

Lesson 3

From The Diary of Anne Frank



Do you have a friend with whom you share your innermost thoughts and feelings? Do you note down your thoughts in a diary? Discuss with the friend sitting next to you the advantages and disadvantages of writing a diary. Now read about a thirteen-year-old girl called Anne Frank whose diary has become a classic (a useful piece of writing, remaining popular over decades).



A thirteen-year-old girl in the Netherlands was given a diary for her birthday on June 12, 1942. Two days later, she started writing her diary.

The thirteen-year-old girl was Anne Frank. Born on June 12, 1929, she was the daughter of Otto H. Frank and her mother was Edith Frank. The world would not have known her had her diary not been published after her death. Anne Frank died in a concentration camp in early March 1945. Her father Otto Frank was the sole member of the family who survived World War II.

Though she had started writing her diary in the summer of 1942, it was never with an intention of creating a record of her experiences during the World War. This was a way to pass time fruitfully while hiding from the German army in an underground safe house.



Anne's voice has reached out across continents and generations, and her diary is one of the most important documents of the tragedies of the war.

Sunday, 14th June, 1942

On Friday, 12th June, I woke up at six o'clock and no wonder; it was my birthday. But of course I was not allowed to get up at that hour, so I had to control my curiosity until a quarter to seven. Then I could bear it no longer, and went to the dining-room, where I received a warm welcome from Moortie (the cat).

Soon after seven I went to Mummy and Daddy and then to the sitting-room to undo my presents. The first to greet me was *you*, possibly the nicest of all. Then on the table there was a bunch of roses, a plant and some peonies, and more arrived during the day.

I got masses of things from Mummy and Daddy, and was thoroughly spoilt by various friends. Amongst other things I was given "Camera Obscura," a party game, lots of sweets, chocolates, a puzzle, a brooch, *Tales and Legends of the Netherlands*, by Joseph Cohen, *Daisy's Mountain Holiday* (a wizard book), and some money. Now I can buy *The Myths of Greece and Rome* – grand!

Then Lies came to fetch me and we went to school. During break I stood everyone sweet biscuits, and then we had to go back to our lessons.

Now I must stop. Bye-bye, we're going to be great pals!

Here is another diary entry dated 20th June, 1942.

20th June, 1942

I haven't written for a few days, because I wanted first of all to think about my diary. It's an odd idea for someone like me to keep a diary; not only because I have never done so before, but because it seems to me that neither I nor for that matter anyone else- will be interested in the unbosomings of a thirteen-year-old schoolgirl. Still, what does that matter? I want to write, but more than that, I want to bring out all kinds of things that lie buried deep in my heart.

There is a saying that "paper is more patient than man"; it came back to me on one of my slightly melancholy days, while I sat chin in hand, feeling too bored and limp even to make up my mind whether to go out or to stay at home. Yes, there is no doubt that paper is patient and as I don't intend to show this cardboard-covered



notebook, bearing the proud name of “diary”, to anyone, unless I find a real friend, boy or girl, probably nobody cares. And now I come to root of the matter, the reason for my starting a diary: it is that I have no such real friend.....

Hence, this diary. In order to enhance in my mind’s eye the picture of the friend for whom I have waited so long, I don’t want to set down a series of bald facts in a diary like most people do, but I want this diary itself to be my friend, and I shall call my friend Kitty. No one will grasp what I’m talking about if I begin my letters to Kitty just out of the blue, so, albeit unwillingly, I will start by sketching in brief the story of my life.

ACTIVITIES

1. Let’s see how much we have understood:

- (a) Where was Anne Frank from?
- (b) How has the voice of Anne Frank reached out across continents and generations?
- (c) What did Anne Frank see lying on the table among her other birthday presents?
- (d) Why did Anne Frank remain in her bed lying till a quarter to seven on her birthday?
- (e) Who does ‘you’ in the lesson refer to?
- (f) What is “Camera Obscura”?
- (g) Who welcomed Anne in the dining room?
- (h) Why does Anne Frank think that it is an odd idea for someone like her to keep a diary?
- (i) How does Anne Frank describe her feelings in one of her slightly melancholy days?
- (j) Who is kitty?

2. Read the text and write the dates related to Anne Frank’s life.

| | | |
|----------------------------|---|-------|
| Date of birth | : | _____ |
| Year of death | : | _____ |
| Date of starting her diary | : | _____ |

3. Read the text and fill the columns with a list of the gifts given to Anne on her birthday:

| Gifts given to Anne Frank | Who gave them |
|---------------------------|---------------|
| | |

4. Let's learn some grammar:

- (a) Read the following sentences carefully and note the use of the words printed in bold italics.

- (i) Anne Frank started writing her diary in the summer of 1942. Today, Anne's voice ***has reached out*** across continents and generations and her diary is one of the most important documents of the war.
- (ii) Rian started writing books at the age of fifteen. Now, he ***has become*** a well-known writer.
- (iii) Rashmi ***had started*** learning the guitar when she was in school. Now, she ***has opened*** a music school of her own where she teaches the guitar.
- (iv) Sagar finished his homework immediately after he ***had returned*** from school. Now, he ***has gone out*** to play.

Note the following:

The Past Perfect form is used to show that an action happened before another in the past.

For example: The plane had landed before we reached the airport.

In this sentence, had landed is an example of the Past Perfect form.

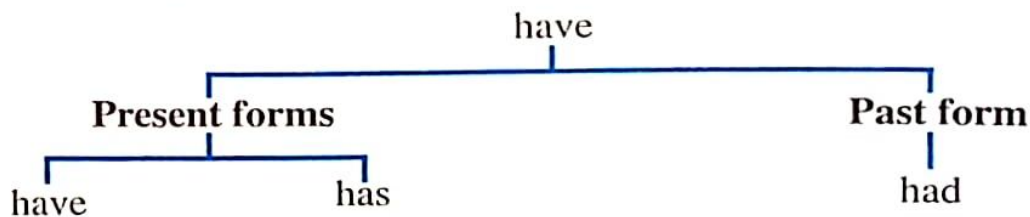
The action of the plane landing happened before the other action took place.

The other action in this case is "before we reached the airport."

(b) Fill in the blank spaces in the following paragraph about Reema with the verbs given in brackets:

Reema was very happy on Sunday. She was given a diary on her birthday. She _____ (receive) other gifts too, such as flowers and chocolates. Her grandmother _____ (send) her a letter, which reached just on time. Reema _____ (bake) biscuits, which she distributed at school. She also _____ (spend) some of her pocket money to buy a few stickers for her friends.

Let us revise the different forms of the verb 'have'. The verb 'have' has the following forms:



Note how these verbs are used as helping verbs (also called auxiliary verbs) in sentences:

- (i) **Have:** I have received three gifts.
- (ii) **Has:** Reema has left just now.

Both these sentences have the auxiliary verb 'have' in the Present tense.

Now read the following sentences where the verb 'have' is used as a helping verb in the Past tense:

- (iii) **Had:** Her grandmother had sent her a letter which she recieved this morning.
- (iv) **Had:** We had given her a bouquet of flowers which made her happy.

Now fill in the blanks in the following paragraph with the appropriate forms of the verbs given in brackets:

"Today (be) a special day," Reema thought. "Grandma (have send) such a beautiful letter! I wish she (has come) here herself, but she (have fall) ill, and can't come!"

5. Read the following sentence:

The teacher **handed** out the worksheets to the students.

Note that the verb **handed** is a main verb used in the Past tense. Main verbs can be of two types:

- (a) **Regular verbs:** These are verbs that form their Past tense and Past participle forms according to an established pattern. Most verbs have a Past tense and Past participle with - **ed**.

e.g. play - played - played walk - walked - walked

- (b) **Irregular verbs:** They are verbs that do not follow the established pattern when they take their Past tense and Past participle forms.

e.g. drink - drank - drunk ring - rang - rung

Some irregular verbs do not change their forms.

e.g. cut - cut - cut hit - hit - hit

There are some verbs which take forms like the following in the Past tense and Past participle-

think - thought - thought catch - caught - caught

The verb go takes the forms-

go - went - gone

Learn more about irregular verbs with the help of your teacher. You can also consult a dictionary for a list of irregular verbs.

Now complete the sentences by filling in the blanks with the simple Past form of the verbs given in brackets.

- (i) Another birthday has gone by, so I'm now fifteen. I _____ (receive) quite a few gifts.
- (ii) Peter _____ (give) me a lovely bouquet of peonies; the poor boy had put a lot of effort into finding a present, but nothing quite _____ (work) out.
- (iii) Churchill was on a torpedo boat that _____ (shell) the coast.



6. Read the following sentences about Anne Frank:

- (a) A thirteen year old girl in the Netherlands was given a diary on her birthday.
- (b) The world would not have known her, had her diary not been published after her death.
- (c) I am not allowed to get up at that hour.

The three sentences above are in the *passive* form of the verb. We use the passive form of a sentence when we want to focus on *the action* rather than *who* did it. In the active form, the sentences would be written like this:

- (a) Someone gave a thirteen-year-old girl in the Netherlands a diary on her birthday.
- (b) The world would not have known her, had her father not published the diary after her death.
- (c) My family does not allow me to get up at that hour.

As you can see, we focus on the doer of the action in an active sentence.

Here are a few more examples:

| A | B |
|---------------------------------------|--|
| (i) I write poetry. (Active) | Poetry is written by me. (Passive) |
| (ii) I am writing poetry. (Active) | Poetry is being written by me. (Passive) |
| (iii) I have written poetry. (Active) | Poetry has been written by me. (Passive) |
| (iv) I wrote poetry. (Active) | Poetry was written by me. (Passive) |
| (v) I had written poetry. (Active) | Poetry had been written by me. (Passive) |

All the sentences in column B are in the passive, but they use different verbs to show the differences in the time when the action happened. Here are a few sentences about Anne Frank. Rewrite the sentences in the passive form.

- (i) Anne Frank receives a diary for her birthday.
- (ii) Anne is counting her gifts.
- (iii) Anne has baked biscuits for herself.
- (iv) Anne wrote a diary entry.
- (v) Her parents had given her a blue blouse.

7. Reading storybooks:

In the text you read about the books that were gifted to Anne on her birthday. Prepare a list of English storybooks (or books translated to English) that you have read.

Work with a partner. You and your partner will then tell each other which book in the list is your favourite, who are your favourite characters in the book and why you like the book.

Help one another to write a brief book review of a book you have read recently. Write in the following format:

- (i) The name of the book:
- (ii) Name of the author:
- (iii) What type of a book it is (adventure, historical, biography, fiction and so on):
- (iv) Narration – Is the book narrated in first person, second person or third person:
- (v) Plot - A brief summary of the book (what the book is about without giving too many details):



- (vi) Whether you liked/disliked the book. (Give reasons):
- (vii) Whether you would like to read more books by the author:
- (viii) Would you encourage others to read this book? How would you rate the book? (How many stars would you give ?)

8. (a) **In the lesson, you have read a diary entry by Anne Frank who was delighted to be gifted her diary on her birthday. Diary writing is one of the most personal and informal categories of writing. It can be based on a personal experience, a scene, a description or narration of certain event(s) or any other thing.**

A good diary entry usually contains the following features:

- (i) The day, date, place and time of writing the entry.

For example :

Friday, July 7, 2019 (4 p.m.)

- (ii) A formal heading is optional. If you want, you can give one.
- (iii) You can give your diary a name; and address the diary by that name.

For example:

Dear Kirti (if you have named your diary Kirti)

- (iv) The style of writing is informal (as if addressing a trusted friend).
- (v) Since the diary is a personal document, the entry does not need any signature. Like the formal heading, the signature is optional.

Now prepare a diary entry which documents your birthday.

Apart from the above guidelines, your diary entry may include the following:

- how your day began
- how you celebrated the day

- who you had invited
- what gifts you received
- how you felt

Now read out your diary entry to your partner. Your partner will also read out his or her diary entry to you.

- 9. Imagine that your brother has gifted you a pet on your birthday. Talk to your friend about how you felt about the gift. What name would you like to give to your pet?**

You can begin like this:

I am always excited about my birthday, mostly because of the gifts. Last Saturday was my birthday.....



For the Teacher

Tell the learners that keeping personal diaries or making regular diary entries is a wonderful habit. It helps to record one's deepest emotional experiences, thoughts and feelings. One can also keep track of special events or landmarks in one's life through diary entries. Often, personal diaries assume historical importance by becoming journals which provide an insight into the impact of national or international events upon the lives of the people. They provide a human angle to history. One such personal diary is *The Diary of Anne Frank* which is a personal record of a teenager named Anne Frank. It tells the story of the struggle of Anne and her family while they remained in hiding for two years during the Nazi occupation of the Netherlands.

This lesson seeks to inspire the learners to develop the habit of keeping personal diaries. Learners will also be encouraged to read 'Anne Frank's Diary' for insight into the impact of the war on the lives of ordinary people.

From The Diary of Anne Frank tells the story of Anne and her family's struggles while they were hiding during World War II.

In order to check the learners' comprehension ask them questions given in Activities 1, 2 and 3 orally before they write them.

In Activity 4 under the section 'Let's learn some grammar', learners will be taught to write correct sentences with the different forms of the verb.

In continuation with this activity is a revision exercise of the usage of different forms of the verb which your learners had learnt in Class VI.

Activity 5 will introduce learners to 'Regular verbs and 'Irregular verbs'. Help your learners while they complete sentences from another page of Anne Frank's diary with simple past form of the verbs. Encourage them to use the dictionary to search for meanings of words like 'torpedo', 'peonies', 'shell', etc.

Help the learners understand that the Passive form of verbs is used for emphasis of the action while in the Active form of the verb the doer of the action is focused.

Write a few more sentences on the blackboard in two columns under Active and Passive. Sentences may be simpler and non textual. This will help your learners to understand better.



In the section 'Reading for pleasure', at the end of the textbook, stories, poems and delightful passages have been included. Encourage learners to read these and provide them time for storytelling and reading aloud stories at least once a week. Activity 8 can be completed successfully only if learners have read quite a number of storybooks. Arrange learners in pairs and ask them to tell each other about their favourite story book, their favourite character and why they like the book.

Encourage learners to read English storybooks before you move forward with Activity 7.

Help learners to make personal diary entries in order to inculcate the habit of writing regular diary entries. Activity 8 provides certain important features of a good diary entry. This will lead them to make diary entries based on their personal experience, a description or narration of certain events or any other thing. In continuation to this, learners will be able to prepare diary entries about their birthdays.

Learning Outcomes:

The learner:

- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sales person, etc. using appropriate vocabulary
- reads textual/non-textual materials in English/ Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- takes notes while teacher teaches/from books/from online materials
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb, etc.)
- writes formal letters, personal diary, list, e-mail, sms, etc.
- writes a book review

