

## CHAPTER – 5

### A Different Kind of School

#### ❖ WORKING WITH THE TEXT

#### Q. 1

Put these sentences from the story in the right order and write them out in a paragraph. Don'ts 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 today is over. The other days can't be 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.

### **Q. 2 A**

**Why do you think the writer visited Miss Beam's school? (1)**

Answer:

The writer visited Miss Beam's school because he had heard a lot about the school. The writer had heard about Miss Beam's teaching methods that were simple and easy. Miss Beam gave a lot of calculations to the students which made them take interest in the subject. They were also taught many things which they could do on their own.

### **Q. 2 B**

**What was the 'game' that every child in the school had to play? (9)**

Answer:

The 'game' that every child had to play was that each term every child had a blind day, one lame day, one dumb day and one injured day. It was a difficult game in which they had to play their respective roles. It requires a lot of willpower and patience to execute it.

### **Q. 2 C**

“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)

Answer:

“Each term every child has one blind day, one lame day, one deaf day, one injured day and one dumb day”. Out of these, the dumb day was the hardest to play as children’s mouth were not covered and they had to use their willpower to remain silent.

### **Q. 2 D**

What was the purpose of these special days? (5, 9)

Answer:

Each day had its purpose of inculcating the feeling of kindness and thoughtfulness within the children. Also, the motive was to teach the children about the misfortune that people face. These special days also make them understand that they are blessed with everything, someone else carves for. By such game, they were made a responsible citizen.

❖ WORKING WITH LANGUAGE

**Q. 1**

**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 be home  
a welcome change not very caring

Answer:

	<b>Paragraph numbers</b>	<b>Meaning</b>
1. Homesick	(3)	wanting to be home
2. practically	(4)	almost
3. it pains me-	(7)	it hurts me
4. appreciate-	(9)	understanding the difficulties
5. thoughtless-	(10)	not very caring
6. exercise-	(11)	test the strength of
7. relief-	(13)	a welcome change
8. ghastly-	(14)	terrible

## ❖ SPEAKING AND WRITING

### Q. 1

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

For example:

Turing 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:

Things that I find difficult to do are doing crunches, convincing people and making a complete round chapatti. I find them difficult to do because I lack a little confidence while doing them and find them hard.

### Q. 2

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: for giving a thumb impression.

Second finger: for pointing at something

Middle finger: for wearing hand outfits.

Second last finger: for wearing the wedding ring

Last finger or pinky finger: for making a pinky promise.

❖ WHERE DO ALL THE TEACHERS  
GO? – WORKING WITH THE POEM

**Q. 1 A**

Why does the poet want to know where the teachers go at four o'clock?

Answer:

The poet is really curious to know where all the teachers go at four o'clock as it is the time when the school gets over.

**Q. 1 B**

What are the things normal people do that the poet talks about?

Answer:

The poet talks about all the things that normal people do. He talks about all strange, funny and ridiculous things that people do. Normal people do things like wearing pajamas, being in the house, watching T.V, living with their parents, writing on the desk, losing their books, making silly mistakes, spelling incorrectly etc. he also talks about people's nose picking habit and wearing an old dirty jean.

### **Q. 1 C**

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?

Answer:

- a) He imagined that the teachers live in houses.
- b) They did things like watching T.V, wearing pajamas, wash their socks and picking their noses.
- c) He imagined that the teachers live with their parents.



d) When the teachers were at school they also used to get punished at making mistakes. They never spelt correctly, lost their books, scribbled on the desks and wore same old dirty jeans.

**Q. 1 D**

Why does the poet wonder if teachers also do things that other people do?

Answer:

The poet wondered that teachers also do things that other people do because as per him the teachers were ‘super humans’ who knows everything and are perfect. They do not commit any mistake and punishes those who did.

**Q. 1 E**

How does the poet plan to find out? What will he do once he finds out?

Answer:

The poet plans to follow one of the teachers on the way back to the home and find out what they do. Once he finds out what they actually do, he thought about

composing a poem on it and also assumed that the teachers would read that poem to their students.

## **Q. 2**

What do you think these phrases from the poem mean?

(i) punished in the corner

(ii) leave their greens.

Answer:

i) It means getting the punishment of standing in the corner of the classroom.

ii) It means that the children leave the playground after the bell rings and they have to rush for their classrooms.