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## The Diary of a Young Girl

It is 1942 in Holland. It is the time of the Second World War, and the Germans have invaded the country. All the Jews are frightened for their lives. The Frank family decide to hide in a secret flat in Mr Frank's office building. Their younger daughter, Anne, begins to write a diary of their lives in hiding.

Soon another Jewish family, Mr and Mrs van Daan and their son Peter, join the Franks. Anne and Peter don't like each other at first, but then they begin to fall in love. Life in the hiding-place is full of arguments and dangers, and the people there are often hungry and frightened. But they hope for the best too, until that final day when the police arrive to arrest them.

This book is like an adventure story, but it is all true. Young Anne Frank really wrote her diary in the Secret Annexe, their hiding-place in the Amsterdam house, and after the war her father wanted the world to know about it. Anne herself was no longer alive then; the Germans took her away to a concentration camp with her sister Margot. She died there in 1945, just before British soldiers arrived to save the prisoners.

Anne's diary speaks to all of us about the terrible times of war, and of the awful suffering of the Jews. But it is also a story of hope and love, showing the best sides of human life too.

Anne Frank: born 12 June 1929 in Frankfurt-am-Main, Germany; died early 1945 in the Bergen-Belsen concentration camp near Hanover, Germany.

F.C. 32  
Robert jr. ALJ

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# *The Diary of a Young Girl*

ANNE FRANK

Level 4

Retold by Cherry Gilchrist  
Series Editor: Derek Strange

C.F.32



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Floor plan of the Secret Annexe on p. 9

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*To the teacher:*

In addition to all the language forms of Levels One to Three, which are used again at this level of the series, the main verb forms and tenses used at Level Four are:

- present perfect continuous verbs, past perfect verbs, *was/were going to*, passive verbs (simple aspects only and with available modal verbs), conditional clauses (using the 'second' or 'improbable' or 'hypothetical future' conditional) and further phrasal verbs
- modal verbs: *should* and *ought to* (to give advice or expressing desirability), *used to* (to describe past habits, states and routines), *must* and *can't* (to express (deduced) likelihood), and *may* and *might* (to express possibility or uncertainty), *could* (to express hypothetical ability), *would* (to express willingness) and *had better* (to give advice).

Specific attention is paid to vocabulary development in the Vocabulary Work exercises at the end of the book. These exercises are aimed at training students to enlarge their vocabulary systematically through intelligent reading and effective use of a dictionary.

*To the student:*

Dictionary Words:

- As you read this book, you will find that some words are in darker black ink than the others on the page. Look them up in your dictionary, if you do not already know them, or try to guess the meaning of the words first, and then look them up later, to check.