English

(Honeysuckle) (Chapter - 5) (A Different Kind of School) (Class - VI)

Working with the Text

Question A:

Put these sentences from the story in the rightorder and write them out in a paragraph. Don'trefer to the text.

- I shall be so glad when today is over.
- Having a leg tied up and hopping about ona 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 badas this.

Answer A:

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?
- 2. What was the 'game' that every child in the school had to play?
- 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?
- 4. What was the purpose of these special days?

Answer B:

- 1. The writer had heard much about Miss Beam's different teaching methods. He wanted to see these method personally. So, he visited to her school.
- 2. Every child in the school had to play the role of being blind, deaf, dumb, injured and lame for a particular day. It was a game and part of training.
- 3. "Each term every child has one blind day, one lame day, one injured day and one dumb day". Blind day was the hardest day because students felt that they were going to hit by something every moment.
- 4. The main purpose of these special days was to realise the feelings of others difficulties. They learnt to help the needy in the society.

Working with Language

Question A:

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

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	wanting to be home	
a welcome change not v		ot very caring		

Answer A:

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

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 ofauthority.
- 3. I went to the window which overlooked a large garden.
- 4. "We cannot bandage the children's mouths, so they really haveto exercise their will-power."

Answer B:

- 1. The writer had heard people praising the teaching methods at Miss Beam's school.
- 2. The Writer found Miss Beam as a person of middle-aged and full ofauthority.
- 3. The writer looked out of a window and saw a large garden.
- 4. The children had to use their will power to keep quit.

Question C-1:

Given below is a page from a dictionary. Look at it carefullyand

- (i) find a word which means the same as ghastly. Write downthe word and its two meanings.
- (ii) find a word meaning a part of the school year.
- (iii) find a word that means examination.

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

I 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

I 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

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 C-1:

- (i) ghastly:terrible fearful, Very bad
- (ii) a part of the school year: term a period of time, a part of school session.
- (iii) examination: test to check the ability, qualifying criteria.

Question C-2:

Now make lists of

- (i) all the words on the page (plus any more that you canthink 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. Thenwrite down the meaning given in the dictionary.

- (i) terr Terrence, Terrible, Terrify, Terrain, Territory.
- (ii) that After, Given, Such, Bring, Before.
- (iii) thank: to express the gratitude for kindness, help or service. Grateful to someone.

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,

I must be.

So, blind to Someone

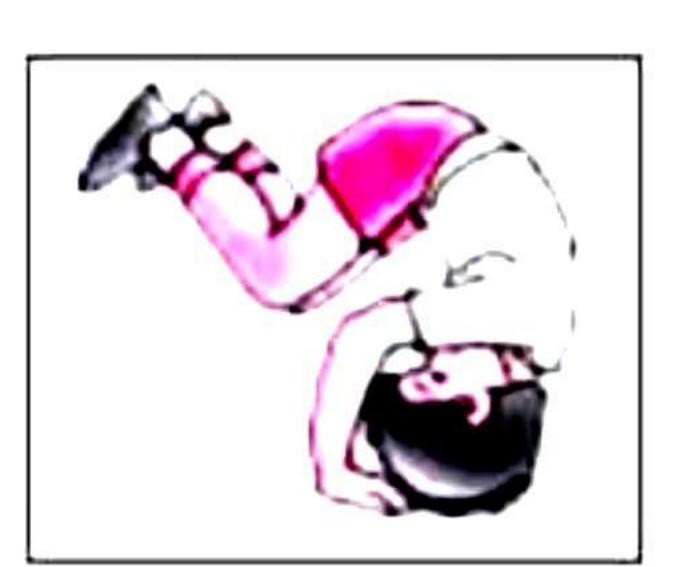
WALTER DE LA MARE

Speaking and Writing

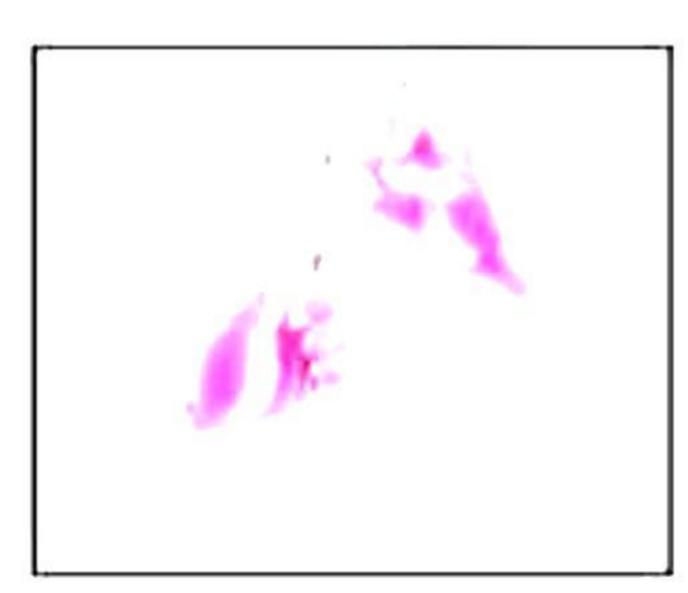
Question A:

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

For example:



turning a somersault



threading a needle

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

Answer A:

Do yourself.

Question B:

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

Answer B:

Thumb: It help in holding all the things like pen, book, etc.

Second Finger (Index Finger): It helps to hold pen during writing.

Third Finger (Middle Finger): It support the brush holding during painting.

Forth Finger (Ring Finger): It support the other fingers in holding the things.

Fifth Finger (Little Finger): It also add support in holding the things.

Working with the Poem

Question 1:

Answer these questions.

- (i) Why does the poet want to know where the teachers go at four o'clock?
- (ii) What are the things normal people do that the poet talks about?
- (iii) What does he imagine about
 - (a) where teachers live?
 - (b) what they do at home?
 - (c) the people with whom they live?
 - (d) their activities when they were children in school?
- (iv) Why does the poet wonder if teachers also do things that other people do?
- (v) How does the poet plan to find out? What will he do once he finds out?

Answer 1:

- (i) The poet always think that his teachers are special person. They were super human for the poet. So, he was keen to know that where they go and what they do after the school time.
- (ii) Normal people return to their home after finishing their work. They change their clothes, wash their face and become fresh. They also have some dishes and rest for a while. Some of them go for shopping or help their children in their studies.
- (iii) (a) The poet imagines that teachers live in a joint families.
 - (b) The wash their socks, change into pyjamas and then watch TV.
 - (c) They live with their parents.
 - (d) When they were at school going age, they too spent the words incorrectly, have chocolates in the class and were punished.
- (iv) The poet regards his teachers as special person. They are his ideals and perfect in all aspect. So, he wonders if they also do things that other people do.
- (v) The poet plans to follow one of his teachers and find out what he/she does. Then he will record his findings in a poem for benefit of other children.

Question 2:

What do you think these phrases from the poem mean?

- (i) punished in the corner
- (ii) leave their greens

Answer 2:

- (i) The teacher keeps an eye on all the students. Whenever he notices a student eating chocolates in classroom or making mistakes in study, he asks the student to stand in the corner as punishment.
- (ii) Some of the children don't eat their lunch in full. They leave cooked green vegetables here and there or throw them in the dustbin.