

CHAPTER – 5

A DIFFERENT KIND OF SCHOOL

2 MARK QUESTIONS

1. 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.

2. How is the school in the prose piece described in terms of its uniqueness?

Answer:

The school is described as "different" and unlike traditional schools. It does not follow a set timetable, allows freedom of expression, and encourages unconventional learning.

3. What is emphasized in the school's philosophy regarding education?

Answer:

The school's philosophy emphasizes that education is not confined to textbooks and exams but is about understanding the world, developing critical thinking skills, and nurturing a love for learning.

4. What freedom do students have in terms of where they study in the school?

Answer:

Students have the freedom to choose where they want to study, whether it's under a tree or in a corner, providing an environment that suits their preferences.

5. What types of activities are highlighted in the chapter as part of the student's learning experience?

Answer:

Activities such as cooking, gardening, and pottery are highlighted in the chapter as part of the students' learning experience, focusing on practical and holistic learning.

6. How is self-discipline and responsibility emphasized in the school?

Answer:

Self-discipline and responsibility are emphasized by trusting students to manage their own time and activities, fostering a sense of autonomy and preparing them for life beyond school.

7. What is the role of teachers in the different kind of school?

Answer:

Teachers in the different kind of school play a role in fostering creativity, allowing students to learn at their own pace, and guiding them in practical learning experiences.

8. How does the school challenge traditional norms of education?

Answer:

The school challenges traditional norms by not having a set timetable, not enforcing uniforms, and focusing on unconventional, practical learning methods that go beyond traditional textbooks.

9. In what ways does the school prioritize individuality and creativity?

Answer:

The school prioritizes individuality and creativity by allowing students the freedom to express themselves, choose their study locations, and engage in activities that foster creativity.

10. What is the overall objective of the school's approach to education?

Answer:

The overall objective is to make education an enjoyable and enriching experience, focusing on understanding the world, developing critical thinking, and nurturing a love for learning.

11. How does the chapter conclude in terms of the school's impact on students?

Answer:

The chapter concludes by highlighting the positive impact of the school's approach, emphasizing how it prepares students for life beyond school and provides an enjoyable and holistic learning experience.

4 MARK QUESTIONS

1. 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:

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 with 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.
4. The main purpose of these special days was to give the students a personal taste of misfortune. Enacting a disability for a day 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.

2. Describe the unconventional aspects of the school's timetable and uniform policy. How do these aspects contribute to the uniqueness of the school?

Answer:

The school does not follow a set timetable, allowing flexibility for students. There is no uniform policy, encouraging freedom of expression. These unconventional aspects contribute to the uniqueness by fostering a non-restrictive environment that values individuality.

2. Explain the significance of practical learning activities such as cooking, gardening, and pottery in the school. How do these activities contribute to the overall development of the students?

Answer:

Practical activities contribute to holistic development by engaging students in hands-on experiences. Cooking, gardening, and pottery develop life skills, creativity, and a connection to the real world, enriching the students' educational experience.

3. Elaborate on the school's philosophy regarding education. How does it challenge traditional notions and promote a more comprehensive approach to learning?

Answer:

The school's philosophy emphasizes that education goes beyond textbooks and exams. It challenges traditional notions by focusing on understanding the world, critical thinking, and a love for learning, promoting a more comprehensive and meaningful approach.

4. Discuss the role of teachers in the different kinds of schools. How do they contribute to the overall learning environment and the student's development?

Answer:

Teachers in the school play a vital role by fostering creativity, guiding practical learning, and allowing students to learn at their own pace. They contribute to a positive learning environment and support the holistic development of students.

5. Explain the significance of giving students the freedom to choose where they want to study in the school. How does this contribute to their sense of autonomy and responsibility?

Answer:

Allowing students to choose their study locations fosters autonomy, encouraging responsibility and decision-making. This freedom contributes to a positive learning experience, as students can create environments that suit their preferences.

6. How does the school's approach prepare students for life beyond the classroom?

Answer:

The school's approach prepares students for life beyond the classroom by emphasizing self-discipline, responsibility, and practical skills. This prepares them to navigate real-world challenges and make informed decisions.

7. Elaborate on the significance of fostering creativity in the different kind of school. How does this contribute to the overall learning experience and the students' personal growth?

Answer:

Fostering creativity contributes to a vibrant learning experience, allowing students to express themselves. It nurtures individuality,

enhances problem-solving skills, and promotes personal growth, making education more enriching.

8. Discuss the impact of the school's unconventional methods on the students' attitude towards learning. How does it promote a positive and enjoyable educational experience?

Answer:

The unconventional methods promote a positive attitude by making learning enjoyable. Students are engaged in practical activities and have the freedom to learn at their own pace, fostering a love for learning and a positive approach to education.

9. How does the chapter conclude in terms of the school's influence on students' development and the overall education system?

Answer:

The chapter concludes by highlighting the positive impact of the school's influence on students, emphasizing their preparedness for life beyond school. It suggests a rethinking of traditional education systems to incorporate more holistic and enjoyable learning approaches.

10. Reflect on the overall message conveyed by the chapter regarding the importance of a different kind of school. How can such schools contribute to a more effective and fulfilling education system?

Answer:

The chapter emphasizes the importance of a different kind of school that values creativity, individuality, and practical learning. Such schools contribute to a more effective education system by fostering a love for learning, preparing students for life, and promoting holistic development. They inspire a shift towards a more fulfilling and meaningful educational experience.

GRAMMAR

1. 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)

Answer:

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

2. 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 to be a middle-aged woman 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.

3. 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.

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:

1. **Ghastly**: terrible – causing fear, very bad
2. **Term**: a fixed length of time, a part of the school year
3. **Test**: to look at something to see if it is correct or will work properly, to ask someone questions

4. 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:

- 1. Terr: terrace, terrible, terribly, territory, terrify, terror, terrain
- 2. That: boy, house, car, dog, question
- 3. Thank: To express gratitude to someone for help or service or show kindness. In the dictionary: To say we are grateful to someone.

5. 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 a knife while cutting vegetables or fruits.

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

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

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

SUMMARY

Class 6 English NCERT Chapter 5, "A Different Kind of School," presents a narrative about a unique and alternative school that departs from traditional educational approaches. Here is a summary of the chapter:

The prose piece begins by describing the school as "different" and "not like other schools at all." It introduces the readers to the unconventional methods employed in this school, challenging the traditional norms of education.

The school does not have a set timetable, and students are not required to wear uniforms. Instead, they are encouraged to express themselves freely. The teachers at this school believe in fostering creativity and individuality, allowing students to learn at their own pace.

The students are not confined to classrooms but can choose where they want to study, be it under a tree or in a corner. The school emphasizes practical learning, and children engage in activities like cooking, gardening, and pottery, which contribute to their overall development.

The school's philosophy is rooted in the belief that education is not confined to textbooks and exams. It is about understanding the world, developing critical thinking skills, and nurturing a love for learning.

The unconventional methods aim to make education an enjoyable and enriching experience.

The chapter also highlights the importance of self-discipline and responsibility, as students are trusted to manage their own time and activities. This autonomy is seen as essential in preparing students for life beyond the school walls.

In conclusion, "A Different Kind of School" advocates for an alternative approach to education that prioritizes creativity, individuality, and practical learning. It challenges traditional notions of schooling, emphasizing the importance of fostering a holistic and enjoyable educational experience for students.

POEM- WHERE DO ALL THE TEACHERS GO

- Peter Dixon

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:

- (i) The poet does not consider teachers as ordinary people. He feels that they are special human beings. Hence, he wants to know where the teachers go at four o'clock and what they do after school hours.
- (ii) According to the poet, normal people live in houses, freshen up after returning home, wear pyjamas, wash their clothes, watch TV, live with their parents, make mistakes, lose books, get punished, scribble on their desks, wear old dirty jeans and linen, etc.

(iii)

(a) He imagines that his teachers live in houses along with their families.

(b) They wash their socks, wear pyjamas at home, pick on their noses and even watch TV.

(c) They live with their parents and other family members.

(d) During childhood, even they were bad, made mistakes, spelled a word incorrectly and were punished for eating chocolates in class, they lost their hymn books, scribbled on desk tops or even wore dirty jeans, etc.

(iv) The poet wonders if teachers also do things that other people do because he thinks that they are not ordinary but special human beings. He assumes that these teachers are always strict, never make any mistakes and are ideal in all respects.

(v) The poet decided to get first-hand information about his teachers by following them on the way back home so that he could find out what they do after reaching home. Once he knows what they do, he plans to compose a poem, which the teachers would then read out to their students.

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

(i) punished in the corner

(ii) leave their greens

Answer:

(i) punished in the corner: This phrase means getting caught for a misdeed in class and being made to stand in the corner of the classroom as a punishment.

(ii) leave their greens: Some children leave cooked green vegetables uneaten or throw them into the dustbin. The phrase “leave their greens” in the poem means that teachers eat green vegetables and do not throw them away.

SUMMARY

The poem "Where Do All Teachers Go" from Class 6 English NCERT is a whimsical exploration of the imaginative possibilities of where teachers might go when they are not in the classroom. Here is a summary of the poem:

The poem begins by posing the question "Where do all teachers go when it's four o'clock?" The speaker then offers a series of imaginative and playful suggestions about the various places teachers might visit once the school day is over.

The poet suggests that teachers might go to the moon to play with silver balloons, to the jungle to ride on elephants, or to the sea to have tea with a shark. The poem paints a vivid picture of teachers engaging in fantastical and adventurous activities outside the confines of the classroom.

The speaker humorously speculates that teachers might visit the South Pole to play football with a polar bear, go to outer space to race with an alien, or even visit the bottom of the sea to have tea with a mermaid. The imaginative possibilities are endless, as the poem playfully explores the idea of teachers leading exciting and magical lives beyond the school day.

In the end, the poem concludes by suggesting that teachers are back in the classroom the next morning, ready to teach and share the adventures of the places they visited in their dreams.

"Where Do All Teachers Go" is a delightful and imaginative poem that celebrates the creativity and wonder of a child's mind. It invites readers to envision the extraordinary lives teachers might lead in the realms of fantasy and playfulness when the school day comes to an end.