

NCERT Solutions Class 6 English - Unit 5 A Different Kind Of School

A Different Kind Of School

Working with the text (Page 62-63)

Question A:

Put these sentences from the story in the right order and write them out in a paragraph. Don't refer to the text.

- I shall be so glad when today is over.
- Having a leg tied up and hopping about on a crutch is almost fun, I guess.
- I don't think I'll mind being deaf for a day — at least not much.
- But being blind is so frightening.
- Only you must tell me about things.
- Let's go for a little walk.
- The other bad days can't be half as bad as this.

Answer:

Let's go for a little walk. Only you must tell me about things. I shall be so glad when today is over. The other bad days can't be half as bad as this. Having a leg tied up and hopping about on a crutch is almost fun, I guess. I don't think I'll mind being deaf for a day — at least not much. But being blind is so frightening.

Question B:

Answer the following questions

1. Why do you think the writer visited Miss Beam's school? (1)
2. What was the 'game' that every child in the school had to play? (9)
3. "Each term every child has one blind day, one lame day..." Complete the line. Which day was the hardest? Why was it the hardest? (9, 11, 15)
4. What was the purpose of these special days? (5, 9)

Answer:

1. The writer had heard a lot of praise about the unique teaching methods of Miss Beam's school. So, he visited her school to have a personal experience about the new methods of teaching.
2. In Miss Beam's school, every child had to play the role of being blind, deaf, mute, injured or lame for a particular day. This was like a 'game' that they had to play and this formed a key part of their training.
3. "Each term every child has one blind day, one lame day, one deaf day, one injured day and one dumb day". Among all the days, the blind day was the hardest day because that day students had to act blind without peeping from their blindfolds. They felt as though they were going to be hit or would bump into things every moment.

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4. The main purpose of these special days was to give the students a personal taste of misfortune. By enacting a disability for a day, this would help them understand the feelings of people born with such disabilities and have respect for the needy people in society. This training prepared the students to become good and responsible human beings.

Working with language (Page 63-65)

Question A:

Match the words and phrases with their meanings in the box below.

Words	Paragraph numbers
1. homesick	(3)
2. practically	(4)
3. it pains me	(7)
4. appreciate	(9)
5. thoughtless	(10)
6. exercise	(11)
7. relief	(13)
8. ghastly	(14)

almost	it hurts me	terrible	test the strength of
understanding the difficulties	wanting to be home	a welcome change	not very caring

Answer:

1. homesick	wanting to be home
2. practically	almost
3. it pains me	it hurts me
4. appreciate	understanding the difficulties
5. thoughtless	not very caring
6. exercise	test the strength of
7. relief	a welcome change
8. ghastly	terrible

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Question B:

Re-word these lines from the story:

1. I had heard a great deal about Miss Beam's school.
2. Miss Beam was all that I had expected — middle-aged, full of authority.
3. I went to the window which overlooked a large garden.
4. "We cannot bandage the children's mouths, so they really have to exercise their will-power."

Answer:

1. The writer had heard a lot of praise from people about the different teaching methods at Miss Beam's school.
2. The writer found Miss Beam as a middle-aged woman with full of authority.
3. The writer looked out of the window and saw a large garden.
4. The children had to use their will-power to keep quiet.

Question C:

1. Given below is a page from a dictionary. Look at it carefully and
 - (i) find a word which means the same as ghastly. Write down the word and its two meanings.
 - (ii) find a word meaning a part of the school year.
 - (iii) find a word that means examination.

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term *noun*

1 a fixed length of time: *He was made captain of the football team for a **term** of one year.*

2 a part of the school year: *There are three **terms** in a school year.*

terms *plural noun* the things you are asking for: *If you agree to my **terms**—free meals and good wages—I will work for you.*

terrace *noun*

1 a level area cut out from the side of a hill

2 a flat area outside a house: *We sat on the **terrace** in the evening.*

3 a row of houses joined together

terraced *adjective*: a **terraced** house

terrible *adjective*

1 causing fear: *We saw a **terrible** storm.*

2 very bad: *Your writing is **terrible**.*

terribly *adverb*: *It is **terribly** (= very) hot.*

terrify *verb*

(present participle **terrifying**, past **terrified**)

to fill with fear: *The animals were **terrified** by the storm.*

terror *noun* (no plural)

great fear: *a feeling of **terror***

territory *noun*

(plural **territories**)

1 land ruled by one government: *This island is British **territory**.*

2 an area belonging to one person or animal: *Wild animals will not allow other animals to enter their **territory**.*

test¹ *verb*

1 to look at something to see if it is correct or will work properly: *Before he bought the car, he drove it to **test** it.*

2 to ask someone questions: *The teacher **tested** the children on their homework.*

test² *noun*

an examination: *I passed my driving **test** today.*

test tube *noun* small thin glass tube: *We put chemicals in **test tubes** in our chemistry class.*

text *noun*

1 the words used in a book

2 a few words from a book

textbook *noun*: A **textbook** is a book we use to learn about something.

than

(used when we compare things, in sentences like these): *My brother is older **than** me. Mary sings better **than** anyone else in the class.*

thank *verb*

to say we are grateful to someone: *I*

thanked *her for the present she sent me.*

Thank you *for the present you sent me.*

No, thank you. *I don't want any more tea.*

thankful *adjective* very glad; grateful

thanks *plural noun* word used to show that

we are grateful: ***Thanks** for helping me. It*

*was **thanks to** John (= because of him)*

that we won the game.

that

1 (plural **those**) the one over there; the

one further away than **this** one: *This is my*

*bowl; **that** bowl is yours.*

2 (plural **those**) (used to point out someone

or something, used to mean the one known

or mentioned already): *Did you bring **that***

*photograph? We played football and **after***

***that** (= next) we went home.*

3 (used instead of **who**, **whom**)

Answer:

(i) **Ghastly**: terrible – causing fear, very bad

(ii) **Term**: a fixed length of time, a part of the school year

(iii) **Test**: to look at something to see if it is correct or will work properly, to ask someone questions

2. Now make lists of

(i) all the words on the page (plus any more that you can think of) that begin with terr-

(ii) five words that may follow the last word on the page, that.

(iii) write down your own meaning of the word thank. Then write down the meaning given in the dictionary.

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Answer:

- (i) Terr: terrace, terrible, terribly, territory, terrify, terror, terrain
- (ii) That: show, given, after, bring, such, before
- (iii) Thank: To express gratitude to someone for help or service or show kindness

Question D:

A poem for you to read

All but Blind

*All but blind
In his chambered hole
Gropes for worms
The four-clawed Mole.*

*All but blind
In the evening sky
The hooded Bat
Twirls softly by.*

*All but blind
In the burning day
The Barn Owl blunders
On her way.*

*And blind as are
These three to me,
So, blind to Someone
I must be.*

- WALTER DE LA MARE

Answer:

Read the poem carefully.

Speaking and Writing (Page 66)

Question A:

Make a short list of things you find difficult to do.

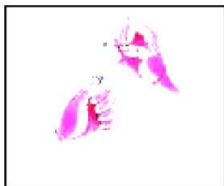
For example:

turning a somersault



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threading a needle



Compare your list with the others' in the class. Can you explain why you find these things difficult to do?

Answer:

Activity to be done by yourself.

Question B:

Look at your hands carefully. Now, write down for each finger one action for which that finger is particularly important. For example, the second (or index) finger helps to hold the knife down firmly when cutting.

Answer:

Thumb: It helps in holding a pen or pencil while writing.

Second finger (Index finger): It helps in holding knife while cutting vegetables or fruits.

Third finger (Middle finger): It helps in sketching or holding a paint brush while painting.

Fourth finger (Ring finger): It is used for putting ring in the finger and supports other fingers too.

Fifth finger (Little finger/Pinky finger): It helps in supporting other fingers and making a fist.