

Doon Public School Bhuj
English Home Assignment

Class:V

Dear students

Summer vacations are round the corner. It's time for relaxation, enjoyment and staying connected to academics. This is your Home Assignment for English which you have to complete in your English Coursebook.

Firstly try to do the homework on your own and then take help of the answer key given to check your work.

1. This homework will be thoroughly checked on reopening of the School.
2. The holiday homework must be done in a very neat and presentable manner.
4. Write the answers in proper place.
5. Do your work on daily basis.
6. Follow instructions given in detail through out the worksheet.

❖ **Here starts your Coursebook. Read the chapters very carefully, underline all the hard words you think, find out their meanings from Dictionary and learn them thoroughly. Complete all the exercises by your own and check from the given answer key.**



1

A School with a Difference

Let's Get Going

- ✦ Have you ever played 'dumb charades'? It's fun, isn't it?
- ✦ Let's try playing 'dumb charades' in a different way. Here's what you have to do:
Without speaking, tell your partner or the class what you did the previous evening. You can **LS** do this by using your facial expressions and hands to convey your thoughts.

LS Life Skills

This can be fun, because it is a game. But being physically challenged is a fact of life for some and no fun at all. This story is about a remarkable school that makes us think of such 'differently-abled' people.

I had heard a great deal about Miss Beam's school, but not till last week did the chance come to visit it. When I arrived at the school, there was no one in sight except a girl of about twelve, with her eyes covered with a bandage. She was being led carefully between the flower-beds by a little boy, not more than eight years old. She stopped, and evidently asked who it was that had come in, and he seemed to be describing me to her. Then they passed on...

Miss Beam was all that I had expected—middle-aged, kindly, and understanding. Her hair was beginning to turn grey, and she was plump in a way that would be comforting to a homesick child.

We talked **idly** for a little while, and then I asked her some questions as to her teaching methods, which I had heard were simple.

idly without any particular purpose



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originality special, interesting and not same as anything else

instil to put a feeling, idea or principle into someone's mind

ideal standard of perfection

put it into practice to act

perplexes confuses

crutch a stick with a piece that fits under the arm, which one can lean on for support

cripple a person who cannot use arms or legs in a normal way

appreciation recognition of something as valuable or important

point of honour something that should be seriously stuck to



'...No more than is needed to help them to learn how to do things, and those only of the simplest—spelling, adding, subtracting, multiplying, writing. The rest is done by reading to them and by interesting talk, during which they have to sit still and keep their hands quiet. Practically there are no other lessons at all.'

'...I have heard so much,' I said, 'about the **originality** of your system.'

Miss Beam smiled. 'Ah, yes,' she said. 'I am coming to that. The real aim of this school is not so much to **instil** thought as thoughtfulness – humanity, citizenship. That is the **ideal** I have always had, and happily there are parents good enough to trust me to try and **put it into practice**. Look out of the window a minute, will you?'

I went to the window, which overlooked a large garden and playground at the back.

'What do you see?' Miss Beam asked. 'I see some very beautiful grounds,' I said, 'and a lot of jolly children; but what **perplexes** me, and pains me too, is to notice that they are not all as healthy and active as I should wish. As I came in, I saw one poor little thing being led about owing to some trouble with her eyes, and now I can see two more in the same plight; while there is a girl with a **crutch** just under the window watching the others at play. She seems to be a hopeless **cripple**.'

Miss Beam laughed. 'Oh, no,' she said, 'she's not lame, really, this is only her lame day. Nor are those others blind, it is only their blind day.' I must have looked very much astonished, for she laughed again. 'There you have an important part of our system in a nutshell. In order to get a real **appreciation** and understanding of misfortune into these young minds, we make them participants in misfortune too. In the course of the term every

child has one blind day, one lame day, one

deaf day, one maimed day, one dumb day. During the blind day their eyes are bandaged absolutely, and it is a **point of honour** not to peep. The bandage is put on overnight and they wake up blind. This means that they need assistance in everything, and other children are told to help them and lead them about. It is educative to both of them—the blind and the helpers.'

‘There is no hardship about it,’ Miss Beam continued. ‘Everyone is very kind, and it is really something of a joke, although, of course, before the day is over the reality of the **affliction** must be clear, even to the least thoughtful. The blind day is, of course, really the worst,’ she went on, ‘but some of the children tell me that the dumb day is the most dreaded. There, of course, the child must exercise will-power only, for the mouth is not bandaged. But come down into the garden and see for yourself how the children like it.’

affliction a condition of great pain

Miss Beam led me to one of the bandaged girls, a happy little thing, whose eyes under the folds were, I felt sure, bright and twinkling. ‘Here’s a gentleman come to talk to you,’ said Miss Beam, and left us.

‘Don’t you ever peep?’ I asked, **by way of an opening**.

by way of an opening to say something to someone to know him/her better

‘Oh, no,’ she exclaimed, ‘that would be cheating. But I’d no idea that it was so awful to be blind. You can’t see a thing. One feels one is going to be hit by something every moment. Sitting down’s such a relief.’

‘Are your helpers kind to you?’ I asked.

‘Pretty good. Not so careful as I shall be when it’s my turn. Those that have been blind already are the best. It’s perfectly ghastly not to see. I wish you’d try!’

‘Shall I lead you anywhere?’ I asked.

‘Oh, yes,’ she said. ‘Let’s go for a little walk. Only you must tell me about things. Being blind is so frightening. My head aches all the time just from worrying that I’ll get hurt. Where are we now?’

‘In the playground,’ I said. ‘We’re walking towards the house. Miss Beam is walking up and down the garden with a tall girl.’

‘What is the girl wearing?’ my little friend asked.

‘A blue cotton skirt and a pink blouse.’

‘I think it’s Millie,’ she said. ‘What colour is her hair?’

‘Very light,’ I said.

‘Yes, that’s Millie. She’s the Head Girl.’

‘There’s an old man tying up roses,’ I said.

‘Yes, that’s Peter. He’s the gardener. He’s hundreds of years old!’

‘And here comes a girl with curly red hair. She’s on crutches.’

‘That’s Anita,’ she said.

And so we walked on. Gradually I discovered that I was ten times more thoughtful than I ever thought I could be. I also realized that if I had to describe people and things to someone else, it made them more interesting to me. I told Miss Beam that I was very sorry to go. 'Ah!' she replied, 'then there is something to my system after all.'

—*Edward Verrall Lucas (Abridged)*



Edward Verrall Lucas (June 11, 1868 – June 26, 1938) was a popular English writer. His nearly 100 books show his ease with the language and style, and are generally acknowledged as humorous by readers and critics. Some of his essays about cricket are still considered among the best instructional material. He is remembered best for his essays and books about London and travel abroad; these books continue through many editions. He is particularly noted for his biography of Charles Lamb, another great writer.

SUMMATIVE AND FORMATIVE EXERCISES

COMPREHENSION (READING)



SA FA

A. Choose the correct option.

1. The writer wanted to visit Miss Beam's school because

- a) it had a very beautiful building.
- b) there were many blind children in the school.
- c) he had heard a great deal about the school.
- d) Mrs Beam invited him.

2. Miss Beam was

- a) young and very tall.
- b) middle-aged and kind.
- c) very strict.
- d) mean and cruel.

3. The aim of Miss Beam's school was

- a) to teach students to sit still and keep their hands quiet.
- b) to make students more thoughtful of others.
- c) to make fun of blind people.
- d) to produce bright young scholars.

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4. The writer was perplexed as he looked out of the window

- a) to see a lot of jolly children.
- b) to see children not all so healthy.
- c) to see some very beautiful grounds.
- d) to see children gardening.

VOCABULARY

Fill in the blanks with the exact 'feeling' word.

- a) Mother was pained to see Payal hobbling as she had hurt her foot.(annoyed, pained, frightened)
- b) The loud crash in the middle of the night terrified me. (amazed, terrified, worried)
- c) I was shocked to see such low marks in my test paper.(shocked, pleased, frightened)
- d) Rahul was pleased to see his grandparents when he returned from school.(pleased, amazed, angry)

GRAMMAR

Q1. Circle the abstract nouns in the list below.

hat comfort fish memory lamp justice
fear honesty face garden generosity music
cab imagination mirror law defeat policeman
picture poverty curiosity

Q2. Write four abstract nouns of your choice.

- a) honesty
- b) music
- c) poverty
- d) law



3

The Tiger, the Brahmin, and the Jackal

Let's Get Going

- ✦ Have you ever found yourself in a difficult situation? Tell your class how you managed to get out of it. LS
- ✦ What are the qualities one would require to get out of trouble? Choose from those given below. You can add some of your own too. LS

confidence ability to think clearly anger kindness quick thinking sincerity

Now, read this story about a tiger who was outwitted by a jackal.

Once upon a time, a tiger was caught in a cage. He tried in vain to get out through the bars, and rolled and bit with rage and grief when he failed. Meanwhile a poor Brahmin came by.

'Let me out of this cage, oh **pious** one!' cried the tiger.

'Nay, my friend,' replied the Brahmin **mildly**, 'you would probably eat me if I did.'

'Not at all!' swore the tiger with many oaths, '**on the contrary**, I should be forever grateful, and serve you as a slave!'

Now, when the tiger sobbed and sighed and wept and swore, the pious Brahmin's heart softened, and at last he **consented** to open the door of the cage. Out popped the tiger, and, seizing the poor man, cried, 'What a fool you are! What is to prevent my eating you now, for after being **cooped up** so long I am just terribly hungry!'

*pious religious mildly gently on the contrary the opposite of what has just been stated
consented agreed cooped up restricted*



The Brahmin pleaded for his life but all in vain. The tiger said, 'Alright, if the first three things whom you ask whether it was fair for me to eat you or not, say no, I'll let you go.'

So the Brahmin first asked a peepal tree what it thought of the matter, but the peepal tree replied **coldly**, 'What have you to complain about? Don't I give shade and shelter to every one who passes by, and don't they in return tear down my branches to feed their cattle? Don't whimper, be a man!'

coldly in an unfriendly way

Then the Brahmin, sad at heart, went further afield till he saw a buffalo turning a well-wheel; but he fared no better from it, for it answered, 'You are a fool to expect **gratitude**! Look at me! When I gave milk they fed me on cotton-seed and oil-cake, but now I am dry they **yoke** me here, and give me garbage as fodder!'

gratitude the feeling or quality of being grateful

The Brahmin, sadder still, asked the road to give him its opinion. 'My dear sir,' said the road, 'how foolish you are to expect anything else! Here I am, useful to everybody, yet all, rich and poor, great and small, trample on me as they go past, giving me nothing but the ashes of their pipes and the husks of their grain!'

yoke attach an animal to a wooden bar for pulling a load or vehicle

On this, the Brahmin turned back sorrowfully. On the way he met a jackal, who called out, 'Why, what's the matter, Mr Brahmin? You look **as miserable as a fish out of water**!'

as miserable as a fish out of water to be in a situation one is unsuited for

The Brahmin told him all that had occurred. 'How very confusing!' said the jackal, when the Brahmin finished his story, 'would you mind telling me over again, for everything has got so mixed up?'

The Brahmin told it all over again, but the jackal shook his head in a distracted sort of way, and still could not understand.

'It's very odd,' said he, sadly, 'but it all seems to go in through one ear and out through the other! I will go to the place where it all happened, and then perhaps I shall be able to give a judgment.'

So they returned to the cage, by which the tiger was waiting for the Brahmin, sharpening his teeth and claws.

'You've been away for a long time!' growled the savage beast, 'but now let us begin our dinner.'

'Our dinner!' thought the **wretched** Brahmin, as his knees knocked together with fright, 'what a remarkably delicate way of putting it!'

wretched unhappy

*wringing
twisting,
squeezing*

'Give me five minutes, my lord!' he pleaded, 'I may explain matters to the jackal here, who is somewhat slow in his wits.'

The tiger consented, and the Brahmin began the whole story over again, not missing a single detail, and spinning as long a yarn as possible.

'Oh, my poor brain! Oh, my poor brain!' cried the jackal, **wringing** its paws. 'Let me see! How did it all begin? You were in the cage, and the tiger came walking by—'

'Pooh!' interrupted the tiger, 'what a fool you are! I was in the cage.'

'Of course!' cried the jackal, pretending to tremble with fright, 'yes! I was in the cage—no I wasn't—dear! dear! Where are my wits? Let me see—the tiger was in the Brahmin, and the cage came walking by—no, that's not it, either! Well, don't mind me, but begin your dinner, for I shall never understand!'

'Yes, you shall!' returned the tiger, in a rage at the jackal's stupidity. 'I'll make you understand! Look here, I am the tiger.' 'Yes, my lord!'

'And that is the Brahmin.'

'Yes, my lord!'

'And that is the cage.'

'Yes, my lord!'

'And I was in the cage, do you understand?'

'Yes—no—Please, my lord!'

'Well?' cried the tiger impatiently.

'Please, my lord! How did you get in?'

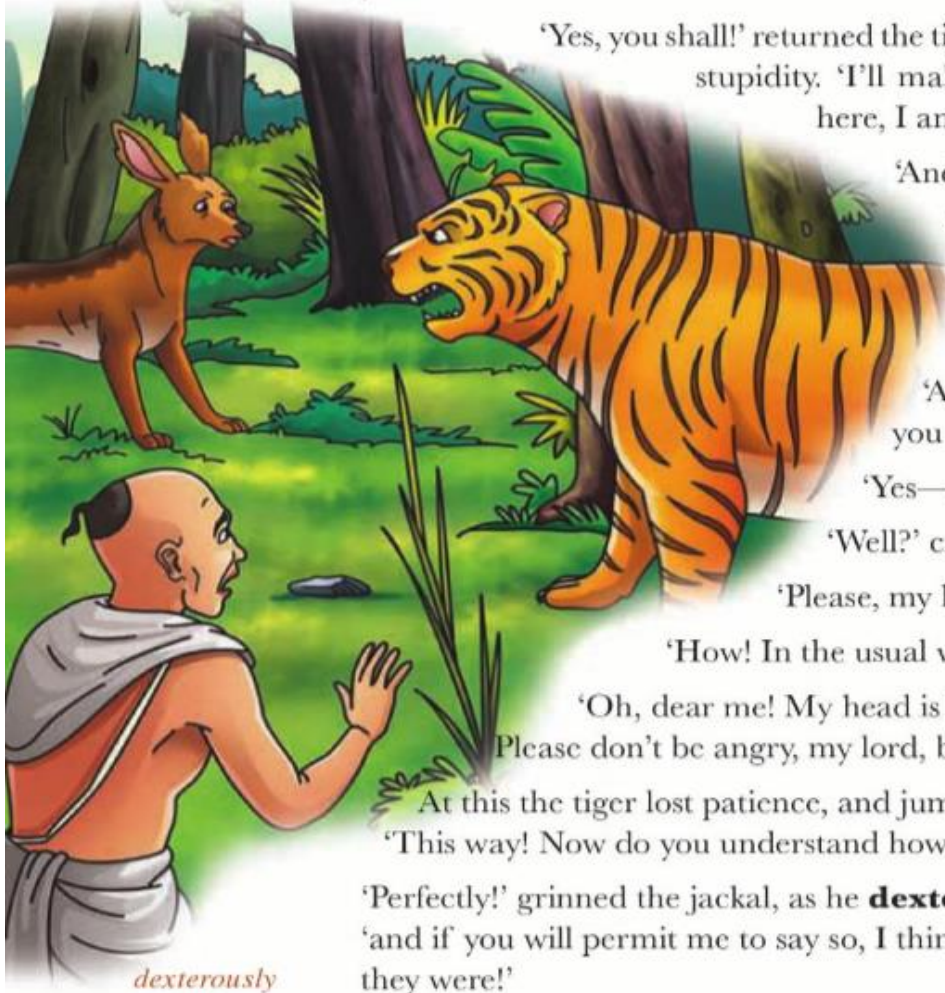
'How! In the usual way, of course!'

'Oh, dear me! My head is beginning to whirl again! Please don't be angry, my lord, but what is the usual way?'

At this the tiger lost patience, and jumping into the cage, cried, 'This way! Now do you understand how it was?'

'Perfectly!' grinned the jackal, as he **dexterously** shut the door, 'and if you will permit me to say so, I think matters will remain as they were!'

*dexterously
skillfully*





Collective Nouns

Let us begin with some examples of collective nouns.

a *crowd*

a *deck* of cards

an *anthology* of poems

a *pack* of wolves

a *gang* of thieves

a *range* of mountains

a *pile* of books

a *bunch* of grapes

a *swarm* of bees

a *pride* of lions

The words in italics in the above phrases are collective nouns. **Collective nouns** are words used to describe a group of nouns. Even though collective nouns refer to many or plural nouns, the collective noun itself is singular.

For example: 52 cards would be known as a **deck** of cards.

1. Complete each sentence by choosing the correct collective noun from the box given below.

SA

pod	swarm	pride	flight	army
herd	litter	gaggle	band	brood
pack	troop	flock	bunch	shoal

- An enormous **swarm** of locusts ate all the crops.
- A **pack** of wolves could be heard howling in the forest.
- The **herd** of elephants stomped through the tall grass.
- This **bunch** of keys is mine.
- We watched in wonder as an **army** of ants carried away the leftover food.
- The **pride** of lions was sleeping in the jungle.
- A **troop** of monkeys took away all my clothes!
- A **flock** of sheep is grazing in the field.
- We noticed a **pod** of dolphins in the sea.
- A long **flight** of steps led to the basement.
- A **shoal** of herrings is swimming nearby.
- Recently, our cat had a **litter** of cute kittens.
- A **gang** of robbers robbed the jewellery store.
- Do you see a **band** of chicks following the hen?
- The **gaggle** of geese is making a terrible noise!

(Notebook work)

U.T-1

Ch-1

Class Work

04/05/2020

A School with a Difference

New Words

- | | |
|--------------|----------------|
| 1.remarkable | 9.appreciation |
| 2.arrived | 10.misfortune |
| 3.bandage | 11.assistance |
| 4.expected | 12.exclaimed |
| 5.evidently | 13.ghastly |
| 6.originally | 14.frightening |
| 7.humanity | 15.gradually |
| 8.crutch | |

Answer the following questions in one-two sentences:-

Q1.What was the first thing that the writer saw when he arrived at the school?

Ans1. He saw a girl of about twelve with her eyes covered with a bandage, being led by a little boy.

Q2. Describe Miss Beam's appearance.

Ans2. Miss Beam was middle-aged, she was kind and understanding. Her hair was beginning to turn grey, and she was plump.

Q3. What was the real aim of Miss Beam's school?

Ans3. The real aim of the school was to instil thoughtfulness, humanity and citizenship.

Q4. What kind of lessons did the children at the school have?

Ans4. The lessons were simple which taught the basics of language and maths, and the rest was read out to them which they had to listen to sitting quietly.

Q5. What pained and prelexed the writer?

Ans5. All the children were not as healthy and active as every child should be.

Q6. What did the children have to do on their blind day?

Ans6. On the blind day, children had to cover their eyes and not peep. They were blindfolded the previous night and woke up blind. Other children helped them and led them out.

Q7. How did the girl with the writer know that the girl walking with Miss Beam was Millie?

Ans7. By the description that the writer gave her.

Q8. What did the writer realise while he was walking with the 'blind girl'?

Ans 8. He realised that he was now ten times more thoughtful. He also realised that describing things made them more interesting.

Let's Think and Answer.

Q1. Why did the children in Miss Beam's school have to have 'a lame day, a deaf day, a maimed day, a dumb day and a blind day'?

Ans1. For one day the children had to pretend to be lame, deaf, maimed, dumb or blind to get a real appreciation and understanding of the misfortune of others.

Q2. Why do you think the 'blind day' is the most difficult for the children?

Ans2. The 'blind day' is the most difficult for the children because they aren't able to see, which is most difficult for them since they feel frightened that they might get hurt.

Q3. 'Those that have been blind already are the best'. Why does the girl make this statement about the helpers for the 'blind' children?

Ans3. 'Those that have been blind already are the best'- shows that these children know what it feels like to be blind and are most careful as they guide the 'blind' children around.