

NCERT SOLUTIONS

CLASS - 6TH



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Class : 6th

Subject : English-1

Chapter : 5

Chapter Name : A Different Kind of School

QA 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 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.

Page : 62 , Block Name : Working With The Text

QB 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 visited Miss Beam's school because he had heard a great deal about it.

2. The 'game' that every child in the school had to play was that each term every child had on blind day, one lame day, one deaf day, one injured day and one dumb day. This was done to make the children appreciate and understand misfortune.

3. "Each term every child has one blind day, one lame day, one deaf day, one injured day and one dumb day".

The dumb day was the hardest. This was because the children's mouths could not be bandaged, so they really had to exercise their will power to remain silent. But the

bandaged girl said that being blind was so frightening. Her head ached all the time just from worrying that she would get hurt.

4. The purpose of these special days was to teach thoughtfulness - kindness to others, and being responsible citizens. To make the children appreciate and understand misfortune, they were made to share in misfortune too.

Page : 62 , Block Name : Working With The Text

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

- 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 every caring

6 exercise - Test the strength of

7 relief - A welcome change

8 ghastly - terrible

Page : 63 , Block Name : Working With Language

QB 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. I had come to know a lot about the school run by Miss Beam.

2. Miss beam was everything i had thought her to be - in the middle years of her life and authoritative.
3. I reached a window which opened in front of a arden of a large size.
4. "The children's mouths cannot be put into bandages, so an exercise of will power is required on their part."

Page : 63 , Block Name : Working With Language

Q1 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.

Answer. (i)terrible –

(a) causing fear.

(b) very bad.

(ii)term –

(a) a fixed length of time.

(b) a part of the school year.

(iii)test –

(a) to look at something to see if it is correct or will work properly.

(b)to ask someone questions.

Page : 64 , Block Name : Working With Language

Q2 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.

Answer. (i) terrace, terrible, terrify, territory, terrain

(ii) Those, this, theatre

(iii) The word 'thank' means to express gratitude for kindness, gift or service.

Example: There is no need to thank me.

We thanked them for all their help.

She has only herself to thank for what happened.

Page : 64 , Block Name : Working With Language

QA 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 explain why you find these things difficult to do?

Answer. DIY

Page : 66 , Block Name : Speaking And Writing

QB 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. 1st finger — to warn the child or to tell the direction to a traveller Middle or the second finger — to hold the knife down firmly when cutting. Third finger — for putting on the ring. The last/ little finger — for making a fist.

Page : 66 , Block Name : Speaking And Writing

Q1 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. (i) The poet wants to know where the teachers go at four o'clock because that was the time when the school got over. He watches the teachers till the time they are in

school. However, he wonders where they go after school.

(ii) The poet talks about things that normal people do such as washing socks, wearing pyjamas, watching TV, picking their noses, living with their parents, not spelling right, being bad, making mistakes, getting punished, losing books, scribbling on desk tops, wearing old dirty jeans, etc.

(iii) (a) He wonders whether the teachers also lived in houses.

(b) He imagines if the teachers also washed their socks, wore pyjamas, picked their noses, and watched TV.

(c) He imagines if they lived with other people and if they also had mothers and fathers.

(d) When the teachers were children themselves, he imagined if they were also bad, made mistakes, never spelled right, and were punished in the corner for pinching the chocolate flakes. He wondered if they ever lost their hymn books, scribbled on the desk tops, or wore old dirty jeans.

(iv) The poet wonders if teachers also did the same things as others because he had always seen them as teachers. They were strict, well-behaved, and clean. They knew everything, did not make mistakes, and scolded the students when they made mistakes. For the poet, the teachers were perfect. That is why he wonders if the teachers were also like others because he had a certain perfect image of the teachers and it was hard for him to imagine his teachers doing the same things as others.

(v) The poet plans to follow one of the teachers on the way back home that day to find out what they did. Once he succeeds in doing so, he would compose it into a poem, which then those teachers would read to their students.

Page : 68 , Block Name : Working With The Poem

Q2 What do you think these phrases from the poem mean?

(i) punished in the corner

(ii) leave their greens

Answer. (i) Getting punishment of standing in the corner of the classroom.

(ii) Leaving the playground after the bell strikes for the next class to begin.

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