

NCERT Solutions For Class 6 English Honeysuckle

Chapter 5: Easy & Simple Solutions

NCERT Solutions For Class 6 English Honeysuckle Chapter 5 have been given for CBSE class 6 students to help with their exam preparations. Interested students can find the solutions to chapter 5 here!

NCERT Solutions For Class 6 English Honeysuckle Chapter 5: You can easily download NCERT Solutions For Class 6 English Honeysuckle Chapter 5 A Different Kind Of School from PhysicsWallah. These solutions are designed to help students prepare well and approach the English exam with enthusiasm. Our expert teachers have carefully crafted the NCERT Solutions for Class 6 English to provide accurate answers for Class 6 students.

The narrative, "A Different Kind of School," narrates the story of a boy who visits Miss Beam's school to experience the unique teaching methods personally. The primary goal of this school is not only to teach regular academic subjects but also to instil thoughtfulness, such as kindness towards others and the development of responsible citizenship.

NCERT Solutions For Class 6 English Honeysuckle Chapter 5 A Different Kind of School

Below, we present NCERT Solutions for Class 6 English Honeysuckle Chapter 5 – A Different Kind Of School, available as a free PDF download. These solutions are crafted by experienced teachers who understand how to compose answers in a concise and clear manner.

NCERT Solutions For Class 6 English Honeysuckle Chapter 5 Working with the text (Page 62-63)

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.

Answer:

Sure, let's take a short stroll. Just share some stuff with me. I'll be happy when today ends. Other tough days can't be as rough as this one. Hopping on a crutch with a tied-up leg is kinda amusing, I suppose. I don't reckon I'll be bothered by being deaf for a day, at least not too much. However, being blind is really scary.

Question B:

Answer the following questions

1. Why do you think the writer visited Miss Beam's school? (1)
2. What was the 'game' that every child in the school had to play? (9)
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)
4. What was the purpose of these special days? (5, 9)

Answer:

1. The author had heard much praise about the distinctive teaching techniques at Miss Beam's school. Therefore, he decided to visit the school and personally experience these new teaching methods.
2. In Miss Beam's school, every child had to take on roles such as being blind, deaf, mute, injured, or lame for a specific day. This was like a 'game' that they had to participate in, and it was a significant part of their training.
3. "Every term, each child experiences one blind day, one lame day, one deaf day, one injured day, and one dumb day." Among these days, the blind day was the most challenging because students had to act as if they were blind without peeking from their blindfolds. They felt as if they might bump into things or be hit at any moment.
4. The primary aim of these special days was to provide students with a personal understanding of adversity. Simulating a disability for a day helped them empathise with individuals born with such disabilities and fostered respect for those in need within society. This training aimed to prepare students to become compassionate and responsible individuals.

NCERT Solutions For Class 6 English Honeysuckle Chapter 5 Working with language (Page 63-65)

Question A:

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)

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

Answer:

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 will-power."

Answer:

1. The author received many compliments from folks regarding the various teaching approaches at Miss Beam's school.

2. The author perceived Miss Beam as a woman in her middle years with a commanding presence.
3. The author glanced out the window and observed a sizable garden.
4. The kids needed to exercise their determination to stay hushed.

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.

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

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.

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.

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

Answer:

Read the poem carefully.

NCERT Solutions For Class 6 English Honeysuckle Chapter 5 Speaking and Writing (Page 66)

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?

Answer:

Activity to be done by 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.

Answer:

Thumb: It aids in gripping a pen or pencil during writing.

Second finger (Index finger): It assists in holding a knife for cutting vegetables or fruits.

Third finger (Middle finger): It aids in sketching or gripping a paintbrush during painting.

Fourth finger (Ring finger): Used for placing a ring on the finger and supporting other fingers.

Fifth finger (Little finger/Pinky finger): It helps support other fingers and forms a fist.

NCERT Solutions For Class 6 English Honeysuckle Chapter 5 Extra Questions

I. SHORT ANSWER TYPE QUESTIONS

1. Describe the appearance of Miss Beam.

Ans: Miss Beam was in her middle years, assertive but warm-hearted. Her hair was changing colour to grey, and she had a bit of extra weight.

2. What did Miss Beam teach the children at her school?

Ans: The children were taught simple spelling, adding, subtracting, multiplying and writing.

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

Ans: Miss Beam's school didn't focus on cramming many subjects into students' minds. Instead, it aimed to nurture kindness and responsibility, shaping students into thoughtful and responsible citizens. The primary goal was to instil a sense of 'thoughtfulness' in the students.

Top of Form

4. What did the author point out about the children in the playground?

Ans: The author complained that not all children were healthy and active-looking. Some were blind or lame and crippled.

5. What did Miss Beam tell the author about the game being played among the friends?

Ans: Miss Beam clarified to the writer that no child was disabled, blind, or physically challenged. Instead, they were taught to grasp the concept of misfortune. Each child experienced a day of blindness, lameness, and muteness. Their fellow children provided assistance during these times.

6. How did the little-bandaged girl make the author much more thoughtful than he ever thought?

Ans: The girl with bandages requested the writer to explain things to her. The writer needed to look closely at locations and people. He observed the hair or skirt colour. Eventually, he realised he had started thinking deeply.

II. LONG ANSWER TYPE QUESTIONS

1. In what respect was Miss Beam's school different from others?

Ans: Miss Beam operated a school that stood out from the rest. In her school, kids learned spelling, maths, and writing in engaging lessons. However, the main goal was to nurture children into caring, responsible, and kind citizens. The school provided hands-on training to build such a character.

2. What did Beam's school aim to teach? Why?

Ans: Miss Beam's school was a place where students were taught to become responsible citizens. Academic learning focuses on understanding right and wrong. However, the goal of Miss Beam's school was to cultivate a practice of assisting the visually impaired, those with mobility challenges, and the less fortunate.

3. Which incident made the visitor to the school ten times more thoughtful than ever?

Ans: The storyteller had heard much about the distinctive way of teaching at Beam's school. Initially, he observed a blind girl being guided out. After that, he saw a lame boy. He believed that the students were not very healthy and active. However, he later discovered that they were simply pretending to be blind, lame, crippled, etc. Meanwhile, he was tasked with guiding a blind girl around. The blind girl asked him numerous questions, and he had to use his brain to describe people and things. He understood that he had become much more thoughtful than before.

NCERT Solutions For Class 6 English Honeysuckle Chapter 5

Summary

Honeysuckle, a recommended book for Class 6 CBSE, comprises a collection of poems. Chapter 5, titled "The Wonderful Words" by Mary O'Neill, delves into the significance of language for humans. The poet, also a former member of the Legislative Assembly of Alberta, emphasises that our thoughts, observations, and imagination find expression in beautiful words when spoken.

O'Neill highlights the diversity of English, being a widely spoken language, and its ability to eloquently convey a person's thoughts and ideas. Despite this, the poet suggests that readers should strive to know and master at least one language. This, according to her, ensures the graceful expression of thoughts without the risk of losing them due to a lack of words.

How to Prepare with NCERT Solutions For Class 6 English Honeysuckle Chapter 5

Preparing with NCERT Solutions for Class 6 English Honeysuckle Chapter 5 involves a systematic approach to understanding the chapter content, practising questions, and using the solutions effectively. Here's a step-by-step guide on how to prepare for Chapter 5:

1. **Read the Chapter Thoroughly:** Begin by reading the chapter attentively. Understand the storyline, characters, and the central theme. For Chapter 5 of Honeysuckle, which is often a story or a poem, pay attention to the plot, characters, and any moral or lesson conveyed.
2. **Highlight Key Points:** While reading, highlight important lines, phrases, or any information that seems significant. This will help you recall the essential details when answering questions.
3. **Understand the Concepts:** Make sure you have a clear understanding of the concepts introduced in the chapter. For English literature, this includes understanding the characters' motivations, the central message, and any literary devices used.
4. **Solve Textbook Exercises:** The NCERT textbook includes exercises at the end of each chapter. Start by solving these exercises. This will help you practise the concepts discussed in the chapter.
5. **Refer to NCERT Solutions:** Once you've attempted the exercises, refer to the NCERT Solutions for Class 6 English Honeysuckle Chapter 5. These solutions are provided to help you understand the correct way of answering questions and to clarify any doubts you might have.
6. **Analyse the Solutions:** Don't just look at the solutions as a way to get the answers. Analyse the solutions to understand the reasoning behind each answer. This will deepen your understanding of the concepts.
7. **Practise Additional Questions:** Besides the textbook exercises, look for additional questions related to the chapter. This could include questions from other reference books or online resources. The more you practise, the better you'll grasp the concepts.
8. **Create Summary Notes:** Summarise the main points of the chapter in your own words. This will serve as a quick revision tool before exams.
9. **Discuss with Peers or Teachers:** If you have any doubts or find certain concepts challenging, discuss them with your peers or teachers. Group study can also be beneficial.
10. **Revision:** Regularly revise the chapter to reinforce your understanding. Short, regular revisions are more effective than cramming all the information at once.
11. **Self-Assessment:** Periodically assess your progress by taking self-assessment quizzes or tests related to the chapter. This will help you identify areas that need more focus.

12. **Stay Consistent:** Consistency is key. Instead of studying for long hours sporadically, try to maintain a regular study schedule. This will help you cover the syllabus more effectively.

NCERT Solutions For Class 6 English Chapter 5 FAQs

1. **What if a student finds Chapter 5 challenging?**
Encourage seeking help from teachers, classmates, or online resources. Break down the chapter into smaller sections, and approach it systematically for a better understanding.
2. **Are there any fun ways to reinforce English learning for Class 6 students?**
Yes! Incorporate storytelling, word games, and creative writing exercises to make the learning process enjoyable and to stimulate students' interest in the English language.
3. **How can parents create a conducive environment for English learning at home?**
Establish a designated study space, set a reading routine, and engage in discussions about various topics to create a supportive environment that encourages language exploration.
4. **Can students use NCERT solutions for self-study?**
Absolutely. NCERT solutions are designed to be user-friendly, allowing students to use them independently for self-study and reinforcing their understanding of English concepts.
5. **What's the importance of revising Chapter 5 after completing it?**
Revision solidifies understanding. Regularly revisiting Chapter 5 helps reinforce concepts, identify areas of improvement, and ensures a more thorough comprehension of the material.