ Who does ‘we’ refer to in this line?
11. The writer and her parents B. The writer and her sister

C.The writer and her friends D. The writer and her teacher

***iv***. *What does the writer talk about in the company of friends?*

1. Personal matters B. Family problems

C. Social issues D. ordinary everyday things

***v****. What is not liable to change?*

A. Her attitude towards her friends

B. Her friendship with her friends

C. Her teacher’s behaviour with her.

D. Her friend’s behaviour with her.

**2. Our entire class is quaking in its boots. The reason, of course, is the forthcoming meeting in which the teachers decide who’ll move up to the next form and who’ll be kept back. Half the class is making bets. G.N. and I laugh ourselves silly at the two boys behind us, C.N. and Jacques, who have staked their entire holiday savings on their bet. From morning to night, it’s “You’re going to pass”, “No, I’m not”, “Yes, you are”, “No, I’m not”. Even G.’s pleading glances and my angry outbursts can’t calm them down.**

1. Why is the entire class quaking?
2. The teachers were very strict.
3. The students were being taken for a picnic
4. The class had to submit their assignments
5. The annual results were going to be declared.
6. What were the teachers going to decide?
7. Which students will move to the next grade.
8. Whether the students are disciplined
9. Which student should be declared the class champion.
10. Which class should be declared winners of the school competitions
11. C.N. and Jacques had -------------------
12. Performed bad in the test
13. Been punished for talking
14. staked their entire holiday savings on bets
15. Been detained
16. The word ‘forthcoming has been used as a ------------- in the passage.
17. Noun B) adjective C) adverb D) verb
18. **Writing in a diary is a really strange experience for someone like me. Not only because I’ve never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old schoolgirl. Oh well, it doesn’t matter. I feel like writing, and I have an even greater need to get all kinds of things** **off my chest**.
19. Who is ‘I’ in the above lines?
20. Anne Frank B. Margot Frank C. Ms.G.N. D. Otto Frank
21. Why does the narrator say that writing in a diary is a strange experience for her?
22. Because she is a little girl
23. As she has been writing only her school stuff
24. She has never written anything before.
25. Because she didn’t have a good writing skill.
26. The writer feels a greater need of writing. Pick the option that lists the set of reasons for this.
27. Because she knows everyone wants to know her thoughts and feelings.
28. Because she wants to write about her thoughts.
29. Because she thinks it is the best way to keep herself engaged.
30. Because she wanted to take things off her chest.
31. i and ii B) iii and iv C) ii and iv D) i and iii

iv.what is meant by the word ‘musings?

1. misgivings B) achievements C) deep thoughts D) sorrows

**4. Mr Keesing had a good laugh at my arguments, but when I proceeded to talk my way through the next lesson, he assigned me a second essay. This time it was supposed to be on ‘An Incorrigible Chatterbox’. I handed it in, and Mr Keesing had nothing to complain about for two whole lessons. However, during the third lesson he’d finally had enough. “Anne Frank, as punishment for talking in class, write an essay entitled — ‘Quack, Quack, Quack, Said Mistress Chatterbox’.”**

(i) Pick the option which is synonymous to the word ‘incorrigible’.

A. reformable B. saveable C. curable D. irreformable

ii. Pick out the sentence that brings out the meaning of ‘entitled in’ as used in the extract.

A. All children are entitled to education.

B. The poem is entitled Ode to Skylark.

C. You may be entitled to reclaim some tax.

D. Officers are entitled to travel first class.

iii. Which emoticon would justify the reaction of Mr Keesing in the third lesson when the writer did not stop talking?

i. ii.  iii.  iv.

A. (i) B. (ii) C. (iii) D. (iv)

iv. Instead of scolding in front of the whole class Mr Keesing is punishing the writer again and again for excessive talking by assigning her extra homework. What does this suggest about his behaviour as a teacher?

A. He is tolerant enough and at the same time tries to improve his students’ behaviour also.

B. He is quick tempered and always punishes the student who defies the discipline.

C. He is very strict and punishes the naughty student to teach him a lesson.

D. He has a lot of patience and does not want to be harsh with his students.

**5. I started right away at the Montessori nursery school. I stayed there until I was six, at which time I started in the first form. In the sixth form my teacher was Mrs. Kuperus, the headmistress. At the end of the year, we were both in tears as we said a heart-breaking farewell. In the summer of 1941 Grandma fell ill and had to have an operation, so my birthday passed with little celebration. Grandma died in January 1942. No one knows how often I think of her and still love her. This birthday celebration in 1942 was intended to make up for the other, and Grandma’s candle was lit along with the rest.**

i. Based on this extract, pick the option with the list of words that best describe the writer.

1. Sensitive

2. Emotional

3. Heartless

4. Jovial

5. Shy

A. 1 & 2

B. 2 & 3

C. 3 & 4

D. 4 & 5

ii. Pick the option which is synonymous to the word ‘intended’.

A. nondeliberate B. nonpurposive C. deliberate D.unintentional

***iii.*** *According to the above passage arrange the following statements in correct sequence.*

1. The writer bids farewell to Mrs Kuperus.

2. The writer started going to Montessori nursery school.

3. Writer’s birthday celebration in 1942.

4. Death of the writer’s grandmother.

**iv.** *Pick the option that lists these correctly.*

A. 1, 2, 3, 4

B. 2,1, 4,3

C. 4, 3, 2,1

D. 2,3,1,4

***v.*** *Pick out the sentence that brings out the meaning of ‘make up’ as used in the extract.*

A. Make up your mind after thinking it over carefully.

B. The way Charles tried to make up to the boss was distasteful to the workers.

C. I have a lot of faults to make up for.

D. The teacher asked the students to make up short dialogues by themselves.

**6. I began thinking about the subject while chewing the tip of my fountain pen. Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking. I thought and thought, and suddenly I had an idea. I wrote the three pages Mr Keesing had assigned me and was satisfied. I argued that talking is a students trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did if not more, and that there‘s not much you can do about inherited traits.**

***i****. Pick out the sentence that brings out the meaning of ‘ramble’ as used in the extract?*

A. I ramble through the little town daily.

B. In a ten-page ramble, Barre explains why he wrote the book.

C. The hotel also offers a free guided ramble every week.

D. Together they make a wonderful backdrop as they ramble up the trellis on the far wall.

***ii.*** *What convincing arguments were given by the writer to prove the necessity of talking?* *Pick out the option that lists these correctly.*

1. Talking is necessary for a person.

2. Talking is a student’s trait

3.Talking excessively is an incurable disease.

4. The writer has inherited the trait of talking from her mother.

5. One cannot control the habit of excessive talking.

A. 1 & 5 B. 3 & 5 C. 2 & 4 D. 1 & 3

***iii.*** *According to the above passage, arrange the following images in the correct sequence.*

1. 2.  3.  4. 

(a) 1, 2, 3, 4 (b) 4, 3, 2, 1 (c) 3, 1, 4,2 (d) 2, 3, 4, 1

***iv.*** Pick the option which is not synonymous with the word ‘inherited’.

A. acquired B. genetic C. inborn D. innate

v. Based on this extract, pick the option with the list of words that best describe the writer.

1.Negligent

2. Creative

3. Skilled writer

4. Sadist.

5. Calm

A. 1 & 2 B. 2 & 3 C. 3 & 4 D. 4& 5

1. **Very Short Answer Questions:**
2. **When and where was Anne Frank born?**

Anne Frank was born on 12th June, 1929 in Frankfurt.

1. **Who was Margot?**

Margot was Anne Frank’s elder sister.

1. **Where did Anne stay when her parents emigrated to Holland?**

When Anne’s parents emigrated to Holland, Anne stayed with her grandmother.

1. **When did Anne come to the conclusion that ‘Paper has more patience than people?**

One day Anne had a sudden idea that ‘Paper has more patience than people’ as was sitting alone at home bored and listless wondering whether to go out or not.

1. **What prompted Anne to write a diary?**

The fact that Anne did not have a real friend prompted Anne to write a diary.

1. **Inspite of having a loving family and some friends, what did Anne lack?**

Inspite of having a loving family and some good friends, Anne lacked a true friend.

1. **Why according to Anne did she not have a true friend?**

Anne attributes her lack of friends to her inability to get closer to others.

1. **What did Anne call her diary?**

Anne called diary ‘Kitty’.

1. **What was Anne going to record in her diary?**

Anne did not want to write her diary the ordinary way. Instead, she wanted it to take the role of her friend.

1. **Why did Anne provide a brief sketch of her life initially?**

Anne provides a brief sketch of her life initially so as to enable the readers to understand her better.

1. **What does Anne say about her being in Holland?**

Anne says she was taken to Holland as a present for her sister’s birthday.

1. **What happened in the year 1941?**

Anne’s grandmother had fallen ill and had to undergo an operation in 1941.

1. **When did the grandmother die?**

Anne’s grandmother passed away in 1942.

1. **Why wasn’t Anne’s birthday celebrated in the year 1941? When was it celebrated instead?**

Anne’s birthday was not celebrated in 1941 as her grandmother had fallen ill. It was celebrated in 1942 instead.

1. **How do we know that Anne loved her grandmother very much?**

Even after the grandmother’s death, Anne kept thinking of her often. She added her grandmother’s candle to her birthday celebrations in 1942.

1. **Which day’s recordings from Anne’s diary is discussed in the excerpt ‘From Anne Frank’s Diary’?**

Saturday, 20th June 1942 is being discussed in the excerpt ‘From Anne Frank’s Diary’.

1. **Who Anne worried about while waiting for the results?**

Anne was worried about her girlfriends.

1. **What does Anne say about the boys in her class?**

Anne says the boys were dumb and some of them had wasted their vacation earnings betting over their results.

1. **Which subject Anne was unsure about?**

Anne was unsure of Mathematics.

1. **How does Anne describe her relationship with her teachers?**

Anne says she got along well with all her teachers.

1. **Who was Mr. Keesing?**

Mr. Keesing was Anne’s math teacher.

1. **Why was Mr. Keesing annoyed with Anne?**

Mr. Keesing was annoyed with Anne because she kept talking in his class.

1. **How did Mr. Keesing punish Anne for talking in class?**

Mr. Keesing punished Anne by giving her extra work to do. He asked her to write essays.

1. **What were the topics of the punishment essays?**

Anne was punished thrice with essays. The topics were- ‘A Chatterbox’, ‘An Incorrigible Chatterbox’ and ‘Quack, Quack, Quack, Said Mistress Chatterbox’.

1. **Why did Anne seek help for the third essay?**

Anne sought help for the third essay as she had run out of ideas.

1. **Who helped Anne with her third essay?**

Anne’s friend Sanne who was good at poetry helped her with the third essay.

1. **How did Anne present her third essay?**

Anne presented her third essay in the form of a poem about a duck mother and a father swan.

1. **What did Anne think when Mr. Keesing had given her the topic, ‘Quack,Quack,Quack, Said Mistress Chatterbox’?**

Anne believed that Mr. Keesing was trying to ridicule her by giving such a topic.

1. **Why did Mr. Keesing stop punishing Anne?**

Mr. Keesing was very much impressed with Anne’s essays, especially the third one. So, he stopped punishing Anne.

1. **What change was seen in Mr. Keesing after Anne presenting her third essay?**

Mr. Keesing became less strict and more cheerful after Anne presenting her essay.

**Long Answer Questions**

**1. Your teacher has organized a debate and you have been asked to speak on:  
‘Consequences and positive reinforcements have a great impact on student behaviour’. Write the debate script with three-four points to supplement your stand, either as a proposition speaker or as an opposition one.**

Ans: FOR (Value points)  
When a favourable outcome, event, or reward occurs after an action, that particular response or behaviour will be strengthened.  
Natural reinforcers, social reinforcers, tangible reinforcers, token reinforcers.  
Positive reinforcement is most effective when it occurs immediately after the behavior. Reinforcement should be presented enthusiastically and should occur frequently.  
Some important things to consider when using positive reinforcement include the type of reinforcers that will be used and the schedule that will be employed to train the new behaviour.

**2. You are stressed and anxious since your annual results are going to be announced soon. You decide to meet the school counsellor to share your anxiety and apprehensions. Write the dialogue between you and your school counsellor.  
You may begin like this:**School Counsellor: Hello Anne, please sit down. You look very disturbed and irritated. What’s the matter?

You: Well, to be honest, we all are disturbed. But the irritation is because of the two boys sitting behind……………

School Counsellor: First of all, you need to relax. Take a deep breath. How do you feel we can deal with this situation rationally?

You: …………………………………………………………….. (continue)

**Ans**   
You: When I overhear the anxious students, I also get curious. I doubt if I will get promoted to the next class.

Counsellor: How do you assess your performance in class?

You: I am good in studies except Maths. The teachers like me.

Counsellor: Do you think you will be promoted?

You: Yes, I am in the top 10 % of students, so, I should get promoted.

Counsellor: Have faith in your abilities. You may change your seat to prevent overhearing other students.

You: Thank you for the advice. I will request the teacher for the same.

**3. Anne was a sensitive and mature girl. From the chapters and poems in your text book, First Flight, think of any two characters who could be her friends or confidantes. Analyse the common character traits that would help in creating this special bond of friendship.**

A Wanda Petronski could be a good friend of Anne. She is a sensitive and mature girl. Wanda is creative and draws well while Anne has a flair for writing. Wanda can complement Anne. Anne is humorous and sensitive while Wanda is sensitive and quiet. Both of them do not have a true friend. They can become good companions and share their feelings and common interests.

Anne can also befriend Valli. Valli is slightly younger than Anne but is a mature girl. She also does not have any friends. Valli is a responsible girl. She can share Anne’s secrets and also guide her. All three of them – Anne, Wanda and Valli could rue over the lack of friends. They can form a great bond and become best friends forever.

**4.What idea do you form of Mr Keesing as a teacher? What is that you like the most about** **him?**  
Mr Keesing, the maths teacher, was very strict. He got annoyed with Anne as she talked too much. He warned Anne several times and after that he assigned her extra homework. When she completed it she was assigned one more essay by Mr Keesing. He found all the essays correct and laughed at her arguments. This shows his liking for Anne. At last, he tried to play a joke on Anne by giving her a ridiculous topic Quack, Quack, Quack, said mistress Chatterbox.

The poem written by Anne, completely transformed Mr Keesing. Now, he had started having fun with students and even allowed them to talk. Mr Keesing was a good teacher. He was a very disciplined and concerned teacher. He wanted his students to be serious in his classes. However, he was a short-tempered teacher who punished Anne without understanding her stand. When Anne cracked a joke on him, he took it in a positive way. This trait of his character is very impressive.

**5. How does Anne feel about her father, her grandmother, Mrs Kuperus and Mr Keesing? How does Anne’s description of these characters reflect her own character? Is she fair, critical or biased about them?**  
Anne Frank loved her father too much. She described him as the most adorable father she had ever – seen. She was deeply attached to her grandmother. She felt extremely lonely after her death and she even lit a candle for her on her next birthday. Anne got attached to her headmistress, Mrs Kuperous and became emotional when bidding farewell. Mr Keesing, her maths teacher was very strict and she got pretty well with him. Anne’s description of these characters shows that Anne herself is a good human being. She has respect for all. She does not hesitate in making her teacher realise that he is wrong. She is fearless but talkative. She is fair and critical in her approach. She is not biased.

**6.Write a brief character sketch of Anne. How does she impress you? What will you learn from her?**  
Young Anne was a very intelligent girl and had a flair for writing essays. She could write essays and convinced her teacher that the talkativeness was her birthright and that she had no control over her talkativeness as she had inherited the art from her mother. She outwitted her teacher by writing ‘ the essay. But when the teacher punished her again and asked her to write another essay, “The Incorrigible Chatterbox”, she composed a poem and gave a message through it to the teacher.

The teacher was so impressed by her little poem that he decided not to punish her. Thus, we see that she is capable of writing good essays and win the heart of Mr Keesing and make him realise his mistake. Her fearlessness, critical thinking, humility and unbiased approach are some of the values reflected in her personality. I like her creativity and humorous approach to deal with her strict maths teacher, Mr Keesing.

**7. Do you think Keesing was justified in punishing Anne? Would you support such a punishment in your class? Why/Why not?**Mr Keesing was a very strict teacher who could not tolerate Anne’s talkativeness and would punish her. He even did not try to find out why the girl was always talking in his class. He was not justified in punishing her because he should have tried to make his teaching more impressive and interesting. Anne was weak in Mathematics; naturally, she was not interested in learning in his class.

First, he insulted her and asked her to write an essay on a chatterbox. As a teacher he should have been careful enough not to insult a young girl in front of the class. He further punished her to write another essay. The children are loving young ones who should not be punished at all but treated affectionately. No, I will not support any kind of punishment. A teacher should not use punishment to control the class. He/she should understand the level of students and modify his/her method of teaching.

**8. Anne was very much attached to her grandmother. What should be our attitude towards our elders? What do you learn from Anne?**  
Anne Frank was a thirteen-year-old girl. She was born at Frankfurt in Germany. She lived there until she was four. Her parents emigrated to Holland and she was sent to stay with her grandmother. Anne was very close to her grandmother. She found her a lovely lady. She loved her the most. After her death, Anne missed her very much. She remarks, “No one knows how often I think of her and still love her.” It shows that Anne was very much attached to her grandmother. We should be respectful and sympathetic towards our elders. We get love and wishes from our elders if we treat them respectfully. It is our duty to take a good care of our elders. We learn from Anne that if we love our elders, we get love in return.

**9. What do you think about Anne’s talent for writing essays which she wrote convincingly when punished by her teacher?**

Anne was a talented and argumentative writer. This is evident from the way she writes all the essays given to her in an effective manner. Mr. Keesing, the maths teacher was quite unhappy with Anne’s habit of talking in class. So, inorder to cure her of her talking, he assigned her extra work as punishment. All the three times he had punished her with essays, Anne came out with brilliant explanations and convincing ideas in her essays which impressed Mr. Keesing. In her first essay, she very convincingly argues that talking is a student’s right. Moreover, she impresses on hi that she cannot control her habit of talking as she had inherited it from her mother who was very much talkative. Anne’s creativity is very much evident in the third essay which she had written in the verse form narrating the tale of a duck mother and a father swan who ate up the ducklings for talking too much. Mr. Keesing found the last essay quite amusing and he quoted lines from it. After that he became more cheerful in class and even allowed Anne to talk in class. It is because of her talent to write effectively that helps her out in class.

**10. Anne justified her being a chatterbox in her essay. Do you agree that she had the courage to fight injustice? What values do you learn from Anne’s character through this?**

Anne Frank was very intelligent and courageous girl. She very effectively argues through her essay that being a student, she had the right to talk in class. Mr.Keesing punished Anne repeatedly for talking in class by asking her to write essays on ‘Chatterbox’ as extra work. One after the other, Anne wrote very good essays that won the teacher in her favour. In her last essay which she had written in the verse form, with the help of her friend Sanne was also an attempt to make the teacher realise the talking traits of children. The got so impressed by her poem that he stopped punishing her. it reflects her fearlessness, critical thinking, humility and unbiased approach as well as her creativity and humorous approach to deal with her strict teacher.