

## 1.6 In a Class Of Their Own !



### An Opinion Poll

Use any one of the topics given below to carry out a quick opinion poll. For your opinion poll, talk to any five of your friends. Note down their responses : Agree - Disagree - Not sure.

Form three groups – one for each topic. Discuss the findings of your opinion poll in the groups. Each group should select a group leader to put together the findings and to make a presentation to the class.

Follow the presentations with a discussion on the most important characteristic of a good friend, a good student and a good teacher. You may also consider characteristics not mentioned in the tables below.

What makes a good friend - Characteristics	Agree	Disagree	Not Sure
A good friend -			
* shows you the answer sheets at the time of exam.			
* points it out when you are doing something wrong.			
* sides with you in all fights and quarrels.			
* keeps a secret.			
* tells you all the gossip.			

What makes a good student - Characteristics	Agree	Disagree	Not Sure
A good student -			
* keeps quiet in the classroom all the time.			
* often brings gifts for the teacher.			
* takes efforts to learn something on his/her own.			
* is punctual and regular.			
* learns all answers by heart.			
* participates in all classroom activities.			

What makes a good teacher - Characteristics	Agree	Disagree	Not Sure
A good teacher -			
* provides readymade answers.			
* is friendly with all the students.			
* brings in a lot of fun and humour in the classroom.			
* gives challenging tasks and makes the students work on them.			
* understands students' problems.			

## IN A CLASS OF THEIR OWN !

### Part I

**W**e are a class of sixty girls and boys and we are ALL friends.

Of course it's true that there are camps amongst us and sometimes we do have quarrels, arguments, fights – everything! But when it comes to facing others, even the teachers, we are all one. We face them together.

If you see a whole class being made to make three rounds of the school ground or copy a hundred lines from the book as a punishment, it is most probably us. But we do not tell tales about anyone – girl or boy. We take the punishment as a class.

And guess what happened this year ...

We were used to teachers shouting at us for poor marks, shabby work, incomplete homework, not attending school regularly and all the other things that teachers worry about. But we didn't mind it. It made no difference to us. We all liked our class the way it was. We were, in fact, quite proud of our class.

- And so was our new Class Teacher, Mrs Desai. She said so in the very first period. She said, "I have heard about you people from your last year's teachers, and I am proud of you. Unity is a very important quality and you must always maintain it. I am very happy to be your Class Teacher."

Did you notice what she called us ? It's very interesting. It's never 'children'. It's always 'girls', 'boys', 'you young people' or 'my dear', or 'young man', or 'young lady'. You feel so nice when she says, 'Now this young lady will show us how to do it.'

We all liked her very much.

- camps : A camp is a group of people who think alike
- facing others : Talking to others or meeting them when they are likely to scold you or punish you.
- tell tales : talk to other people about someone's faults, mistakes, secrets, etc.
- shabby : untidy
- ⊗ Why did the teachers punish the students ?
- unity : When there's unity among a group of people, they stay together, work together, etc. without fights or quarrels.

### Things to do :

- ⊗ Write three weaknesses and three strengths of your class.

- ✿ 'In a class of one's/ its own' is an idiom. It means unique, better than all others.
- ✿ Do you think this class in this story is unique?

#### Listen and answer :

- ✿ Was Mrs Desai angry with her class?
- ✿ What were her feelings?  
How do we know that?
- ✿ Why did the students talk about what Mrs Desai said?

#### Discuss and answer :

- ✿ Why are some words printed here in bold type?

Soon it was time for the first unit test. After the test, we all got ready to receive our usual share of scolding and punishments. But when Mrs Desai came with the progress report cards, she didn't look angry. She was rather quiet. She smiled as usual, but her eyes didn't look happy.

She handed out the cards one by one. Many of us had failed in one subject or the other. Some had not appeared for the test. A few had got good marks in some of the subjects. Very few had done well in all the subjects.

"So that's that !" she said after handing out all the cards. Suddenly, her eyes were filled with tears. She didn't let the tears fall, of course. She just blinked them away and turned to the blackboard.

"Are you angry with us, Madam?" someone asked.

"No, not at all."

"But, ..... you don't feel proud of us any more ...." Sushmita said in a low, soft voice.

"No, Sushmita, you are **my** class and I will always want to be proud of you. Come on, now, let us go back to our studies. Take out your books."

We waited after school and talked about this.

"Did you notice what Desai Ma'am said, Asmita?" asked Snehal, "She said I will always **want** to be proud of you. She didn't say I **am** proud of you."

"What do you expect?" I said, "So many of us fail. So many miss the test. How do you expect her to be proud of us?"





## ENGLISH WORKSHOP

1. Read aloud the two conversations in this part.
  - (a) Between Mrs Desai and her students.
  - (b) Between Asmita and Snehal.
2. Say whether the following sentences are right ☒ or wrong ☒.  
Correct the wrong ones and write them down.
  - (a) There are both boys and girls in this class. ☐
  - (b) They never quarrel. ☐
  - (c) Their teachers never shout at them. ☐
  - (d) There was no unity among the students in the class. ☐
  - (e) Sushmita spoke to the teacher in a low, soft voice. ☐
  - (f) Asmita is telling us their story. ☐
3. Discuss the following questions :
  - (a) Why does Mrs Desai's class like her ?
  - (b) Should Mrs Desai have been angry or unhappy ?
4. Use the information to make meaningful sentences using the following adverbs.
  - (a) always                      (b) regularly                      (c) sometimes                      (d) never

You may also make any other sentences using these adverbs.
5. Write the following words in the appropriate places to complete the following tables : itself, herself, myself, yourselves, ourselves, yourself, himself.

I		you	
we		you	

he		it	
she		they	

6. Say the alphabet from 'a' to 'z'. There are 26 letters in the alphabet. Divide them into groups of rhyming letters, for example, 'q', 'u', 'w' are rhyming letters that end with the 'yu' sound. Did you find a rhyming letter for each of the 26 letters ?

### Language Study

#### Common Nouns - 2

Some nouns stand for groups of things or people. Such nouns are called **collective nouns**. Examples : class (a class of sixty girls and boys), people, a herd of cattle, a flock of birds, a team of players, a set of cards, lists of names.

Note that collective nouns also have singular and plural forms.  
Examples : class - classes, herd - herds, flock - flocks

\* Make a collection of collective nouns.

## Part II

“But this is really too sad,” said Akash. “We must **make** her proud of us.”

“But how ? What can we do ?” asked Sunil. She won’t be happy unless we all do well. Do you think that’s possible ?”

And then suddenly it clicked.

“Yes!” I said, “Why not ? We will make it possible. If we all work together, we can do it!”

“Right!” said Akash. “Let’s do it.”

So the next day, we (the whole class) sat together to discuss the ‘Plan of Action’.

We all agreed that those who get good marks should help others.

“That is all very well,” said Niyati. She is the maths genius in our class. “I have tried to help before. But no one is interested. They don’t want me to help them.”

“Perhaps you are too bossy,” suggested Soli.

“We have better things to do after school. Who wants to sit and do maths!” said Nilesh. “You can help by giving us the answers.”

“See what I mean!” said Niyati. “And they are both way behind the class in maths.”

“This will not do,” said Akash. “Do you think Desai Madam will be proud of a class of copycats? You must study till you understand your maths well. It’s a rule, and you have to follow it.”

“And what if they don’t ? And there are many like them,” said Niyati.

“I have an idea,” said Soli. “Let some of the students work as our ‘Searchlights’. They will visit us at home, talk to us every day to see that we study.”

- clicked : became clear.

- way behind : An informal way of saying not making progress (as other students in the class.)

### Guess the meaning of :

- ☼ ‘copycats’.

- ☼ What is meant by ‘Searchlights’ here?



“And what if we have difficulties ?” asked Nilesh.

“Let us also have ‘Study Guards’ like Niyati who will help us out of our difficulties.”

“That’s a great idea,” said Sunil. “Let’s have Study Guards for every subject.”

It didn’t take very long to identify the SL’s and SG’s. We put the PoA in motion immediately. We did this without letting any of the teachers in the secret. We wanted to give Mrs Desai a surprise. But she is really too good. She spotted the change within a week.

“Something is at work in this class, I am sure,” she said, “No one is ever absent. Everyone pays attention during lessons. And I see a different look in your eyes. Something has happened.”

So then we had to tell her. She was really impressed. “You people are really amazing ! What wonderful ideas! Such determination ! There’s no other class like yours.”

We felt so happy we were on cloud nine! Every one of us began to try hard, honestly. And you will not believe this, but we were actually all quite eager to take the second test and get the results.

This time when Mrs Desai walked in with the report cards, she was all smiles. She congratulated each one of us, personally.

However, there is one last thing which I must tell. We had hoped that we would all do well. Many of us did do well, but alas, there were still some who got poor marks, and some had even failed. So then we all began to feel crushed. Naina, who had got a red mark in her card couldn’t bear it.

“I have let the whole class down,” she sobbed.

✿ What is meant by ‘Study Guards’?

✿ What do these short forms stand for?

✿ SL’s ✿ SG’s ✿ PoA

✿ What changes did Mrs Desai observe in the class?

✿ When you are ‘on cloud nine’, you feel great happiness.

**Find the meaning of the following and use them in your own sentences.**

✿ take a test ✿ give a test

**Discuss :**

✿ What qualities did the students develop in their efforts to do well?

❁ Why did the Teacher appreciate Naina?

But our dear dear Class Teacher went to her and hugged her.

“No, Naina, you haven’t let anyone down. Look at your card. Last time you had got only two out of fifty in Science and this time, it’s sixteen. That’s quite a leap. You have started off in the right direction and I know you will keep it up. I am proud of you, each one of you.”

Can you guess what happened in the next test ?



## ENGLISH WORKSHOP

1. Discuss the meaning of the following statements and translate them into your mother tongue.
  - (a) We must make her proud of us.
  - (b) We will make it possible.
  - (c) See what I mean !
  - (d) This will not do.
  - (e) Something is at work in this class, I am sure.
  - (f) She was all smiles.
  - (g) Many of us did do well.
  - (h) I have let the whole class down.
  - (i) That’s quite a leap.
2. Write any one of the following dialogues.
  - (a) A dialogue between two friends about their studies.
  - (b) A dialogue between a teacher and a student about studies.
  - (c) A dialogue between a parent and a child about studies.
3. What rules would you like to make for : (a) yourself (b) your class ?
4. Prepare a card for your friend wishing him/her the best of luck/all the best in an examination.
5. Find and write three examples each of the past, present and future tenses from the story.

Note that in the phrase 'Live English', in the word 'live' rhymes with 'five'.

★ Frame rules for the School Library after discussing them in the class.



### Common Nouns - 3

Common nouns can be classified in one more way – **concrete** nouns and **abstract** nouns.

**Concrete** nouns stand for things that you can actually touch or see.

Examples : school, home, cards, butterflies, child.

**Abstract** nouns stand for ideas, qualities, feelings, actions, etc.,

Examples : life, time, unity, progress, happiness, childhood, movement, mathematics.

Can you spot at least three abstract nouns in the following paragraph?

‘We put the plan of action in motion immediately. We did this without letting any of the teachers in the secret. We wanted to give Mrs Desai a surprise. But she is really too good. She spotted the change within a week.’

### Common Nouns - 4

Now you know that plural forms of nouns have -s, -es or -ies at the end. But the plurals of some nouns are formed differently. They are called irregular plurals. Look at the following forms -

- child - children    ● man - men    ● woman - women
- mouse - mice    ● foot - feet    ● leaf - leaves

\* Collect examples of regular and irregular plurals. (At least 20 each)

#### TOW

#### Two minutes of Oral Work

Tell as many words as possible related to the given words, within two minutes.

- light    ● earth    ● turban    ● sleepy
- pigeons

Example : light – bright, star, day, bulb.

