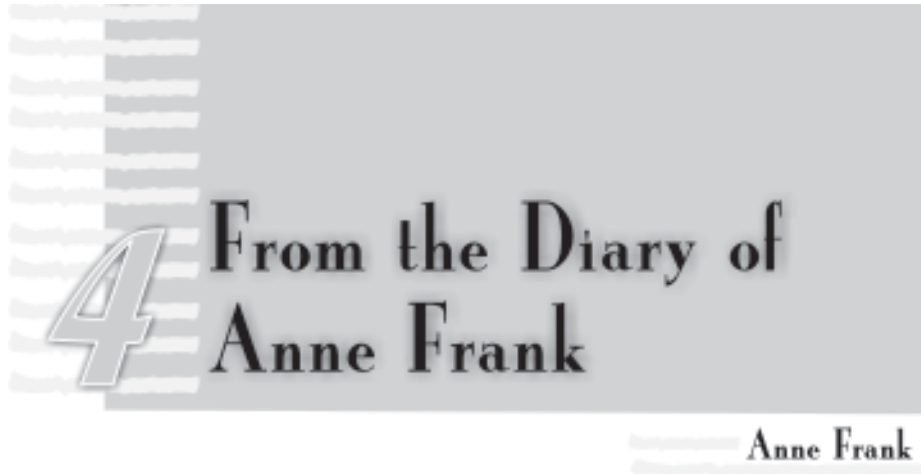


talk
to
me!

LET'S TALK EMPOWERMENT. LET'S TALK ENGLISH

First Flight



1. Watch and listen to the story

Click on the link below to watch a video of the story being read. Note the pronunciations of the words and read along using the subtitles.

[\(79\) From the Diary of Anne Frank - YouTube](#)

2. Background

The Holocaust is a shameful period in the history of the world. Between 1941 and 1945, Nazi Germany, led by Adolf Hitler, systematically murdered approximately six million Jews – around two-thirds of Europe's Jewish population. The murders were carried out in mass shootings; by a policy of extermination through work in concentration camps; and in gas chambers and gas vans. In German extermination camps the bodies of millions of Jews were burnt, so that no trace of them would ever remain.

Why did Hitler hate Jews? As early as August 1920, Hitler compared the Jews to germs. He stated that diseases cannot be controlled unless you destroy their causes. The influence of the Jews would never disappear without removing its cause, the Jew, from our midst, he said. These terrible ideas paved the way for the mass murder of the Jews in the 1940s.

3. Summary

This lesson is an excerpt from 'The Diary of a Young Girl', an autobiography of Anne Frank. A diary was presented to Anne on her thirteenth birthday. She named it Kitty and wrote in it about her day-to-day life, expressing her deepest thoughts and feelings as if to a close friend.

Anne's diary entries provide information and insights about her early life, family and school. During World War II Jews were being persecuted by the Nazis who were in power at that time in Germany. The Nazis invaded other European countries including Holland where the Franks were living. Anne and her family had to go into hiding as they were Jewish. They were discovered after two years and sent to a concentration camp, where Anne and all her family died, except for her father. Her father found her diary and had it published after the war ended. It later became a best seller the world over.

In this excerpt, Anne talked about her family and the reason she chose to keep a diary. She also related her experiences in school – the tension of passing and being promoted to the next class, and her relationship with her teachers. She wrote about getting into trouble with Mr. Keesing, her maths teacher, and the extra homework he gave her as punishment for talking too much in class. She wrote humorously about the two essays and one poem that she had to write as punishment. Mr. Keesing laughed at her first essay, as well as at a really funny poem she wrote as her last punishment. Mr. Keesing handled the situation very sportingly, and after that Anne was allowed to chat as much as she liked!

To know more about Anne Frank, her life in hiding and her diary watch this video by clicking on the link below.

<https://www.youtube.com/watch?v=ond6r5pafjw>

4. Vocabulary

1. **Occupation** – a situation in which someone or an organisation like the army moves into a place and takes control of it
During the **occupation** of the city by the enemy army, a number of heritage buildings were destroyed.
2. **Trapped** – not being able to move or escape from a place or situation
The car turned over and the driver was **trapped** inside it.
3. **Extended** – made something bigger or longer
The summer holidays have been **extended** by another week due to the heat wave.
4. **Persecutions** – unfair or cruel treatment over a long period of time because of race, religion, political beliefs
The British increased their **persecution** of Indians when Mahatma Gandhi started the Quit India movement.
5. **Population** – all the people living in a particular country, area or place
The **population** of India has grown steadily and will soon overtake that of China.
6. **Betrayed** – was not loyal to a country or person, did something harmful such as helping their enemies
For years, the spies **betrayed** their country's secrets to the enemy.
7. **Transported** – moved people or goods from one place to another
The migrant labourers were **transported** by bus from the railway station to their villages.
8. **Concentration camp system** – a system where a large number of people are kept as prisoners in one place, in extremely cruel conditions, usually for political reasons
During the Second World War, millions of Jews died, or were killed in the **concentration camp system**.

9. **Typhus** – an infectious disease spread by lice, causing high temperature, severe pains in the head, and purple spots on the body
The poor hygienic conditions in the prison resulted in the death of a number of prisoners from **typhus**.
10. **Survivor** – a person who continues to live, despite being close to death
He was the sole **survivor** of the plane crash.
11. **Unique** – unusual or special in some way, the only existing one of its type
She has a **unique** way of signing her name, which is very difficult to copy.
12. **Chronicles** – keeps written records of historical events
This book **chronicles** in detail the history of our country after independence.
13. **Eventually** – in the end, especially after a long time or a lot of effort, problems, etc.
Although he had been in a serious condition for a long time, it was still a shock when he **eventually** died.
14. **Translated** – changed words into a different language
She **translated** the book from English into Hindi so that more Indians could read it.
15. **Insightful** – showing a clear and usually original understanding of a complicated problem or situation
His lecture on the impact of Netaji Bose's Indian National Army on the independence struggle was very **insightful**.
16. **Intimate** – detailed understanding or knowledge obtained from a lot of studying or experience
She has an **intimate** knowledge of Old Delhi as she has lived there for over fifty years.
17. **Renowned** – famous for something
This area is **renowned** for its outstanding natural beauty.

18. **Holocaust** – a very large amount of destruction, especially by fire or heat, or the killing of very large numbers of people; in this case it refers to the killing of millions of Jews by the Nazi government before and during the Second World War.
A nuclear **holocaust** could kill and injure millions of people.
19. **Victims** – people that have been hurt or damaged or killed or suffered either due to the actions of someone or because of illness or chance
Women and children are the innocent **victims** of the riots.
20. **Strange** – unusual, difficult to understand or explain
My mother is normally very soft spoken, so I found it **strange** that she shouted at me today.
21. **Experience** – something that happens to you that effects how you feel
I had a very bad **experience** in the hospital.
22. **Musings** – deep reflections or thoughts
My **musings** on the state of our country were interrupted by the ringing of the doorbell.
23. **Depressed** – very sad and without hope
I was very **depressed** to learn that I had failed my English test.
24. **Listless** – without energy or enthusiasm
My sister became very **listless** after her illness and was not interested in anything.
25. **Brooding** – (a) thinking deeply about something that makes one sad, angry or worried
My brother kept **brooding** for several days after he failed his entrance exam.
(b) sad, mysterious or threatening
His eyes had a **brooding** look that worried me.
26. **Prompted** – encouraged someone to do or say something
I got very high marks in in my maths exam; this **prompted** me to choose it as my main subject in college.
27. **Surface** – the outside or top layer of something
My sister is always cheerful on the **surface**, but I know she has actually been sad since her friend went away.

28. **Confide** – to tell personal things privately to a person that one trusts
I can **confide** all my secrets to my sister, knowing that she will tell no one.
29. **Unfortunately** – unluckily
Unfortunately, I lost the car keys at the mall and had to take a taxi back home.
30. **Liable** – likely to do or to be something
You are **liable** to faint if you stand in the sun too long.
31. **Enhance** – increase or improve the quality of something
She **enhanced** her room's décor with some brightly coloured cushions.
32. **Imagination** – the ability to form pictures in the mind
Sonu can never make up stories as she has no **imagination**.
33. **Plunge** – to jump quickly into something
I **plunged** into reading all about dolphins as soon as our teacher announced it as our term project.
34. **Sketch** – a short written or spoken story that does not have many details
Rita's **sketch** of the family living next door was very funny.
35. **Adorable** – used to describe someone or something that you love
Priyanka takes her **adorable** dog for a walk every evening.
36. **Immigrated** – left one's own country to live in another
My uncle **immigrated** to Canada with his family a few years ago.
37. **Plunked down** (an informal word) – to put down in a casual way
The shopkeeper **plunked down** my groceries on the counter and continued talking on his phone.
38. **Heartbreaking** – very upsetting or saddening
The news about the number of people dying in the food riots was **heartbreaking**.

39. **Celebration** – a special social event, such as a party
The New Year's **celebrations** will start at 11 pm and continue until 1 am the next day.
40. **Intended** – had a plan or purpose
They **intended** to go to England in March, but could not travel due to the Corona virus outbreak.
41. **Solemn** – formal and dignified
We were all very **solemn** at Assembly this morning when we were told about the dangers of the Corona virus.
42. **Dedication** – (a) hard work and effort
She worked with **dedication** to complete her project.
(b) the words written or said at the beginning of a book or a performance, offering it to somebody as a sign of respect and admiration
His first book had a loving **dedication** to his parents.
43. **Quaking in its boots** – shaking with fear and nervousness
When the thieves entered the house and started looting everything, the entire family was **quaking in its boots**.
44. **Forthcoming** – about to happen
I am really looking forward to my **forthcoming** birthday- it's only a week away!
45. **Staked** – put money as a bet on the result of something
He **staked** all his money on the result of the cricket game and lost everything.
46. **Pleading** – making an emotional or heartfelt appeal to someone
The beggar was **pleading** with the policeman not to arrest him.
47. **Glances** – quick short looks
She **glanced** at her mother and father unhappily because she did not like the young man.
48. **Outbursts** – a sudden forceful expression of emotion, especially anger
His message led to an **outburst** of anger throughout the locality.

49. **Dummies** – stupid people
Our teacher thought we were all **dummies** and would not be able to pass our maths test, but we surprised her!
50. **Unpredictable** – something that can change suddenly and without reason, so cannot be planned for or predicted
The weather these days is so **unpredictable**, we can't plan on having a picnic.
51. **Creatures** – large or small living things that can move independently
The Amazon forests are filled with amazing **creatures**.
52. **Old fogey** – an old fashioned person, a person behind the times, unwilling to change his or her old way of thinking
The people running our company are a bunch of **old fogeys**, who refuse to consider new ideas.
53. **Annoyed** – angry
Her mother was very **annoyed** with her when she came back home late.
54. **Warnings** – signs that there is possible danger or a problem
Despite so many **warnings** about the cyclone, the fishermen went out to the sea to fish.
55. **Assigned** – to give a particular task or piece work to someone
Our class teacher **assigned** the class monitor the task of keeping the students quiet.
56. **Chatterbox** – a person who talks a lot
My friend is such a **chatterbox**; she never lets me talk when she is around.
57. **Jotted** – wrote something quickly
I **jotted** down the main points which the teacher discussed during the lesson.
58. **Tucked** – to push a loose piece of material into a particular place or position
I **tucked** my shirt into my trousers.

59. **Ramble on** – talk or write aimlessly for long
My friend **rambled on** and on about her school days.
60. **Convincing argument** – a statement made in such a manner that people believe it
He presented me with a very **convincing argument** about the dangers of alcohol.
61. **Necessity** – need
My mother sold her gold jewellery out of **necessity** when my father lost his job.
62. **Inherited traits** – qualities (physical or mental) that one gets from one's parents
I have **inherited** my mother's best traits – her patience and generosity.
63. **Incorrigible** – something that cannot be corrected (usually a bad quality)
My teacher called me **incorrigible** when I got into repeated trouble for being naughty in class.
64. **Entitled** – permitted, allowed, eligible
My father was **entitled** to a pension when he retired.
65. **Exhausted** – finished something up completely; tired
I had **exhausted** all my savings when I got my daughter married.
I was **exhausted** after playing with my children.
66. **Ingenuity** – originality and inventiveness
I marvel at the **ingenuity** of scientists for creating computers and mobile phones that have made it so easy for us to remain connected with each other.
67. **Original** – not a copy, the earliest form of something or existing from the beginning
This is the **original** painting made by the famous artist – Jamini Roy.
68. **Ridiculous** – stupid or unreasonable and deserving to be laughed at
He is looking **ridiculous** in that purple suit.

69. **Comments** – some things that are written or said that express one's opinion

Please do not make any rude **comments** about my new haircut.

70. **Contrary** – the opposite

She thought that the task would be too hard for Ramesh, but on the **contrary**, he finished it easily.

5. Questions

I. Activity

1. *Do you keep a diary? Given below under 'A' are some terms we use to describe a written record of personal experience. Can you match them with their descriptions under 'B'? (You may look up the terms in a dictionary if you wish.)*

A	B
(i) <i>Journal</i>	– <i>A book with a separate space or page for each day, in which you write down your thoughts and feelings or what has happened on that day</i>
(ii) <i>Diary</i>	– <i>A full record of a journey, a period of time, or an event, written every day</i>
(iii) <i>Log</i>	– <i>A record of a person's own life and experiences (usually, a famous person)</i>
(iv) <i>Memoir(s)</i>	– <i>A written record of events with times and dates, usually official</i>

2. **Here are some entries from personal records. Use the definitions above to decide which of the entries might be from a diary, a journal, a log or a memoir.**

(i) ***I woke up very late today and promptly got a scolding from Mum! I can't help it — how can I miss the FIFA World Cup matches?***

Ans: _____

(ii) ***10:30 a.m. Went to the office of the Director
01:00 p.m. Had lunch with Chairman
05:45 p.m. Received Rahul at the airport
09:30 p.m. Dinner at home***

Ans: _____

(iii) ***The ride to Ooty was uneventful. We rested for a while every 50 km or so, and used the time to capture the magnificent landscape with my HandyCam. From Ooty we went on to Bangalore.***

What a contrast! The noise and pollution of this once-beautiful city really broke my heart.

Ans: _____

(iv) ***This is how Raj Kapoor found me — all wet and ragged outside R.K.Studios. He was then looking for just someone like this for a small role in Mera Naam Joker, and he cast me on the spot. The rest, as they say, is history!***

Ans: _____

II. Oral Comprehension Check

1. ***What makes writing in a diary a strange experience for Anne Frank?***
2. ***Why does Anne want to keep a diary?***
3. ***Why did Anne think she could confide more in her diary than in people?***

4. *Why does Anne provide a brief sketch of her life?*
5. *What tells you that Anne loved her grandmother?*
6. *Why was Mr Keesing annoyed with Anne? What did he ask her to do?*
7. *How did Anne justify her being a chatterbox in her essay?*
8. *Do you think Mr Keesing was a strict teacher?*
9. *What made Mr Keesing allow Anne to talk in class?*

III. Thinking About the Text

1. Was Anne right when she said that the world would not be interested in the musings of a thirteen-year-old girl?
2. There are some examples of diary or journal entries in the 'Before You Read' section. Compare these with what Anne writes in her diary. What language was the diary originally written in? In what way is Anne's diary different?
3. Why does Anne need to give a brief sketch about her family? Does she treat 'Kitty' as an insider or an outsider?
4. How does Anne feel about her father, her grandmother, Mrs Kuperus and Mr Keesing? What do these tell you about her?
5. What does Anne write in her first essay?
6. Anne says teachers are most unpredictable. Is Mr Keesing unpredictable? How?
7. What do these statements tell you about Anne Frank as a person?

- (i) 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.
- (ii) I don't want to jot down the facts in this diary the way most people would, but I want the diary to be my friend.
- (iii) Margot went to Holland in December, and I followed in February, when I was plunked down on the table as a birthday present for Margot.
- (iv) If you ask me, there are so many dummies that about a quarter of the class should be kept back, but teachers are the most unpredictable creatures on earth.
- (v) 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.

6. Grammar

Thinking About Language

I. Look at the following words.

headmistress	long-awaited	homework
notebook	stiff-backed	outbursts

These words are compound words. They are made up of two or more words. Compound words can be:

- nouns: *headmistress, homework, notebook, outbursts*
- adjectives: *long-awaited, stiff-backed*
- verbs: *sleep-walk, baby-sit*

Match the compound words under 'A' with their meanings under 'B'. Use each in a sentence.

A	B
1. Heartbreaking	- obeying and respecting the law
2. Homesick	- think about pleasant things, forgetting about the present
3. Blockhead	- something produced by a person, machine or organisation
4. Law-abiding	- producing great sadness
5. Overdo	- an occasion when vehicles/ machines stop working
6. Daydream	- an informal word which means a very stupid person
7. Breakdown	- missing home and family very much
8. Output	- do something to an excessive degree

II. Phrasal Verbs

A phrasal verb is a verb followed by a preposition or an adverb. Its meaning is often different from the meanings of its parts. Compare the meanings of the verbs *get on* and *run away* in (a) and (b) below. You can easily guess their meanings in (a) but in (b) they have special meanings.

(a)

- She *got on* at Agra when the bus stopped for breakfast.
- Dev Anand *ran away* from home when he was a teenager.

(b)

- She's eager to *get on in* life. (succeed)
- The visitors *ran away with* the match. (won easily)

Some phrasal verbs have three parts: a verb followed by an adverb and a preposition.

- (c) Our car *ran out of* petrol just outside the city limits.
 (d) The government wants to *reach out to* the people with this new campaign.

1. The text you've just read has a number of phrasal verbs commonly used in English. Look up the following in a dictionary for their meanings (under the entry for the italicised word).

- | | |
|------------------------------|----------------------------|
| (i) <i>plunge</i> (right) in | (iii) <i>ramble on</i> |
| (ii) <i>kept back</i> | (iv) <i>get along</i> with |

2. Now find the sentences in the lesson that have the phrasal verbs given below. Match them with their meanings. (You have already found out the meanings of some of them.) Are their meanings the same as that of their parts? (Note that two parts of a phrasal verb may occur separated in the text.)

- | | |
|---------------------------|--|
| (i) <i>plunge</i> in | - speak or write without focus |
| (ii) <i>kept back</i> | - stay indoors |
| (iii) <i>move up</i> | - make (them) remain quiet |
| (iv) <i>ramble on</i> | - have a good relationship with |
| (v) <i>get along</i> with | - give an assignment (homework) to a person in authority (the teacher) |
| (vi) <i>calm down</i> | - compensate |
| (vii) <i>stay in</i> | - go straight to the topic |
| (viii) <i>make up</i> for | - go to the next grade |
| (ix) <i>hand in</i> | - not promoted |

III. Idioms

Idioms are groups of words with a fixed order, and a particular meaning, different from the meanings of each of their words put together. (Phrasal verbs can also be idioms; they are said to be 'idiomatic' when their meaning is unpredictable.) For example, do you know what it means to 'meet one's match' in English? It means to meet someone

who is as good as oneself, or even better, in some skill or quality. Do you know what it means to 'let the cat out of the bag'? Can you guess?

1. Here are a few sentences from the text which have idiomatic expressions. Can you say what each means? (You might want to consult a dictionary first.)

(i) Our entire class is quaking *in its boots*.

(ii) Until then, we keep telling each other not *to lose heart*.

(iii) Mr Keesing was annoyed with me *for ages* because I talked so much.

(iv) Mr Keesing was trying to play a joke on me with this ridiculous subject, but I'd make sure *the joke was on him*.

2. Here are a few more idiomatic expressions that occur in the text. Try to use them in sentences of your own.

(i) caught my eye

(iii) laugh ourselves silly

(ii) he'd had enough

(iv) can't bring myself to

IV. Do you know how to use a dictionary to find out the meanings of idiomatic expressions? Take, for example, the expression *caught my eye* in the story. Where — under which word — would you look for it in the dictionary?

Look for it under the first word. But if the first word is a 'grammatical' word like *a*, *the*, *for*, etc., then take the next word. That is, look for the first 'meaningful' word in the expression. In our example, it is the word *caught*. But you won't find *caught* in the dictionary, because it is the past tense of *catch*. You'll find *caught* listed under *catch*. So you must look

under *catch* for the expression caught *my eye*. Which other expressions with *catch* are listed in your dictionary?

Note that a dictionary entry usually first gives the meanings of the word itself, and then gives a list of idiomatic expressions using that word. For example, study this partial entry for the noun 'eye' from the *Oxford Advanced Learner's Dictionary*, 2005.

Eye

- Noun
- Part of Body 1 [C] either of the two organs on the face that you see with: *The suspect has dark hair and green eyes.*
- Ability to See 3 [sing.] The ability to see: *A surgeon needs a good eye and a steady hand.*
- Way of Seeing 4 [C, usually sing.] a particular way of seeing sth: *He looked at the design with the eye of an engineer.*
- Of Needle 5 [C] the hole in the end of a needle that you put the thread through.

IDM *be all eyes* to be watching sb/sth carefully and with a lot of interest *before/in front of sb's (very) eyes* in sb's presence; in front of sb: *He had seen his life's work destroyed before his very eyes.* *Be up to your eyes in sth* to have a lot of sth to deal with: *We're up to our eyes in work.*

You have read the expression 'not to lose heart' in this text. Now find out the meanings of the following expressions using the word 'heart'. Use each of them in a sentence of your own.

1. break somebody's heart
2. close/dear to heart
3. from the (bottom of your) heart
4. have a heart
5. have a heart of stone
6. your heart goes out to somebody

V. Contracted Forms

When we speak, we use 'contracted forms' or short forms such as these:

can't (for *can not* or *cannot*) I'd (for *I would* or *I had*)
she's (for *she is*)

Notice that contracted forms are also written with an apostrophe to show a shortening of the spelling of *not*, *would*, or *is* as in the above example.

Writing a diary is like speaking to oneself. Plays (and often, novels) also have speech in written form. So we usually come across contracted forms in diaries, plays and novels.

1. **Make a list of the contracted forms in the text. Rewrite them as full forms of two words.**

For example:

I've = I have

2. **We have seen that some contracted forms can stand for two different full forms:**

I'd = I had or I would

Find in the text the contracted forms that stand for two different full forms, and say what these are.

7. Speaking

Here is an extract adapted from a one-act play. In this extract, angry neighbours who think Joe the Inventor's new spinning machine will make them lose their jobs come to destroy Joe's model of the machine.

You've just seen how contracted forms can make a written text sound like actual speech. Try to make this extract sound more like a real conversation by changing some of the verbs back into contracted forms. Then speak out the lines.

[The door is flung open, and several men tramp in. They carry sticks, and one of them, HOB, has a hammer.]

- MOB** : Now where is your husband, mistress?
- MARY** : In his bed. He is sick, and weary. You would not harm him!
- HOB** : We are going to smash his evil work to pieces. Where is the machine?
- SECOND MAN** : On the table yonder.
- HOB** : Then here is the end of it!
- [HOB smashes the model. MARY screams.]*
- HOB** : And now for your husband!
- MARY** : Neighbours, he is a sick man and almost a cripple. You would not hurt him!
- HOB** : He is planning to take away our daily bread... We will show him what we think of him and his ways!
- MARY** : You have broken his machine... You have done enough...

8. Writing

Now you know what a diary is and how to keep one. Can you keep a diary for a week recording the events that occur? You may share your diary with your class, if you wish to. Use the following hints to write your diary.

- Though your diary is very private, write as if you are writing for someone else.
- Present your thoughts in a convincing manner.
- Use words that convey your feelings, and words that 'paint pictures' for the reader. Be brief.

'Diary language' has some typical features such as subjectless sentences (Got up late in the morning), sentence fragments without subjects or verbs (...too bad, boring, not good), contracted forms (they're, I've, can't, didn't, etc.), and everyday expressions which people use in speech. Remember not to use such language in more formal kinds of writing.

9. Listening

Your teacher will read out an extract from *The Diary of Samuel Pepys* (given on the next page) about the great fire of London. As you listen complete this summary of the happenings.

Summary

This entry in the diary has been made on _____ by _____.
The person who told Pepys about the fire was called _____. She
called at _____ in the morning. Pepys went back to sleep
because _____. Pepys rose again at _____ in the
morning. By then about _____ houses had been burned down.
The fire had spread to _____ by London Bridge. Pepys then
walked to the _____ along with Sir J. Robinson's
_____.

In this Lesson

WHAT WE HAVE DONE

1. Diary writing is one of the best ways to practise writing. Students do not have to think up or imagine what to write about; they only have to find words to write about what has happened. Initiate your students into the habit of keeping a diary.
2. Anne Frank's diary became a public document after World War II. Discuss with your students diaries which became historical documents, such as Samuel Pepys's diary. You may draw students' attention to different types of diaries, e.g. private diary, general diary. Army officers, businessmen, doctors, executives, lawyers, motorists, police officers keep a general diary to record events that happen during the day and events that are scheduled for the day, such as appointments, meetings, things to be done, etc.
3. Passage for listening exercise:

The Great Fire of London [1666]

September 2nd (Lord's Day). Jane called us up about three in the morning, to tell us of a great fire they saw in the city. So I rose and slipped on my nightgown, and went to her window, and thought it to be on the backside of Marke-Lane at the farthest; but being unused to such fire as followed, I thought it far enough off, and so went to bed again and to sleep.

About seven rose again to dress myself, and then looked out of the window, and saw the fire not so much as it was and further off. By and by Jane comes and tells me that she hears that above 300 houses have been burned down tonight by the fire we saw, and that it is now burning down all Fish Street, by London Bridge.

So I made myself ready presently, and walked to the Tower, and there got up upon one of the high places, Sir J. Robinson's little son going up with me; and there I did see the houses at that end of the bridge all on fire, and an infinite great fire on this and the other side of the bridge.

[From The Diary of Samuel Pepys]



WHAT YOU CAN DO

After they have completed the lesson, including the writing exercise, students can be asked to make a diary jotting for the previous day. Perhaps you could also write a diary entry describing what happened in school/class on the previous day, to share with the class — try and make it amusing and interesting! Collect students' pages (they may be allowed to sign their names or make it anonymous, as they wish) and put them up on the class notice board, together with your page, for everyone to read.