

### Working with the Text

#### Question 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.

#### Solution A:

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.

#### Question B:

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?

#### Solution B:

1. The writer had heard much about Miss Beam's different teaching methods. He wanted to see these method personally. So, he visited to her school.
2. Every child in the school had to play the role of being blind, deaf, dumb, injured and lame for a particular day. It was a game and part of training.
3. "Each term every child has one blind day, one lame day, one injured day and one dumb day". Blind day was the hardest day because students felt that they were going to hit by something every moment.
4. The main purpose of these special days was to realise the feelings of others difficulties. They learnt to help the needy in the society.

#### Question 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)

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

**Solution A:**

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

**Question B:**

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 willpower."

**Solution B:**

1. The writer had heard people praising the teaching methods at Miss Beam's school.
2. The Writer found Miss Beam as a person of middle-aged and full of authority.
3. The writer looked out of a window and saw a large garden.
4. The children had to use their will power to keep quit.

**Question C-1:**

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.*

**test**<sup>1</sup> 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.*

**test**<sup>2</sup> 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**)

**Solution C-1:**

(i) *ghastly*: terrible - fearful, Very bad

(ii) *a part of the school year*: term - a period of time, a part of school session.

(iii) *examination*: test - to check the ability, qualifying criteria.

**Question C-2:**

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.

**Solution C-2:**

- (i) *terr* - Terrence, Terrible, Terrify, Terrain, Territory.
- (ii) *that* - After, Given, Such, Bring, Before.
- (iii) *thank*: to express the gratitude for kindness, help or service. Grateful to someone.

**Question 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

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**Speaking and Writing****Question 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?

**Solution A:**

Do yourself.

**Question 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.

**Solution B:**

Thumb: It help in holding all the things like pen, book, etc.

Second Finger (Index Finger): It helps to hold pen during writing.

Third Finger (Middle Finger): It support the brush holding during painting.

Forth Finger (Ring Finger): It support the other fingers in holding the things.

Fifth Finger (Little Finger): It also add support in holding the things.