

5

A Different Kind of School

E.V. Lucas

SUMMARY OF THE LESSON

The author had heard a great deal about Miss Beam's school. It was unlike other ordinary schools. It followed a new method of teaching. It tried to ennoble the students. It taught them to give a helping hand to a disabled person.

The author decided to visit that school. As he entered the gate, he saw a young girl being led by a little boy. The girl was of about 12 while her guide was of about 8. The boy was also describing things to her.

Miss Beam was middle aged and dominating. But she was also very kindly and helpful. She comforted the homesick children like a mother. She explained to the author her teaching methods. She taught the kids spelling, simple arithmetic, and writing. She read interesting stories to them. They sat still and attentive.

The real aim of Miss Beam's school was not to teach new thoughts and ideas. They were trained to be kind to others, to become 'good citizens'.

The author looked out of the window. He liked the beautiful grounds. But he was pained to see some children not all healthy and active looking. Some girls had their eyes bandaged. A girl was walking with the help of a crutch.

Miss Beam explained that none of the students was really blind, cripple or lame. They were playing different roles as a part of their training. They were taught to share in the misfortunes of others. So each one had one blind day, one lame day, one deaf day and one dumb day. Other children were put on duty to help the needy.

The blind day was, of course, the worst. Miss Beam led the author to the bandaged girl. She said that being blind was the

worst experience. But she was very thankful to her helpers. She had a walk with the author. She asked several questions about the colour, the people, the places and things. The author tried his best to answer those questions. He became ten times more thoughtful than ever.

He was convinced that Miss Beam's experiment was really new and wonderful.

TEXTBOOK QUESTIONS SOLVED

WORKING WITH THE TEXT

(Page 62)

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.

Ans. 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.

B. Answer the following questions:

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

Ans. The writer had heard much about Miss Beam's new teaching method. So he visited her school to see the new play-way method personally.

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

Ans. Every child in the school had to play the role of being blind, deaf, dumb, injured and lame once in a term. It was a sort of game and training.

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)

Ans. "... one injured day and one dumb day." Being blind was the hardest day. The student felt that he/she was going to be hit by something every moment.

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

Ans. The purpose of these special days was to give the children personal taste of misfortune. They learnt to help the needy in the society. Such training made them good citizens.

WORKING WITH LANGUAGE

(Page 63)

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) _____ |

<p>almost, it hurts me, terrible test the strength of, understanding the difficulties, wanting to be home, a welcome change, not very caring</p>
--

- Ans.**
- | | | |
|----------------|---|--------------------------------|
| 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 |

B. Re-word these lines from the story:

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

- Ans.**
- The writer had heard people praising the teaching methods at Miss Beam's school.
 - The writer found Miss Beam a middle aged and dominating woman.
 - The author looked out of the window and saw a large garden.
 - The children had to use their will power to keep quiet.

C. 1. Given below is a page from a dictionary. Look at it carefully and

- find a word which means the same as *ghastly*. Write down the word and its two meanings.
- find a word meaning *a part of the school year*.
- find a word that means *examination*.

- Ans.**
- terrible - (a) causing fear
(b) very bad.
 - term - (a) a fixed length of time.
(b) a part of the school year.
 - test - (a) to look at something to see if it is correct.
or will work properly.
(b) to ask someone questions.

term noun

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

- 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

- 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. and 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**)

2. Now make lists of

(i) all the words on the page (plus any more that you can think of) that begins 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.

Ans. (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.

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

SPEAKING AND WRITING

(Page 66)

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 explain why you find these things difficult to do?

Ans. Attempt yourself.

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.

- | | |
|-----------------------------|---|
| Ans. 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. |

□□□

★ Where Do All the Teachers Go?

Peter Dixon

SUMMARY OF THE POEM

For a little child, his/her teacher is special, not an ordinary person. So he wonders where the teachers go after the school hours.

He wants to know if they live in houses and also wash their clothes. He wonders if they feel relaxed at home, wear pyjamas and watch TV. He is also eager to know if the teachers have their parents at home, and if they too were naughty at school, spelt the words wrongly, ate chocolates in the class, and were told to stand in the corner as punishment.

The child compares his own habits with those of the teachers in their childhood. They too must have lost their prayer book, wore dirty jeans and scribbled on the desk tops.

The child plans to follow his teacher to find out what he/she does at home. He will then record that in a poem. The teacher will read that poem to other children as a fun.

TEXTBOOK QUESTIONS SOLVED

WORKING WITH THE POEM

(Page 68)

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?

Ans. (i) The poet thinks that his teachers are not ordinary persons. He looks upon them as super or special human beings. So he wants to know where they go and what they do after the school hours.

(ii) Normal people return to their home, change their clothes, wash their faces and become fresh. They also rest for a while. Some of them go for shopping or help the children with their homework.

(iii) (a) The boy imagines that teachers live in joint families.
 (b) They 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 spelt the words incorrectly, chewed chocolates in the class and were punished.

(iv) The boy regards his teachers as special persons. They are his ideals, perfect in every respect. So he wonders if they also do things that other people do.

(v) The poet plans to get first hand information about his teacher. He plans to follow one of his teachers and find out what he/she does. Then he will record his findings in a poem for the benefit of other children.

2. What do you think these phrases from the poem mean?

(i) punished in the corner.

(ii) leave their greens.

Ans. (i) The teacher keeps an eye on all the students. In case he notices a boy eating chocolates in the classroom or making spelling mistakes, he asks the boy 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 into the dustbin.