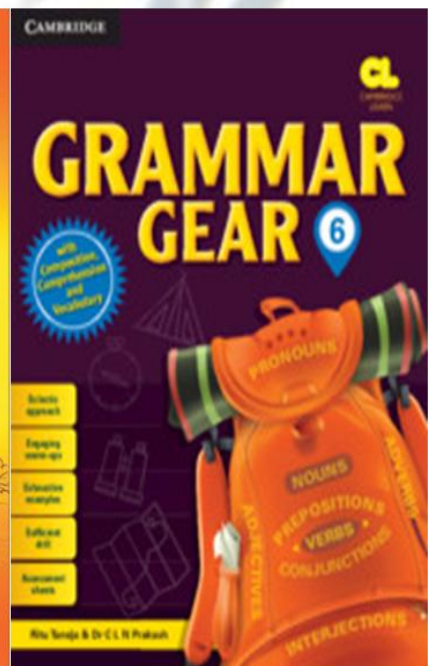
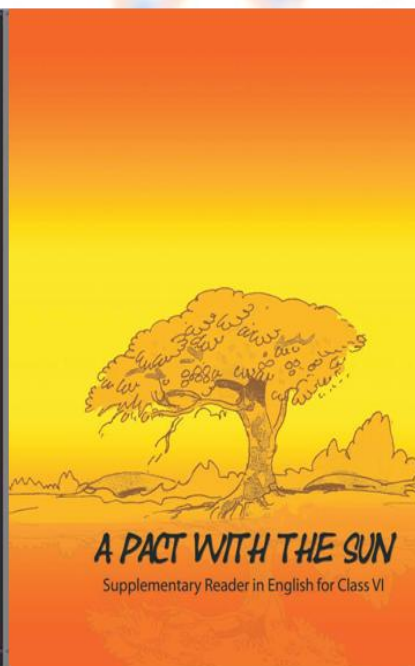
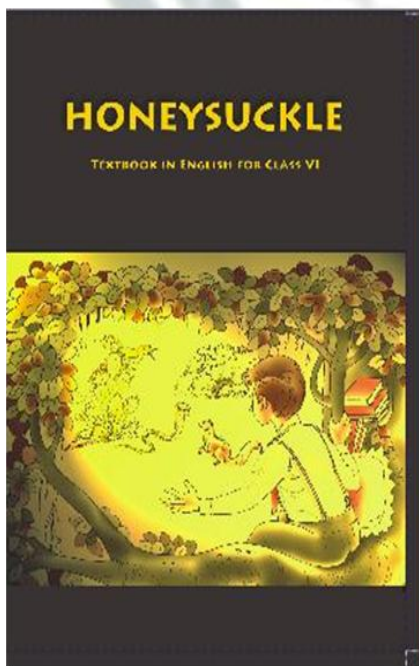




पुर्णा International School
Shree Swaminarayan Gurukul, Zundal

GRADE - VI
English
Specimen Copy
Year - 2022-2023



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GRADE 6. ENGLISH (HONEYSUCKLE)
U- 1. WHO DID PATRICK'S HOMEWORK? (PROSE)

By Carol Moore



➤ **Summary**

Patrick was an active boy who loved outdoor games like hockey and basketball. He was an enthusiastic player but somehow was not interested in studies. Because of his poor interest in studies he shirked work and was warned strictly by his teacher.

One day Patrick observed his cat playing with a doll. But when he looked at it closely, he found that it was a small man-elf (a supernatural being). He was wearing a woollen shirt, a tall hat and breeches. He was scared of a cat and needed help. He pleaded (requested) Patrick to save him and in return he promised to grant him a wish.

Patrick felt happy and called himself a fortunate one. He asked the elf to do his homework in return. Though the elf was not ready for it yet, he offered to do this for him for 35 days (one semester).

However, a problem arose when the elf told that he knew nothing of maths and history. He needed help to do these subjects. Patrick agreed and brought many books to read and consult. He sat next to elf and put in a hard toll to complete the work.

Exactly after 35 days when the semester was over, the elf went away quietly. Patrick scored grade 'A' in all the subjects. Everyone appreciated him. He became a very different person who was hardworking, generous and an exemplary boy.

Patrick thought it is elf who helped him score high but in reality, it was Patrick himself who did all the good and changed his score.

➤ **NEW VOCABULARY**

- | | |
|--------------|-------------|
| 1. Wrinkled | 5. Puffed |
| 2. Ignoramus | 6. Bleary |
| 3. Squeaked | 7. Amazed |
| 4. Mystery | 8. Britches |

➤ **WORD MEANINGS**

- | | |
|-------------------------------|----------------------|
| 1. Boring – dull | 5. Lucky - fortunate |
| 2. Surprise – astonish, amaze | 6. Slyly - secretly |
| 3. Amazed – surprised | 7. Mystery - puzzle |
| 4. Puffed – swollen | 8. Job – service |



➤ **ANSWER IN SHORT**

1. What did Patrick think his cat was playing with? What was it really?

Ans. Patrick thought that his cat was playing with a little doll but it was really a man of the tiniest size.

2. Why did the little man grant Patrick a wish?

Ans. The little man granted Patrick a wish because he wanted to get free from cat.

3. What was Patrick's wish?

Ans. Patrick wanted the little man to do all his homework till the end of the semester, which was for 35 days.

4. In what subject did the little man need help, to do Patrick homework?

Ans. The little man needed Patrick's help in English, Maths and Human History.

5. How did Patrick help him?

Ans. Patrick helped him by consulting a dictionary, guiding the little man in doing sums in arithmetic and read out portions from history book.

➤ **ANSWER IN DETAIL**

1. Who do you think did Patrick's homework- the little man, or Patrick himself? Give reasons for your answer.

Ans. It was not the little man but Patrick himself had done his homework as littleman did not know anything, in English, Maths and human history. Patrick had to consult dictionary. Guide him with Maths and help him to read too. He stayed up to nights and worked hard. Therefore, it was Patrick who did the homework.

➤ **WRITING SKILL**

Write a letter to your father requesting him to buy you a cycle.

70, Shastri Nagar

Bhiwani

25th April 2022

Dear Papa

You will be glad to know that I have secured 86 per cent marks in class V. Let me remind you of your promise that if I score good marks, you will get me a bicycle. Now the time has come. So, please do let me have a cycle in this summer vacation. It will save my precious time. I want to devote more and more time to my studies.

I look forward eagerly. I am very keen to have my very first bicycle.

Yours affectionately

Deepak

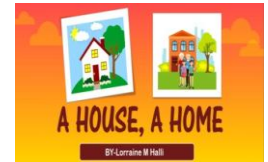
➤ **ACTIVITY**

Write a paragraph on "Self Help is The Best Help".

GRADE 6. ENGLISH (HONEYSUCKLE)

UNIT – 1. A House, A Home (Poem)

- Lorraine M Halli



➤ SUMMARY

A house and a home are not the same thing. They differ in many ways. A house is just a set of rooms made of brick and stone, wood and glass. It has an open ground, tile floors, cement, plaster on the walls, windows and doors. But it is a lifeless structure.

A home is a living unit. It means a family, a set of members. It has parents and children. They are bonded with ties of love and respect. They take care of each other. They share each other's joy and sorrow. They work selflessly and co-operate to meet their basic needs.

➤ NEW VOCABULARY

- | | |
|-----------|--------------|
| 1. Brick | 5. Unselfish |
| 2. Stone | 6. Eaves |
| 3. Stucco | 7. Chimney |
| 4. Yard | |

➤ WORD MEANINGS

1. Chimney – passage for carrying off smoke
2. Sharing – working together
3. Stucco – a fine plaster or cement
4. Yard – a small enclosed ground
5. Eaves – the overhanging edge of a roof

➤ ANSWER THE FOLLOWING QUESTIONS

1. Who all are parts of a family?

Ans. Parents, Sisters and brothers are parts of family. They stand together in all ups and downs in life.

2. Define a house

Ans. A house is a non-living structure made up of bricks, stones and woods. It consists of windows doors and a yard.

3. Differentiate between a house and a home on the basis of the poem.

Ans. A house is a structure made up of bricks and stones. It has windows, doors, chimneys and a roof. On the other hand, a home is a place where family members live together selflessly. They love and care for each other.

➤ WORKING WITH THE POEM

Q1. Do you agree with what the poet says? Talk to your partner and complete these sentences.

A house is made of lifeless brick and stone.

It has window glasses, a courtyard, tile floors, doors and a roof.

A home is made by loving and caring parents and children.
It has members who understand each other. They love and care for one another selflessly.

Q2. Now complete these sentences about your house and home.

My house is a structure of bricks, marbles and tiles. It has beautiful windows, ventilators and doors.

The best thing about my home is that all the members are very loving and caring. There are no disputes or quarrels among us.

➤ **WRITING SKILL**

Write a letter to your friend, inviting him/her to spend his/her holidays with you.

41, Dwarka Bungalows
New Delhi

21st April 2022

Dear Riya

I am very happy to get your nice letter after a long time. Everyone here had been waiting for news about you. Your school is going to close for Diwali holidays. Father and I would like you to spend at least the first week of your holidays with us here. We will have a very nice time here.

Days and nights will not be too cold or too hot. We can play, study and walk together. We can enjoy life in full. We are sure you will be able to come. Mother sends you love.

Everyone wishes you good luck at the examination. Please do come here.

With love,
Your friend
Siya

➤ **ACTIVITY**

Draw a picture of your dream house.



GRADE 6 - ENGLISH (HONEYSUCKLE)
UNIT – 2. How The Dog found Himself A Master (Prose)

➤ **SUMMARY**

Dog is man's most loyal and dependable servant. He joined man and accepted him as his master a long time ago. He felt lonely and unsafe in the world. So once he set out to find a powerful master, stronger than any other animal. He first accepted the wolf as his master. But seeing the wolf afraid of the bear, the dog joined the bear. Then he discovered that bear accepted the lion as the strongest beast. So the dog changed his master again. But finding the lion also afraid of man, the dog finally took up service with man. This interesting imaginary story gives us a list of powerful animals-the wolf, the bear, and the lion. But man has proved himself the strongest creature. He is the ruler of the earth.

➤ **NEW WORDS**

1. Ill-pleased
2. Kinsman
3. Dashed
4. Dared
5. Domesticated
6. Sniffed
7. Offend
8. Bare
9. Amid
10. Hastily



➤ **WORD MEANINGS**

1. Ill-pleased – not happy
2. Kinsman – A relative
3. Fierce – Violent
4. Take up service with – Become the servant of
5. Dashed – Moved quickly
6. Domesticated – Kept as pets
7. Wondering – Roaming aimlessly
8. Set out – Started
9. Offend – Annoy
10. Amid – Between
11. Panic – Fear
13. Readily – At once
14. Hastily – Speedily

➤ **ANSWER IN SHORT**

1. Why did the dog feel the need for a master?

Ans. The dog felt the need for a master because he was sick and tired of wandering about alone, looking for food and afraid of those who were stronger than him.

2. Who did he first choose as his master? Why did he leave that master?

Ans. The dog first chose a big, strong and fierce wolf as his master. Once, the dog saw that the wolf was afraid of the bear. Since the dog wanted to serve only the strongest, he left the wolf and asked the bear to be his master.

3. Who did he choose next?

Ans. He chose the bear because the wolf moved suddenly out of fear as he saw a bear, who might eat up both of them.

4. Why did he serve the Lion for a long time?

Ans. He served the Lion for a long time because he found there was no more powerful and stronger than lion in the forest and so no one dared to touch the dog or offend him in any way. Therefore, the dog lived happily by serving the lion for a long time.

➤ **ANSWER IN DETAIL**

1. Who did he finally choose as his master and why?

Ans. He finally chose man as his master because one day he realised that lion was afraid of man. As he wanted to serve someone who was the most powerful and stronger than anyone on earth, he chose man as his master.

➤ **WRITING SKILL**

Write an application to the Principal of your school to allow you to change your section.

The Principal

Puna International School

Ahmedabad

24 April 2022

Subject: Request for changing section.

Madam

I am a new student of VI standard of your school. My father has recently been transferred to this place. I have been allotted section D. The students of this section are all good but I have some personal problem for which I want to get my section changed. Two of my neighbours are in section B. They help me in a variety of ways.

As I am new to this school and place, I need their help at every step. Here in section D, I have to face so many difficulties. Therefore, I request you to kindly consider my case and do the favour. I also feel lonely and unsafe.

I shall be grateful if you change my section from 'D' to section 'B'.

Thanking you

Yours obediently

Raman

Roll No. 20

Class VI

➤ **ACTIVITY**

Make a list of the different breeds of the dogs (along with the pictures).



GRADE – 6 ENG(HONEYSUCKLE)

UNIT- 2. THE KITE (POEM)

Harry Behn



➤ **SUMMARY**

A new kite looks bright when the sky is clear and blue. The kite takes a plunge and bends sideways. Its tail produces a cracking noise. Then suddenly the kite rises high like a ship with a sail cloth. The kite has only one sail of string. It rides over the strong winds and climbs to their top like a ship. It pulls forward when the wind is strong. But as the wind falls, it also rests for a while.

When the thread tied to the kite becomes loose, the flier rolls the thread back. Then again the flier runs until the kite is filled with wind and goes up.

On a clear blue sky, the new kite shines. But it gets torn badly when it flaps on the tree top.

➤ **NEW VOCABULARY**

- | | |
|----------|-----------|
| 1. Soars | 4. Crest |
| 2. Gust | 5. Slack |
| 3. Flaps | 6. Ragged |

➤ **WORD MEANINGS**

- | | |
|-----------------------------|-----------------------|
| 1. Dive – plunge | 5. Crest – top |
| 2. Dip – bend | 6. Gust – stormy wind |
| 3. Snaps – makes a cracking | 7. Slack – loose |
| 4. Soars – rises | 8. Flaps – flutter |

➤ **ANSWER IN SHORT**

1. How does the kite look in the sky?

Ans. The kite looks bright in the clear blue sky.

2. When does the kite take rest?

Ans. The kite seems to take rest when the wind falls. It waits for the wind to blow so that it can fly again.

3. What happens to the thread when it gets loose?

Ans. The master of the kite, who controls it, rolls back the thread when it gets loose.

4. When does the kite lose its beauty?

Ans. The kite loses its beauty and shine when it gets trapped in the branches of a tree.

➤ **ANSWER IN DETAIL**

1. Describe the upward movement of a kite.

Ans. A new kite looks very bright in the blue sky. The kite jumps in the air and moves up in the sky. It shakes its tail with a noise. It soars high like a ship in the air, it moves upward in the air as a ship rides in the strong wave of the sea.

2. What happened when the kite get trapped in a tree?

Ans. The kite looked dull after it was trapped in a tree. It fluttered when its string was caught in the tree branches. The master of the kite could no longer control the kite and its string. The kite could no longer move upward in the air.

➤ WORKING WITH THE POEM

Q1. List out the action words in the poem

dive, dip, snaps, soars, rides, pulls, flaps

Find out the meanings of these words.

dive-to plunge

dip-bend

snaps-makes a sharp sound

soars- rises

rides-climbs, sits on the back

pulls-drives forward

flaps-flutters

Q2. Read these lines from the poem.

Then soars like a ship.

With only a sail

The movement of the tailless kite is compared to a ship with a sail. This is called a simile.

Can you suggest what or who the following actions may be compared to?

Ans:

1. He runs like a deer.
2. He eats like a wolf.
3. She sings like a nightingale.
4. It shines like a glow-worm.
5. It flies like a kite.

➤ WRITING SKILL

Write an application to your Principal requesting him to grant you leave for ten days as you have to attend your brother's marriage.

The Principal
Puna International School
New Delhi

15 May 2022

Subject: Leave application

Sir

Most humbly I beg to say that my brother's marriage ceremony will be performed on 22nd May, 2022 at my native village. All my family members will have to reach there a week before to make proper arrangements. As I'll have to accompany them, I would like to request you to grant me leave for at least ten days for the purpose.

My leave will start from 16 May and will extend upto 25 May.

I shall be highly obliged to you for this.

Thanking You

Yours obediently

Ratan

➤ **ACTIVITY**

Try to make a kite with your friends. Collect the things required such as colour paper/newspaper, thread, glue, a thin stick that can be bent. After making the kite see if you can fly it.

GRADE 6. ENGLISH (HONEYSUCKLE)
UNIT – 3. TARO'S REWARD (Prose)



➤ **NEW VOCABULARY**

1. Whistled
2. Expensive
3. Cracks
4. Thoughtful
5. Kneeling
6. Delicious
7. Tricked
8. Disappointment
9. Muttering
10. Encourage

➤ **WORD MEANINGS**

1. Honour – respect
2. Intended – wished
3. Delicious – tasty
4. Kneeling – bending on knees
5. Chopped – cut into pieces
6. Lonely – deserted
7. Saké – a hard drink
8. Extra – additional
9. Expensive - costly
10. Tricked – deceived
11. Crack – broken down
12. Sweat – body odour
13. Delighted - happy
14. Pitcher – thing in which we fill water
15. Shivering – trembling
16. Whistled through – passed through with a whistling sound
17. Muttering – speaking unclearly
18. Sent for – called



➤ **ANSWER IN SHORT**

1. Why did Taro run in the direction of the stream?

Ans. Taro ran in the direction of the stream because earlier he had never heard or seen a rushing stream in the forest also he was thirsty.

2. How did Taro's father show his happiness after drinking saké?

Ans. After drinking saké, Taro's father showed his happiness by doing a little dance in the middle of the floor.

3. Why did the waterfall give Taro saké and others water?

Ans. The waterfall gave Taro saké and others water because he was a thoughtful son who honoured and obeyed his parents always while others were greedy.

4. Why did the villagers want to drown Taro?

Ans. The villagers wanted to drown Taro because they thought that he had tricked them.

5. Why did the Emperor reward Taro?

Ans. The emperor rewarded Taro for he honoured and obeyed his parents.

➤ **ANSWER IN DETAIL**

1. Do you think he loved his parents? Give reasons.

Ans. Yes, Taro loved his parents because he took care of them. He was very worried about getting the saké for his father as it could have provided him warmth and was good for his heart. He decided to work harder than before for getting the sake which was expensive. He chopped and cut more woods to earn more.

2. Who informed Taro's neighbours about the magic saké? Why did the neighbours want to kill Taro?

Ans. A lady came to Taro's house and his father offered her a cup of saké. She drank it greedily and thanked the old man. Taro told her the story of the magic waterfall. She spread the story throughout the village. The neighbours visited the waterfall in the forest to get the saké. They carried pitchers, jars and buckets to fill the saké. They got only cold water and this made them angry. The neighbours said they have been cheated by Taro and wanted to drown him in the waterfall.

➤ MAKE SENTENCES

1. Expensive – The diamond ring is expensive.
2. Thoughtful – She is a very kind and thoughtful person.
3. Encourage – His parents encourage him in his studies.
4. Intended – it is not clear to us what you intended.
5. Greedily – he ate the bread greedily.
6. Tricked – I think Jerry tricked us.

➤ WRITING SKILL

Notice Writing

A painting competition is to be organised in the school on the occasion of 'Children's Day'. Students of classes VI to VIII can participate in it. As the Art Teacher of Puna International School prepare a notice informing students about the same, giving the relevant details.

PUNA INTERNATIONAL SCHOOL

NOTICE

10th October 2021

Painting Competition

A painting competition will be organised for the students of classes VI to VIII, to celebrate the Children's Day.

Date: 13 November 2021

Time : 9.00 a.m – 12.00 Noon

Venue: School Playground

The students have to bring their own art materials. The topic will be given on the spot. Attractive prizes will be given to the winners. For more information, contact the undersigned.

(VEENA PURI)

Art Teacher

➤ **ACTIVITY**

The story of 'Taro's Reward highlights the importance of respecting our parents and taking care of them. Write things that you do to make your parents feel special.



GRADE 6. ENGLISH(HONEYSUCKLE)
UNIT – 3. THE QUARREL (POEM)

By : Eleanor Farjeon



➤ **SUMMARY**

One day the sister quarrelled with her brother. The reason was very petty. But they shouted at each other. The quarrel was mild at first. But it became strong in the end. Both claimed that they were right.

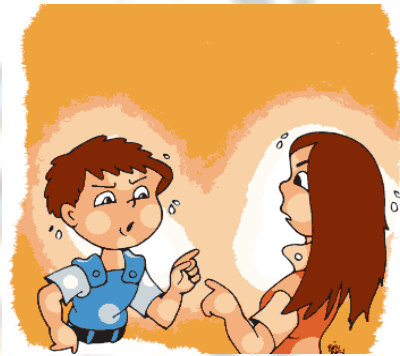
They began to hate each other. They did not talk to each other till evening. Then suddenly the brother realised his mistake. He decided to make up with the narrator. He walked up to her, and patted on her back. He suggested that they should patch up. He admitted that he was at fault. The narrator also forgave and forgave him.

➤ **NEW VOCABULARY**

1. Petty
2. Quarrelled
3. Slight
4. Thumped

➤ **WORD MEANINGS**

1. Quarrelled – fell out
2. Slight – petty
3. Turned Black – sad
4. Thumped – patted
5. Come along – to accompany



➤ **ANSWER IN SHORT**

1. Why did the quarrel continue till afternoon?

Ans. The quarrel continued till the afternoon because they blamed each other for the fight. The brother insisted that he was right while the poet said her brother was wrong. The afternoon turned out to be unpleasant.

2. ‘Oh! Come along’! We can’t go on all night’. Who said the above lines and why?

Ans. The poet’s brother said the above lines because they had a fight and in order to resolve the matter he said the above lines.

➤ **WORKING WITH POEM**

1. With your partner try to guess the meaning of the underlined phrases.

(i) And somehow we fell out.

Ans. started quarrelling

(ii) The afternoon turned black.

Ans. was spoiled due to bad mood

2. Read these lines from the poem and write what it means

(i) One thing led to another

Ans (i) One reason led to another reason.

(ii) The start of it was slight

Ans (ii) The quarrel was started on small issue.

(iii) The end of it was strong

Ans (iii) The end turned into a big fight

(iv) The afternoon turned black

Ans (iv) The quarrel spoiled our mood. The afternoon became unbearably bad.

(v) Thumped me on the back

Ans (v) The quarrel came to an end.

➤ **WRITING SKILL**

Notice Writing

You are Raman Malik, the head boy of Puna International School. Your school is organizing a tour to Sikkim. Write out a notice inviting students who want to join the tour. Put the notice in the box.

PUNA INTERNATIONAL SCHOOL

NOTICE

7th December 2022

Tour to Sikkim

All the students will be pleased to know that our school is organizing a five-day tour of Sikkim, as per details given below:

Classes – VI to IX

Date of departure – 22nd December 2022

Date of arrival – 26th December 2022

Those who are interested may deposit 3000 per head. The cost is inclusive of sightseeing, boarding and lodging at a 3-star hotel. Please do so by 12th December.

Raman Malik

Head Boy

GRADE 6. ENGLISH (HONEYSUCKLE)
UNIT – 4. AN INDIAN – AMERICAN WOMAN IN SPACE (Prose)



➤ **NEW VOCABULARY**

1. Astronaut
2. Space shuttle
3. Tragedy
4. Gliders
5. Certified
6. Mission
7. Cheered
8. Disaster
9. Inspiration
10. Courage
11. Blast off
12. Unprecedented



➤ **WORD MEANINGS**

- | | |
|---|---|
| 1. Astronaut – a person who travels in a space site | 9. Blast off – take off from a launching site |
| 2. Certified – approved legally | 10. Gliders – fixed-wing aircraft |
| 3. Crew – those on board | |
| 4. Pollinating – fertilising with pollen | |
| 5. Journalist – news reporter | |
| 6. Enormous – huge | |
| 7. Encyclopaedic – vast | |
| 8. Broke apart – crashed | |

➤ **ANSWER IN SHORT**

1. Where was Kalpana Chawla born? Why is she called an Indian – American?

Ans. Kalpana Chawla was born in Karnal, Haryana. She was called an Indian-American because she went to US and became its naturalised citizen.

2. When and why did she go to the U.S.? Who did she marry?

Ans: She went to US after completing a Bachelor of Science degree in aeronautical engineering for pursuing master's degree. She married flight instructor Jean-Pierre Harrison.

3. How did she become an astronaut? What gave her the idea that she could be an astronaut?

Ans: After qualifying as a pilot, Chawla applied to NASA space shuttle program. She was first hired as a research Scientist at NASA. In 1994 she was selected at NASA for training as an astronaut. It was her success as a pilot which gave her the idea that she could become an astronaut.

4. What abilities must an astronaut have, according to the journalist?

Ans: According to the journalist, it takes enormous ability to be an astronaut. An astronaut must know a lot about everything, from biology to astrophysics to aeronautical engineering. In this age of super-specialisation, you must have encyclopaedic knowledge to be an astronaut.

5. What does Kalpana Chawla say about pursuing a dream? Do you agree with her that success is possible?

Ans. Kalpana Chawla said that the path from dreams to success does exist. One needs to have the vision to find it, and the courage to get onto it. Yes, success is possible.

➤ **ANSWER IN DETAIL**

1. Describe Kalpana Chawla's first mission in space.

Ans: Kalpana Chawla's first mission was in the space shuttle Columbia. It was a 15 days, 16 hours and 34 minutes. During this time, she went around the earth 252 times travelling 1.45 million km. The crew performed experiments such as pollinating plants to observe food growth in space. It also made test for making stronger metals and faster computer chips. It was all done for a price tag of 56 million dollars.

➤ **MAKE SENTENCES**

1. Astronaut – Raj wants to become an astronaut.
2. Inspiration – He is an inspiration to all of us.
3. Cheered – We cheered to show support for our team
4. Tragedy – The traffic accident is really a tragedy.
5. Mission – The army was on mission.
6. Disaster – The Prime Minister will drop in at the disaster area.

➤ **WORKING WITH LANGUAGE**

B. Use these phrases in sentences of your own, after finding out their meanings.

1. Broke apart: (separated, break up)

– The coaches of the train broke apart on its own.

2. Streaked over: (a line, mark)

– A plane was seen streaking over our town.

3. Spread across: (spread everywhere)

– The news about their fight spread across the entire nation.

4. Lifted off: (to direct or carry from a lower to a higher position)

– The rocket lifted off from a space station in Chennai.

5. Blast off: (of a rocket or spacecraft) take off from a launching site

– The rocket blasted off in the morning.

6. Went on : (to proceed)

– He went on teaching us after the lunch break.

7. Cheered along: (motivated, encouraged)

– The performers were cheered along by their fans.

8. On board: (inside a ship, train and aircraft)

– There were 250 passengers on board in the aircraft.

9. Carry on: (to continue)

– She decided to carry on with her studies.

➤ **WRITING SKILL**

Story Writing

_____ a farmer had a magic goose. _____ laid a golden egg. _____ farmer sold _____ a good price _____ became rich _____ built a 'large house _____ lived _____ with wife and children, _____ good food to eat. _____ fine clothes _____ one night a wicked idea _____ could be very rich _____ golden eggs from the body of the goose. _____ next morning _____ killed the goose _____ tore her body went mad _____ goose was dead _____ not get golden.

The Farmer and the Magic Goose

Once upon a time a farmer had a magic goose. Every day she laid a golden egg. The farmer sold the egg at a good price. In course of time, the farmer became rich. He built a large house. He lived there with wife and children. They had good food to eat. They had fine clothes to wear. This went on for a long time. Suddenly one night a wicked idea came to his mind. He thought that he could be very rich by taking out all the golden eggs from the goose. The next morning the farmer killed the goose with a big knife. When he tore her body wide open, went mad with misery because the goose was dead and he would not get golden eggs any more.

Moral : Greed is the root of all evils.

➤ **ACTIVITY**

Make the model of space shuttle.



GRADE – 6 ENGLISH (HONEYSUCKLE)

UNIT – 4. BEAUTY (POEM)

E-Ye-Shure



➤ **SUMMARY**

Beauty can be seen, heard and felt. It is seen in the sunlight, the trees, the birds, and the growing corn. It is also seen in the working people or those people who dance for their harvest.

Beauty can be heard in the night. It is heard when the wind sighs, rain falls or a singer chants in earnest.

Beauty can be felt. It is felt in one's own self. It is felt in the mind when we think of good deeds and happy thoughts. They repeat themselves, in dreams, in work or even rest.

➤ **NEW VOCABULARY**

- | | |
|------------|---------------|
| 1. Harvest | 4. Conviction |
| 2. Sighing | 5. Sincere |
| 3. Earnest | |

➤ **WORD MEANINGS**

- | | | |
|-------------|---|----------------------|
| 1. Harvest | - | crop |
| 2. Chanting | - | singing |
| 3. Sighing | - | breathing out slowly |
| 4. Earnest | - | seriously |
| 5. Deeds | - | actions |

➤ **ANSWER IN SHORT**

1. What do we see in sunlight?

Ans. We see beauty.

2. How does the poet define beauty?

Ans. Beauty lies in the objects of nature. All good things, good actions and all that pleases are beautiful.

3. Why do people dance for their harvest?

Ans. They dance because they are pleased to harvest their crops.

4. When is the beauty heard?

Ans. Beauty is heard in the night; whistling of wind, rain falling and playing music.

5. Which objects of nature are beautiful?

Ans. The singing wind and the rainfall are beautiful.

6. Where does beauty lie?

Ans. Beauty lies in happy thoughts, good deeds.

➤ **WRITING SKILL**

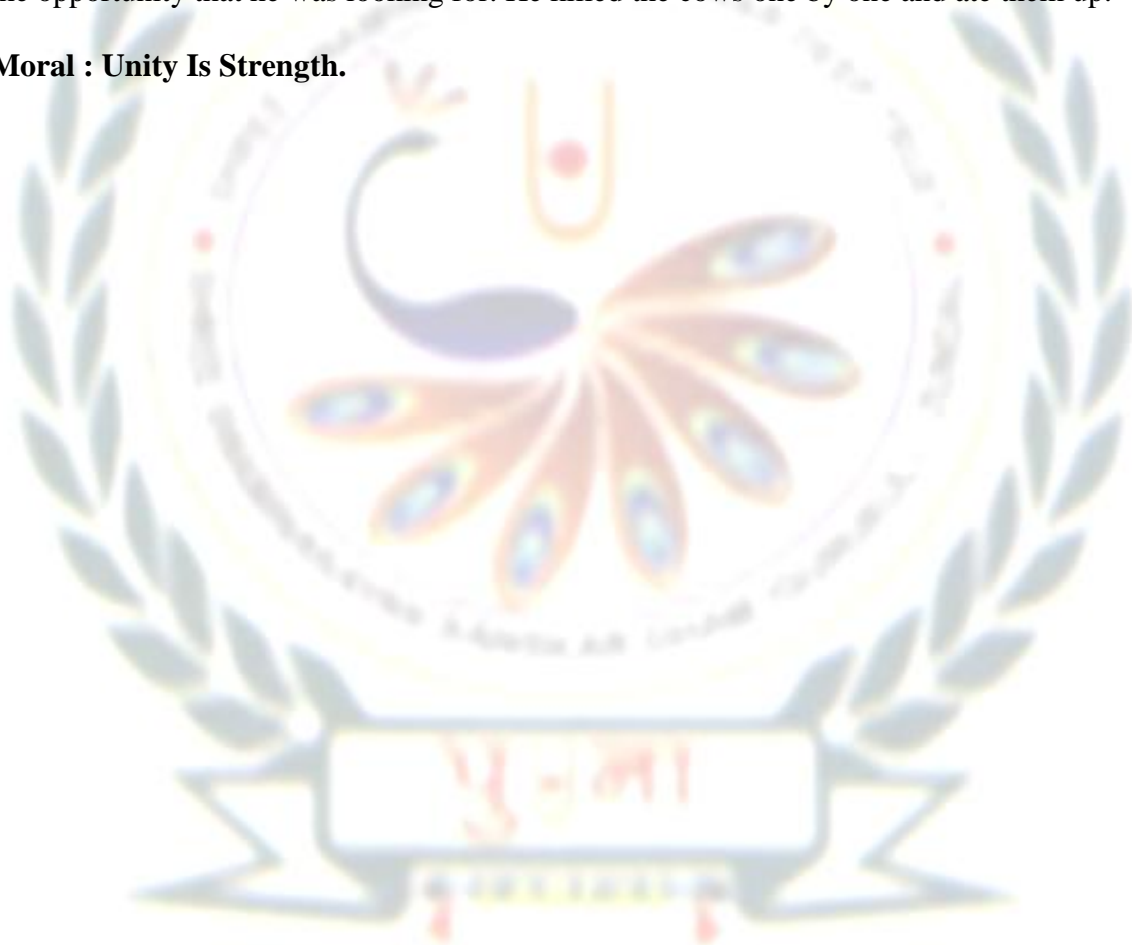
Story Writing

_____ four cows lived in a jungle _____ fast friends, _____ always together _____ lived in peace. fought the enemy unitedly. A tiger had an eye _____ not dare to attack _____ as they were united. _____ cows fell out went separately the tiger _____ the opportunity _____ killed the cows _____ ate them _____.

Once upon a time, four cows lived in a jungle. They were fast friends. They were always together. They lived in peace. If any wild animal ever attacked them, all the four of them fought the enemy unitedly and drove him away.

A tiger had an eye on these cows. But he did not dare to attack them as long as they were united. The cows fell out one day. Each one went separately her own way. Now the tiger had the opportunity that he was looking for. He killed the cows one by one and ate them up.

Moral : Unity Is Strength.



GRADE – 6 ENGLISH (HONEYSUCKLE)
UNIT – 5. A Different Kind Of School (Prose)



➤ **NEW VOCABULARY**

- | | |
|----------------|-------------------|
| 1. Cripple | 8. Thoughtfulness |
| 2. Misfortune | 9. Troublesome |
| 3. Crutch | 10. Overlooked |
| 4. Bandage | 11. Appreciate |
| 5. Authority | 12. Frightening |
| 6. Homesick | 13. Gradually |
| 7. Practically | 14. Plump |



➤ **WORD MEANINGS**

- | | |
|---|--|
| 1. In sight – to be seen | 11. Lame day – day on which she acts as if she is lame |
| 2. Kindly – friendly | 12. Their eyes are bandaged – they are blindfolded |
| 3. Plump – stout, pleasantly fat | 13. Are on their honour – have promised |
| 5. Responsible – aware of their duties | 14. Misery – unpleasantness, difficulty |
| 6. At play – playing | 15. Come to talk – who has come to talk |
| 7. Hopeless – unfortunate, without hope | 16. Troublesome – difficult |
| 8. Misfortune – bad luck | |
| 9. Thoughtless – careless | |
| 10. Awful – bad | |

➤ **ANSWER IN SHORT**

1. What was the ‘game’ that every child in the school had to play?

Ans. The ‘game’ that every child in the school had to play was that each term every child had one blind day, one lame day, one deaf day, one injured day and one dumb day.

2. “Each term every child has one blind day, one lame day...” Complete the line. Which day was the hardest? Why was it the hardest?

Ans. “Each term every child has one blind day, one lame day, one deaf day, one injured day and one dumb day.” The dumb day was the hardest because the children’s mouths could not be bandaged, so they really had to exercise their will power to remain silent.

3. What was the purpose of these special days?

Ans. The purpose of these special days was to teach the children thoughtfulness – kindness to others, and how to be responsible citizens. These days make the children appreciate and understand misfortune by making them share in the misfortune of others.

4. What type of learning methods were use in Miss Beam School?

The learning methods do not invite. Usual simple spelling, adding, subtracting, multiplying and uniting. They have to learn how to be a responsible citizen.

5. How did children prepare themselves for the blind day?

During the blind day, children’s eyes were bandaged and they were advised not to peep. The bandage was put on overnight so they wake up blind.

6. “This is only her lame day.” What does this mean?

Ans. It means the girl is lame only for that day and it was her turn to be lame. This exercise will make her thoughtful and kind about these who are actually lame.

➤ **MAKE SENTENCES**

1. Cripple – It is wrong to make fun of cripple.
2. Authority – Policemen have authority to arrest lawbreakers.
3. Plump – The nurse was a cheerful plump woman.
4. Misery – The family lived in misery for several years.
5. Gradually – The balloon descended gradually as the air came out.
6. Troublesome – He is a troublesome person.
7. Awful – There is an awful smell in here.

➤ **WRITING SKILL**

**Message Writing
FORMAT**

The diagram illustrates the format for writing a message. It consists of several dashed-line boxes with arrows pointing to their respective labels:

- A box at the top labeled "MESSAGE" with an arrow pointing to it from the label "Message".
- A box labeled "Date" with an arrow pointing to it from the label "Date".
- A box labeled "Time" with an arrow pointing to it from the label "Time".
- A box labeled "(Leave a blank line)" below the Time box.
- A box labeled "Addressee" with an arrow pointing to it from the label "Addressee".
- A large box labeled "Body" with an arrow pointing to it from the label "Body".
- A box labeled "(Leave a blank line)" below the Body box.
- A box labeled "ABC" with an arrow pointing to it from the label "Addresser".

➤ **You are Ramesh. Today you had the following conversation with Rajesh, a friend of your elder brother:**

Rajesh : Hello! Is it 991234509?

Rajesh : Yes. I'm Ramesh speaking. What can I do for you?

Rajesh : Well, Ramesh! I'm Rajesh, you know your brother's friend.

Ramesh : Oh, I see. Well, brother is not here now. So can I help you?

Rajesh : Could you please convey him that he should bring my practical book today in school as I need it in class today.

Ramesh : That's fine. I'll do that.

As you are leaving for your school, write a message for your brother in about 50 words.

Put your message in a box.

MESSAGE

13.6.2022

9 A.M

Dear Brother

Your friend Ramesh had called upon you in the morning. As you were not here left a message for you. He has asked you to take his practical book today in school. Today he needs it there in school. Please don't forget.

Rajesh

GRADE – 6 ENGLISH (HONEYSUCKLE)
UNIT – 5. Where Do All The Teachers Go? (Poem)



➤ **SUMMARY**

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 desktops.

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.

➤ **NEW VOCABULARY**

1. Pyjamas
2. Chocolate flakes
3. Hymn
4. Pinched
5. Scribble

➤ **WORD MEANINGS**

1. Four o'clock – the time when the school gets over
2. Pick their noses – clean their nose with the little finger
3. With other people – in a joint family
4. Bad – naughty
5. Hymn books -a collection of devotional songs
6. Follow-go after

➤ **ANSWER IN SHORT**

1. Why does the poet want to know where the teachers go at four o'clock?

Ans. The poet wants to know where the teachers go at four o'clock because that was the time when school got over. However, he wonders where they go after school.

2. What are the things normal people do that the poet talks about?

Ans. The things normal people do that the poet talked about are living in houses, washing socks, wearing pyjamas, watching TV, picking their noses, living with their parents, not spelling right, being bad, making mistakes, getting punished, losing books, scribbling on desk tops, wearing old dirty jeans.

3. What does he imagine about

(a) where teachers live?

Ans. In houses

(b) what they do at home?

Ans. washed their socks, wore pyjamas, picked their noses, and watched TV.

(c) the people with whom they live?

Ans. lived with other people and if they also had mothers and fathers.

(d) their activities when they were children in school?

Ans. They were also bad, made mistakes, never spelled right, and were punished in the corner for pinching the chocolate flakes. They ever lost their hymn books, scribbled on the desk tops, or wore old dirty jeans.

4. Why does the poet wonder if teachers also do things that other people do?

Ans. The poet wondered if teachers also do things that other people do because he had seen them as super humans. They are strict, did not make any mistakes and punish those who did.

5. How does the poet plan to find out? What will he do once he finds out?

Ans. The poet plans to follow one of the teachers on the way back home that day to find out what they did. Once he succeeds in doing so, he would compose it into a poem, which then those teachers would read to their students.

➤ **WRITING SKILL**

Message Writing

You are Sonakshi. Your father is on tour. Today morning he called upon your mother. As your mother was not at home, you received the call and had the following conversation with him:

Father : Hello! Who is speaking?

Yourself : Sonakshi here.

Father : Well Sonakshi, I am here now in Chennai. Where is your Mom?

Yourself : Papa, she has gone to the market and will be back in an hour. Have you any message for her?

Father : Oh, yes. Please tell her that my meeting may prolong for two more days. In that case I may be back on the 5th. Otherwise I'll return as per scheduled programme. After coming back we will go to Kashmir.

So be ready for that.

Yourself : Thank you Papa. I'll convey it to Mom and all.

As you are leaving for your dance class, leave a message for your mother in not more than 50 words. Put your message in a box.

MESSAGE

25.5.2022

9 AM

Dear Mom

Father had called upon you when you were out in the market. He has left a message that his meeting may be extended by two days more. In that case he will be back on 5th, otherwise he will be back as per schedule. After he returns, he has a programme to take us to Kashmir. So be ready for that.

Sonakshi

➤ **ACTIVITY**

Write a paragraph on My Favourite Teacher.

ENGLISH (A PACT WITH THE SUN (SR))
Chapter 1. A tale of Two Birds



➤ **SUMMARY**

This story is all about a mother bird and her two newborn birds. The mother died in a storm and the sons got separated from each other in the thunderstorm. Due to the strong wind the tall tree that they lived on also fell and they were blown away to the other side of the forest. One of them reached near a gang of robbers and the other one landed near the Rishi's ashram.

One day, a king got exhausted while following a deer. He came and sat under the tree near the cave of robbers. There, the king heard a big brown bird's voice. It was calling the robbers to rob the king. The king hurriedly got up from there and rode away. He reached near the Rishi's ashram.

Here, again he heard the bird's voice. But it was a complete contrast to what he heard earlier. This bird asked the king to take rest inside the ashram and wait for the Rishi to come. The King was amazed to see the similar appearance of the birds but this voice was too gentle. The bird told the king that his brother had learnt that language from the robbers. When the Rishi came, the king shared the story of the birds with him. The Rishi smiled and said that it was the impact of the company that was being reflected on the behaviour of the birds. That bird was not at fault. He was just repeating what he had heard and the forest was full of varied surprises.

➤ **NEW VOCABULARY**

1. Shady
2. Blew down
3. Get off
4. Imitates
5. Holy

➤ **WORD MEANINGS**

1. Shady – dense
2. Storm – a strong wind
3. Blew down – uprooted
4. Blew them away – took them away
5. Gang – group of evil people
6. Landed – touched the ground
7. Get off - dismounted
8. Holy - pious
9. Imitates - copies
10. Behave – conduct

ANSWER IN SHORT

1. How did the two baby birds get separated?

Ans: One day, there was a big storm, and the wind blew down many trees including the tall tree in which the birds lived. A big, heavy branch hit the nest and killed the bird. But the strong wind blew the baby birds away to the other side of the forest. Both landed at different places. This is how the two birds were separated.

2. Where did each of them find a home?

Ans: One baby bird found a home near a cave where a gang of robbers lived, the other landed outside a rishi's ashram a little distance away.

3. What did the first bird say to the stranger?

Ans: The first bird cried out to the stranger to hurry up and come quick as there was someone under the tree. It said come and take away his jewels and his horse in a hurry, or else he would slip away.

4. What did the second bird say to him?

Ans: The second bird welcomed the stranger in a gentle voice to the ashram, and requested him to go inside and rest. He then said that the rishi would be back soon, and asked him to drink some cold water and make himself comfortable.

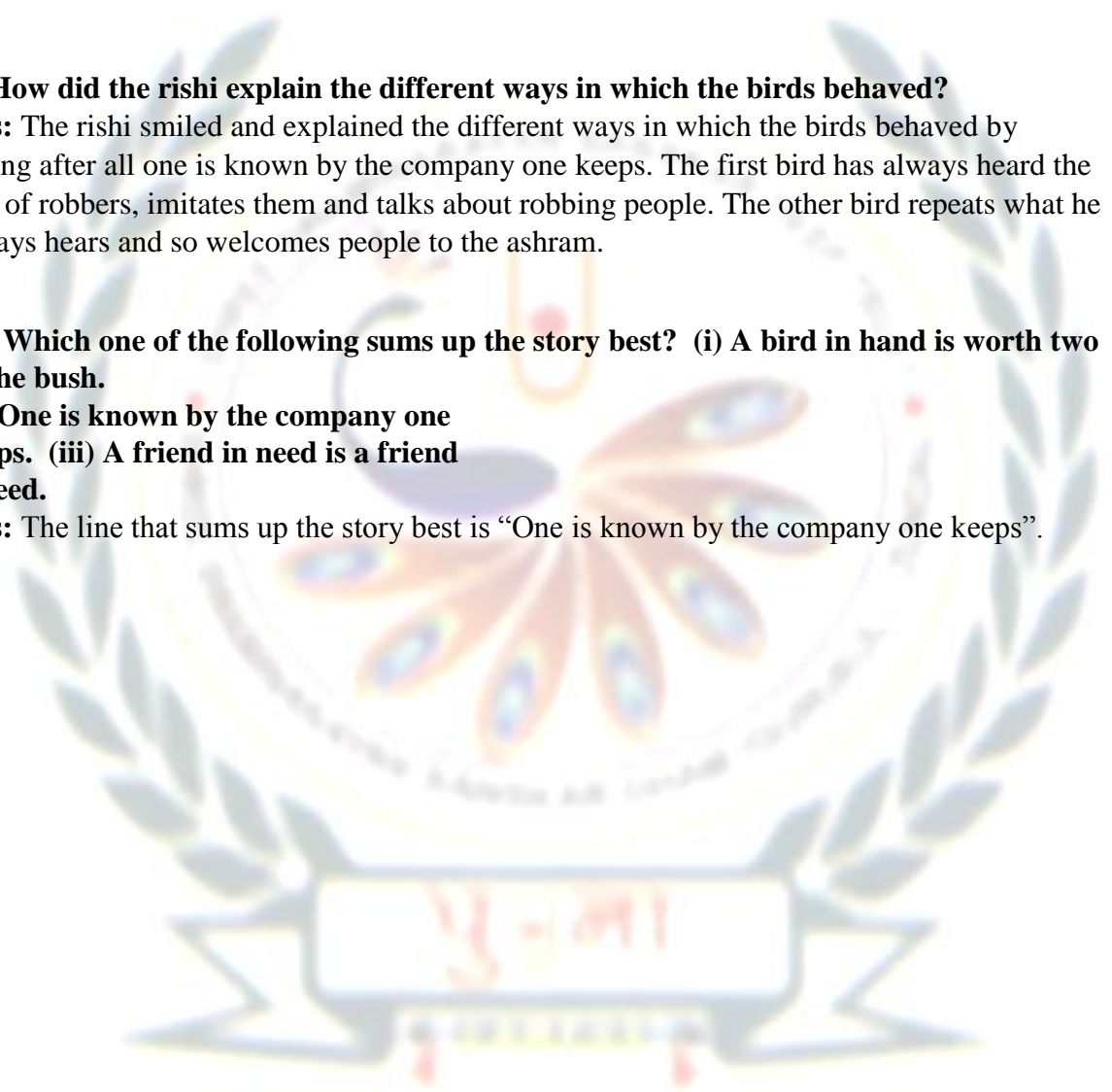
5. How did the rishi explain the different ways in which the birds behaved?

Ans: The rishi smiled and explained the different ways in which the birds behaved by saying after all one is known by the company one keeps. The first bird has always heard the talk of robbers, imitates them and talks about robbing people. The other bird repeats what he always hears and so welcomes people to the ashram.

6. Which one of the following sums up the story best? (i) A bird in hand is worth two in the bush.

(ii) One is known by the company one keeps. (iii) A friend in need is a friend indeed.

Ans: The line that sums up the story best is “One is known by the company one keeps”.



GRADE – 6 ENGLISH (SR)
CHAPTER 2. THE FRIENDLY MONGOOSE



➤ **SUMMARY**

Once a farmer and his wife lived in a village with their son. They planned to have a pet who can be a companion for their child. Then one day the farmer brought home a baby mongoose.

In a few months, the baby mongoose grew to be a fully developed mongoose with a bushy tail. One day the wife had to leave for the market and she asked her husband to look after the child as she could not trust mongoose.

The farmer assured her that she should not be afraid of mongoose as it was very friendly animal and would not hurt the child. The wife moved away and the farmer decided to look after the fields and went away too. While coming back home, he met his friends.

When the farmer's wife returned home with a heavy bag of groceries. She saw blood smeared mongoose waiting for her at the gate. In a fit of rage she forcefully threw the bag on the head of the mongoose and killed it.

She ran inside crying for the baby, she observed a snake killed near the cradle. Now, she realized her mistake and was full of remorse but nothing could be done.

➤ **NEW VOCABULARY**

- | | |
|--------------|-----------------|
| 1. Companion | 6. Hysterically |
| 2. Tiny | 7. Still |
| 3. Cradle | 8. Hastily |
| 4. Customary | |
| 5. Smeared | |

➤ **WORD MEANINGS**

- | | |
|--------------------------------------|--|
| 1. Companion – friend | 8. Smeared - covered |
| 2. Tiny – small | 9. Wicked - rogue |
| 3. Bushy tail – tail with thick hair | 10. Hysterically – madly, uncontrollably |
| 4. Cradle – small low bed for a baby | 11. Blind with rage – very angry |
| 5. Rocked – moved to and fro | 12. In a flash – at once |
| 6. Ran into – met | 13. Still – with no movement |
| 7. Customary – usual | 14. Hastily – rashly |

➤ **ANSWER IN SHORT**

1. Why did the farmer bring a baby mongoose into the house?

Ans. The farmer brought a baby mongoose into his house because they needed a pet so that their son had a companion when he grew up. The baby mongoose would be a friend to their son in the future.

2. Why didn't the farmer's wife want to leave the baby alone with the mongoose?

Ans. The farmer's wife was afraid of the mongoose harming her child and so she didn't want to leave her baby alone with the mongoose.

3. What was the farmer's comment on his wife's fears?

Ans. The farmer told his wife that she needn't be afraid as the mongoose was a friendly animal. It was as sweet as their baby and they were the best of friends.

➤ ANSWER IN DETAIL

1. Why did the farmer's wife strike the mongoose with her basket?

Ans. The wife saw the mongoose face and paws smeared with blood and concluded that it must have killed the baby. She cried 'blood' and continued screaming hysterically and accusing the wicked animal of having killed her baby. She was blind with rage and with all her strength she brought down the heavy basket full of groceries on the blood smeared mongoose.

2. Did she repent her hasty action? How does she show her repentance?

Ans. Yes, she repented her hasty and rash action, she realized that the mongoose had actually saved her child by killing the black snake. She rushed outside looking for the mongoose. She repented by saying that the mongoose had saved her child and look what she had done to repay it. She touched the mongoose that lay dead and still unaware of her sobbing. She stared long at the dead mongoose.



GRADE – 6 ENGLISH (SR)
CHAPTER 3. THE SHEPHERD'S TREASURE



➤ **NEW VOCABULARY**

- | | |
|----------------|-----------------|
| 1. Shepherd | 9. Astonished |
| 2. Cottage | 10. Humble |
| 3. Uneducated | 11. Sympathy |
| 4. Impressed | 12. Dignity |
| 5. Hospitality | 13. Governor |
| 6. Traveller | 14. Mockingly |
| 7. Meagre | 15. Summoned |
| 8. Compliment | 16. Embarrassed |

➤ **WORD MEANINGS**

1. Shepherd - a person whose job is to take care of sheep.
2. Illiterate - not knowing how to read or write.
3. Cave - a large hole in the side of a hill or under the ground.
4. Hospitality - friendly and generous behaviour towards guests.
5. Jealous - envious
6. Chest - a large strong box, usually made of wood used for storing things
7. Meagre – little
8. Humble – simple
9. Summoned – order someone to be present
10. Mockingly – in a disrespectful manner

➤ **ANSWER IN SHORT**

1. Who visited the shepherd one day, and why?

Ans: One day the king of that country visited the shepherd in disguise. He visited the shepherd because he had heard that the shepherd was very wise and understood people's sorrows and troubles, and helped them face their problems with courage and common sense. The shepherd was famous for his wisdom and friendly nature.

2. Why did the other governors grow jealous of the shepherd?

Ans: The people loved and honoured the shepherd for his wisdom, sympathy and goodness. His fame as a fair and wise governor soon spread throughout the country. This was why the other governors grew terribly jealous of him.

3. Why was everyone delighted to see the iron chest on the camel's back?

Ans: Everyone was delighted to see the iron chest on the camel's back because they thought it contained the treasure that the shepherd had secretly collected, and finally, the shepherd's dishonesty would be revealed in front of the king.

4. (i) What did the iron chest contain?

Ans(i) The iron chest contained an old blanket.

GRADE 6. ENGLISH (SR)
CHAPTER 4. THE OLD CLOCK SHOP



➤ **NEW VOCABULARY**

1. Approached
2. Friendliness
3. Goodwill
4. Pawnbroker
5. Timepieces

➤ **WORD MEANINGS**

1. Approached – come towards; speak to
2. Goodwill – goodness.
3. Pawnbroker – moneylender
4. Timepieces – clocks



➤ **ANSWER IN SHORT**

1. What made Ray think the visitor was not really a shopper?

Ans. Ray saw two men, one in his twenties, the other closer to fifty, enter his shop. The younger one remained at the door. The older man approached the counter with no sign of friendliness in his eyes. This made Ray think that the visitor was not really a shopper.

2. What do you think the man said to his friend who waited at the door?

Ans. There was a look of surprise on the older man's face when he came to know that Ray was deaf. He would have passed on this information to his younger friend standing at the door. Also, he might have discussed with him what they needed to do next.

3. Ray was not a pawnbroker. Why then did he lend money to people in exchange for their old watches and clocks?

Ans. Ray was not a pawnbroker, but at the same time he could not say no to the needy people who placed their old watches or clocks before him for anything they could get. Therefore, he lent them money.

4. "The watch was nothing special and yet had great powers." In what sense did it have 'great powers'?

Ans. The watch was nothing special, but it had great powers because it was something to exchange, a way out of a bad situation. It saved the two men from doing something they would later be sorry for.

5. Do you think the man would ever come back to pick up the watch?

Ans. Yes, the man would come back to pick up the watch. He himself said that he would be back to pick it up as soon as he could. It was not necessary for him to say so, but he did. Therefore, we can say that he would be true to his word.

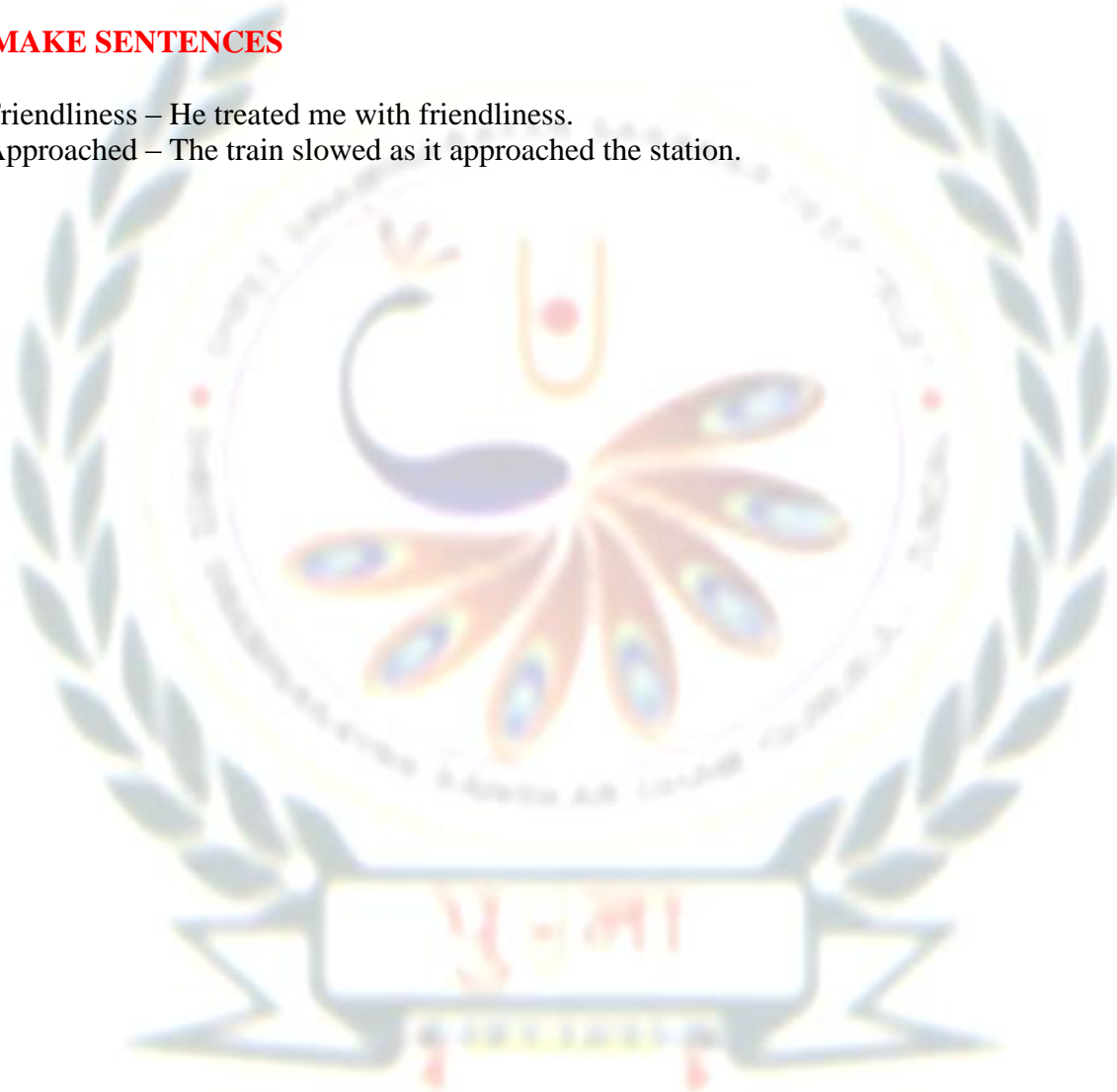
➤ **ANSWER IN DETAIL**

1. How did Ray manage to please the two last-minute shoppers?

Ans. Ray was able to hide his fear after noticing the two last-minute shoppers. He understood that they were unfriendly and carrying a gun. Ray knew that they were in dire need of money and could do anything to get money. Ray kept his cool and acted patiently. He started interaction with the older man by writing messages on his notepad. He was ready to help them. Ray read their evil minds and knew why the older man entered the shop and the younger stayed at the door. Ray gave him a fifty-dollar note in exchange of an ordinary wrist watch. The older man became happy as he knew the amount is much higher than the cost of the watch.

➤ **MAKE SENTENCES**

1. Friendliness – He treated me with friendliness.
2. Approached – The train slowed as it approached the station.



GRADE – 6 ENGLISH (SR)
CHAPTER 5. TANSEN



➤ **NEW VOCABULARY**

1. Frighten
2. Musician
3. Disciple
4. Grove
5. Scattered
6. Devoted
7. Jealous
8. Ruined
9. Downcast
10. Assembled
11. Perspiration
12. Pilgrimage
13. Rejoiced

➤ **WORD MEANINGS**

1. Frighten – make someone fear
2. Disciples – followers
3. Grove – group of trees
4. Scattered – spread
5. Devoted – having great love for somebody
6. Ruined – damaged
7. Downcast – sad
8. Assembled – to come together as a group
9. Pilgrimage – a journey to a holy place
10. Rejoiced – to express happiness

➤ **ANSWER IN SHORT**

1. Why did Swami Haridas say Tansen was ‘talented’?

Ans. Swami Haridas was once travelling through the forest with his disciples. Hidden behind a tree, Tansen scared them by roaring like a tiger. This made Swami Haridas say that Tansen was talented.

2. Why did Akbar ask Tansen to join his court?

Ans. Sometimes Tansen sang before Emperor Akbar. Akbar was very impressed by him and so he insisted that Tansen should join his court.

3. What did the other courtiers feel about Tansen?

Ans. The other courtiers were jealous of Tansen. They declared that they would never be able to rest till Tansen was ruined.

4. What happens if Raga Deepak is sung properly?

Ans. If Raga Deepak is sung properly, it makes the air so hot that the singer is burnt to ashes.

5. Why did Tansen’s enemies want him to sing the Raga?

Ans. Tansen’s enemies wanted him to sing Raga Deepak because they knew he was a good singer and if he sang it, then he would die.

6. Why did Tansen agree to sing Raga Deepak?

Ans. Tansen agreed to sing Raga Deepak because he could not disobey the king.

➤ **ANSWER IN SHORT**

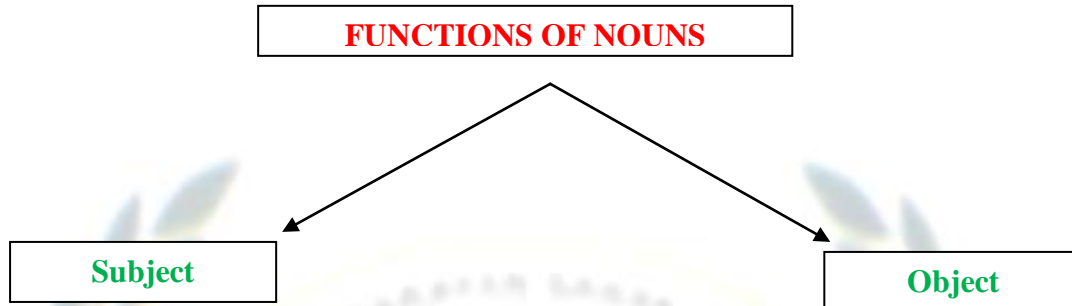
1. How do we know that Akbar was fond of Tansen? Give two reasons.

Ans. Tansen was a great favourite of Akbar. Akbar would call upon Tansen to sing at any time during the day or night. Quite often he would walk into Tansen's house to hear him practice. He also gave him many presents.



GRADE 6. ENGLISH (GRAMMAR GEAR)
CHAPTER 1 – FUNCTIONS OF NOUNS

➤ **Noun** - A noun is a word for a person, place, or thing.



- **Noun As Subject**
A subject is the person, place, or thing that performs the action.
- **Noun As Object**
An object is the person, place, or thing that receives the action.

A. UNDERLINE THE SUBJECTS IN THESE SENTENCES.

1. My favourite movie is The Jungle Book.
2. My mother bakes delicious ginger biscuits.
3. We are collecting funds for the show.
4. The route through the forest is very exciting.
5. Roses and jasmines smell so good!
6. You are our leader
7. They have scaled many Himalayan peaks.
8. Stars twinkled in the dark sky.
9. The Indian national flag has three main colours.
10. Hansel and Gretel escaped from the witch.

B. COMPLETE THESE SENTENCES WITH SUITABLE SUBJECTS.

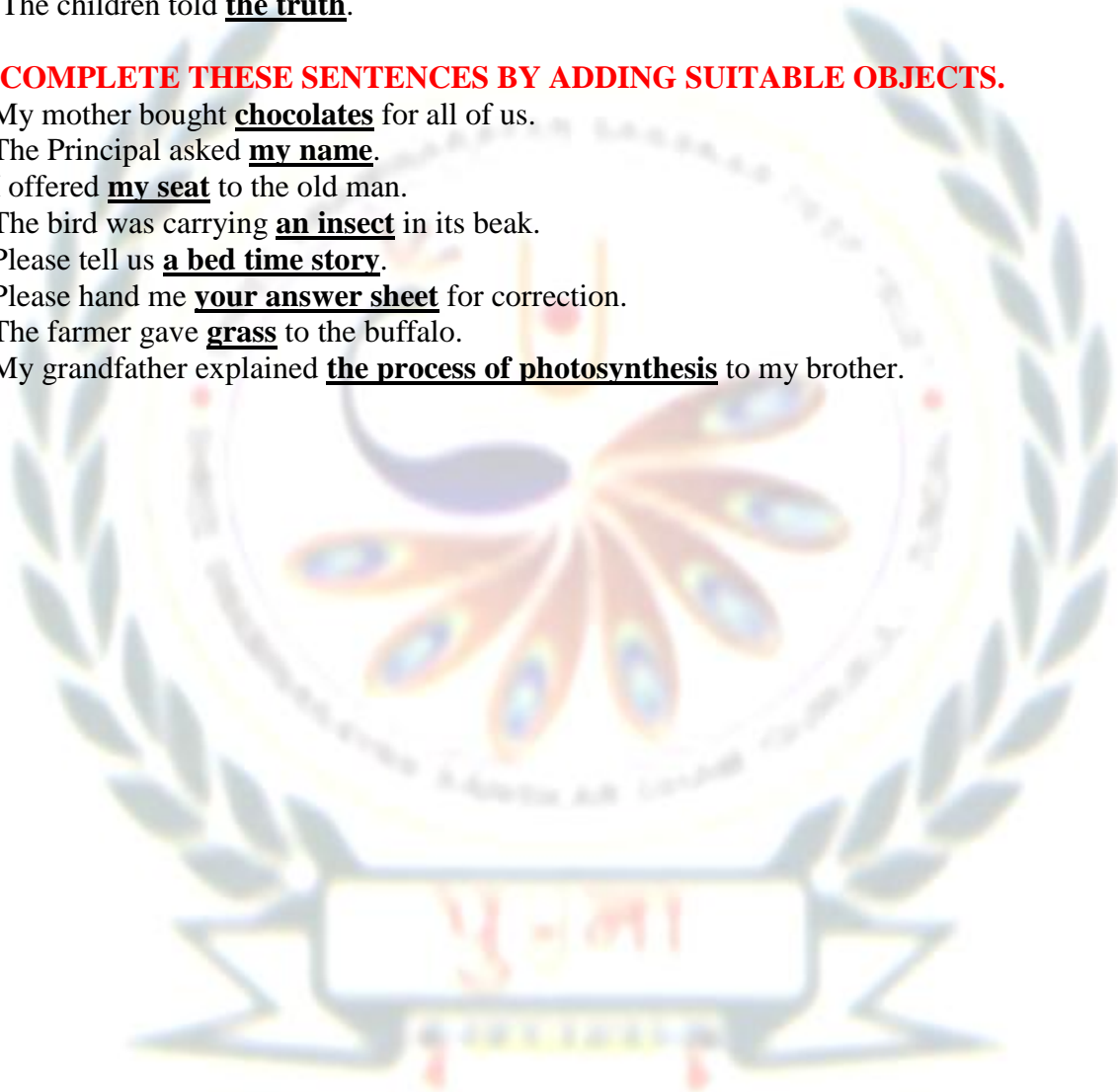
1. My father painted a beautiful landscape using water colours.
2. Riya always brings sandwiches for everyone.
3. All my toys are inside the cupboard.
4. The batsman has lot of patience playing the game.
5. The magician performed the trick.
6. That is a shooting star.
7. Aliens are supposed to be living on Mars.
8. They like going to classical music concerts.
9. These are domestic animals.
10. The dinosaurs are now extinct.

C. IDENTIFY AND UNDERLINE THE OBJECTS IN THESE SENTENCES.

1. The President addressed the nation.
2. I shared my sandwiches with Alice.
3. The scouts helped the flood victims.
4. My aunt has lost her watch.
5. I bought some fresh milk.
6. She spoke five languages fluently.
7. The team won the match.
8. The chauffeur drove the car responsibly.
9. The ship hit a huge iceberg.
10. The children told the truth.

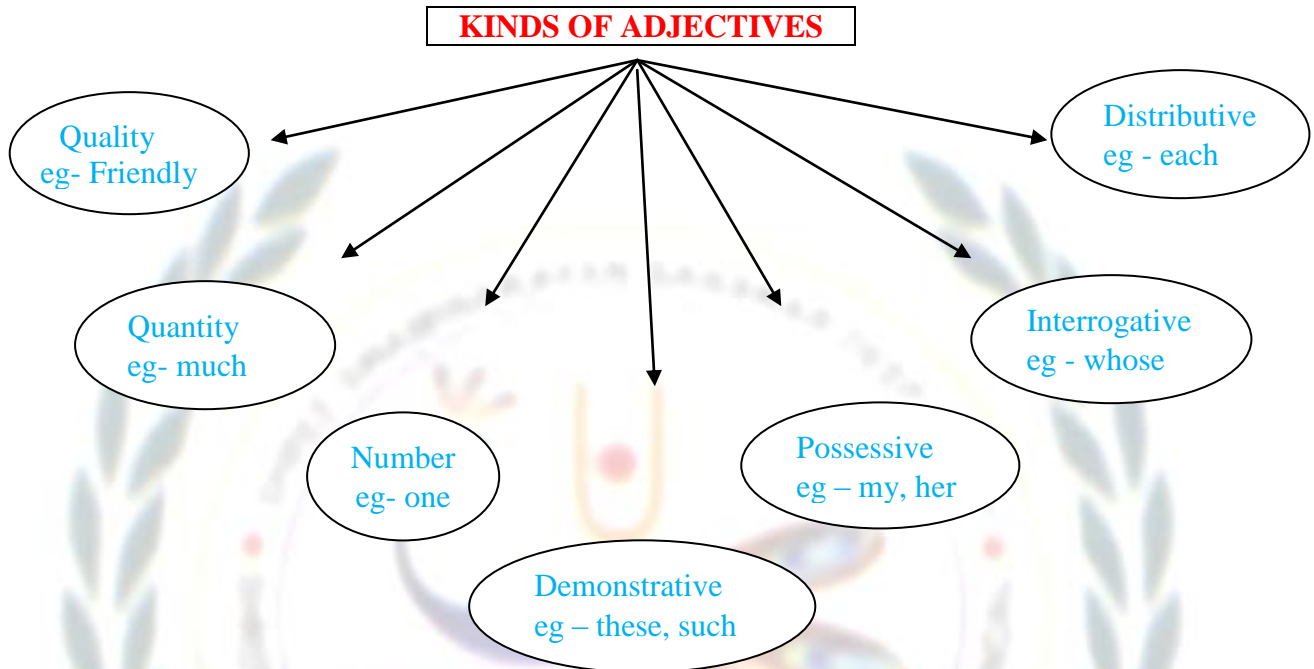
D. COMPLETE THESE SENTENCES BY ADDING SUITABLE OBJECTS.

1. My mother bought chocolates for all of us.
2. The Principal asked my name.
3. I offered my seat to the old man.
4. The bird was carrying an insect in its beak.
5. Please tell us a bed time story.
6. Please hand me your answer sheet for correction.
7. The farmer gave grass to the buffalo.
8. My grandfather explained the process of photosynthesis to my brother.



GRADE 6. ENGLISH (GRAMMAR GEAR)
CHAPTER 2. ADJECTIVES

- **Adjectives :** Words that describe or modify a noun or pronoun are called adjectives.
Eg – Creative children have great ideas.



A. ADD SUITABLE ADJECTIVES TO COMPLETE THESE SENTENCES.

1. The tomato soup tastes good.
2. The flowers smell lovely.
3. The glass is transparent.
4. The tunnel was short and well-lit.
5. The car drove up a steep path.
6. The grass is denser here though it is not green.
7. Coloured hair makes her look older.
8. I do not like solid medicines.
9. Earthworms are harmless creatures that one usually sees in the rainy season.
10. Fast trains need to have powerful brakes.

B. IDENTIFY THE KIND OF EACH UNDERLINED ADJECTIVES.

- | | |
|---|---------------|
| 1. Watching a football was <u>wonderful</u> experience. | Quality |
| 2. The stadium had only <u>70</u> spectators. | Number |
| 3. I had never seen <u>such</u> a crowd. | Demonstrative |
| 4. The <u>whole</u> stadium looked so festive. | Quantity |
| 5. Both teams seemed <u>confident</u> of winning. | Quality |
| 6. <u>Each</u> team had 15 players. | Distributive |
| 7. All the players had <u>many</u> fans. | Quantity |
| 8. The people of the winning team cheered <u>their</u> team loudly. | Possessive |
| 9. I was <u>disappointed</u> because my country lost the match. | Quality |
| 10. <u>Which</u> team would you have supported – the home team or the visiting one? | Interrogative |

C. COMPLETE THESE SENTENCES WITH THE KINDS OF ADJECTIVES MENTIONED IN BRACKETS.

1. Hema made a **lame** excuse. (quality)
2. **12** months make a year. (number)
3. **Those** villas are for sale. (demonstrative)
4. She has **little** love for animals. (quantity)
5. **Each** shirt was ironed and packed. (distributive)
6. **Which** chapter are you reading? (interrogative)
7. I like **his** handwriting. (possessive)
8. We will be travelling with them in **their** car. (possessive)
9. There is **enough** work to keep you all busy. (quantity)
10. **Empty** vessels make most noise. (quality)







D. COMPLETE THESE SENTENCES USING THE CORRECT DEGREES OF COMPARISON OF THE WORDS GIVEN IN BRACKETS. DO NOT FORGET TO USE THAN OR THE, AS APPROPRIATE.





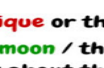

1. My shoe size is **bigger than** yours. (big)
2. Hot air is **lighter than** cold air. (light)
3. The air in the hills is **the freshest** of all. (fresh)
4. A stream is **narrower than** a river. (narrow)
5. Goldilocks found the baby bear's bed **the softest** of all. (soft)
6. K2 is **the highest** peak in India. (high)
7. Sachin Tendulkar is one of **the best** batsmen in the world. (good)
8. We find playing chess **more enjoyable than** watching TV. (enjoyable)
9. A sleeping bag will be **more useful than** just a mat. (useful)
10. Villas are **the costliest** among houses. (costly)

E. COMPLETE THESE RIDDLES USING THE CORRECT DEGREE OF COMPARISON OF THE ADJECTIVES IN BRACKETS.

1. What gets **wetter** as it dries? (wet)
2. What is the **easiest** way to double your money? (easy)
3. What gets **sharper** the more you use it? (sharp)
4. What starts tall but gets **shorter** the longer it stands? (short)
5. Which is **heavier** – a pound of bricks or a pound of feathers? (heavy)
6. What is as light as air, yet the **strongest** man cannot hold it for more than five minutes? (strong)
7. Which moves **faster** – hot air or cold air? (fast)
8. Which is the **biggest** letter that contains the most water in the world? (big)
9. What is **the longest** word in the dictionary? (long)
10. What is **more colourful** (colourful) than black but still **the least colourful** thing in the world?(colourful)

GRADE – 6 ENGLISH (GRAMMAR GEAR)
CHAPTER 4. ARTICLES

1 A "Indefinite Article "
A is used when the next word begins with a **consonant** sound (b, c, d, f, g, h, j, k etc).
a book  an book 
a table  an table 
a clock  an clock 

2 An "Indefinite Article "
AN is used when the next word begins with a **vowel** sound (a, e, i, o, u).
an apple  a apple 
an elephant  a elephant 
an umbrella  a umbrella 

3 The "Definite Article "
We use **THE** with:

- Something that is **unique** or there is **only one**.
the sun / the moon / the internet.
- **Second time** you talk about the same noun.
I bought a shirt. The shirt is red.
- **Directions** (cardinal points).
the west / the east / the north / the south

A. FILL IN THE BLANKS USING ARTICLES 'A', 'AN' OR 'THE'.

My family and I were heading out to a beach. As we neared the sea, we saw a caravan in the park. The caravan was a buggy pulled by a tired-looking horse. The old man sitting by the window of the caravan saw our curious looks. He invited us inside to take a look at his caravan. The caravan looked heavy and old outside; but once inside, we were surprised! It was an air-conditioned den with all the comforts of a home. There was a comfortable bed, a cosy seater, a kitchenette set up behind the driver's seat, and a washing area with water-heating facility.

B. FILL IN THE BLANKS WITH 'THE' WHEREVER REQUIRED. IF YOU THINK NO ARTICLE IS REQUIRED, MARK A CROSS (X).

1. The Crown Prince of Abu Dhabi was the Chief Guest for Republic Day 2017.
2. There are X clouds in the sky and the sun is not so bright today.
3. My grandparents live in the Netherlands, but my uncles are in X Denmark.
4. We are friends with the Mohantys next door.
5. The manager and the engineer from the company makes home visits to fix X malfunctioning computers.
6. I was talking on the phone when it slipped and fell off the balcony.
7. The strongest among them will win the gold medal.
8. I learn X French on Mondays and the harmonium on X Fridays.
9. The Indian Ocean is the third largest ocean in the world.
10. We celebrate X Christmas in December, just before the New Year.

C. FILL IN THE BLANKS WITH THE ARTICLES – 'A', 'AN' OR 'THE'.

The B M Birla Science Museum in Hyderabad was inaugurated in September 1985 by the late Chief Minister of the state. The museum has a planetarium with the latest and the most trendy equipment. The planetarium offers a experience transports the visitors into a new world, as they watch the large dome of an open sky, full of shining stars looking down upon them. The newest addition to the planetarium is the Dinosaurium. It is a unique Natural History gallery. It has a rare and magnificent fossil of the Kotasaurus, belonging to the Jurassic Age. One can also see a collection of small fossils of dinosaur eggs, marine shells and fossilised tree trunks. You must plan a trip to the museum. It offers a different kind of entertainment along with an opportunity.

GRADE – 6 ENGLISH (GRAMMAR GEAR)
CHAPTER 5. THE PERFECT TENSE



A. COMPLETE THESE SENTENCES WITH THE PRESENT PERFECT FORM OF THE VERBS IN BRACKETS.

1. I have never seen such a sight. (never see)
2. People have travelled to the moon. (travel)
3. I think we have never met before. (never meet)
4. The family has travelled all over India. (travel)
5. They have already arrested the kidnapper. (already arrest)
6. They have not completed the project yet. (not complete)
7. Nobody has complained about the food yet. (complain)
8. My English has improved a lot in class 6. (improve)
9. Scientists have designed a space to travel to Mars. (design)
10. Many earthquakes have occurred in the past year. (occur)

B. COMPLETE THIS PASSAGE USING THE PAST PERFECT FORM OF THE VERBS IN BRACKETS.

Before my parents' twentieth anniversary, I **had decided** to save some money for buying them a present. I **had thought** about it for long but did not share my plans with anybody. But July end, I **had saved** up enough to buy them a decent present. I **had decided** to give them a surprise till, one day, my brother found out the hidden money. He **had noticed** my miserly ways and suspected me. One day, when I was out, he **had searched** my drawers to solve the mystery and discovered the money. He **had waited** impatiently all day for me to return home. When I shared my plans, he exclaimed that he also had kept aside some money for their anniversary. That was great! So that year we both pooled in money and gifted a nice cake to our parents.

C. REWRITE THESE SENTENCES USING THE FUTURE PERFECT FORM OF THE UNDERLINED VERBS.

My father will have started for office by 9 a.m. He will have reached office around 10 a.m. He will have begun work at 10.15 a.m. He will have held a meeting at noon. He will have eaten his lunch by 1 p.m. He will have finished lunch by 1.30 p.m. He will have taken a

training session before teatime. He **will have written** his report for the day by 5 p.m. He **will have cleared** the security check by 5.30 p.m. He **will have left** at 5.45 p. m.

D. ANSWER THESE QUESTIONS ABOUT YOURSELF USING A SUITABLE FORM OF THE PERFECT TENSE

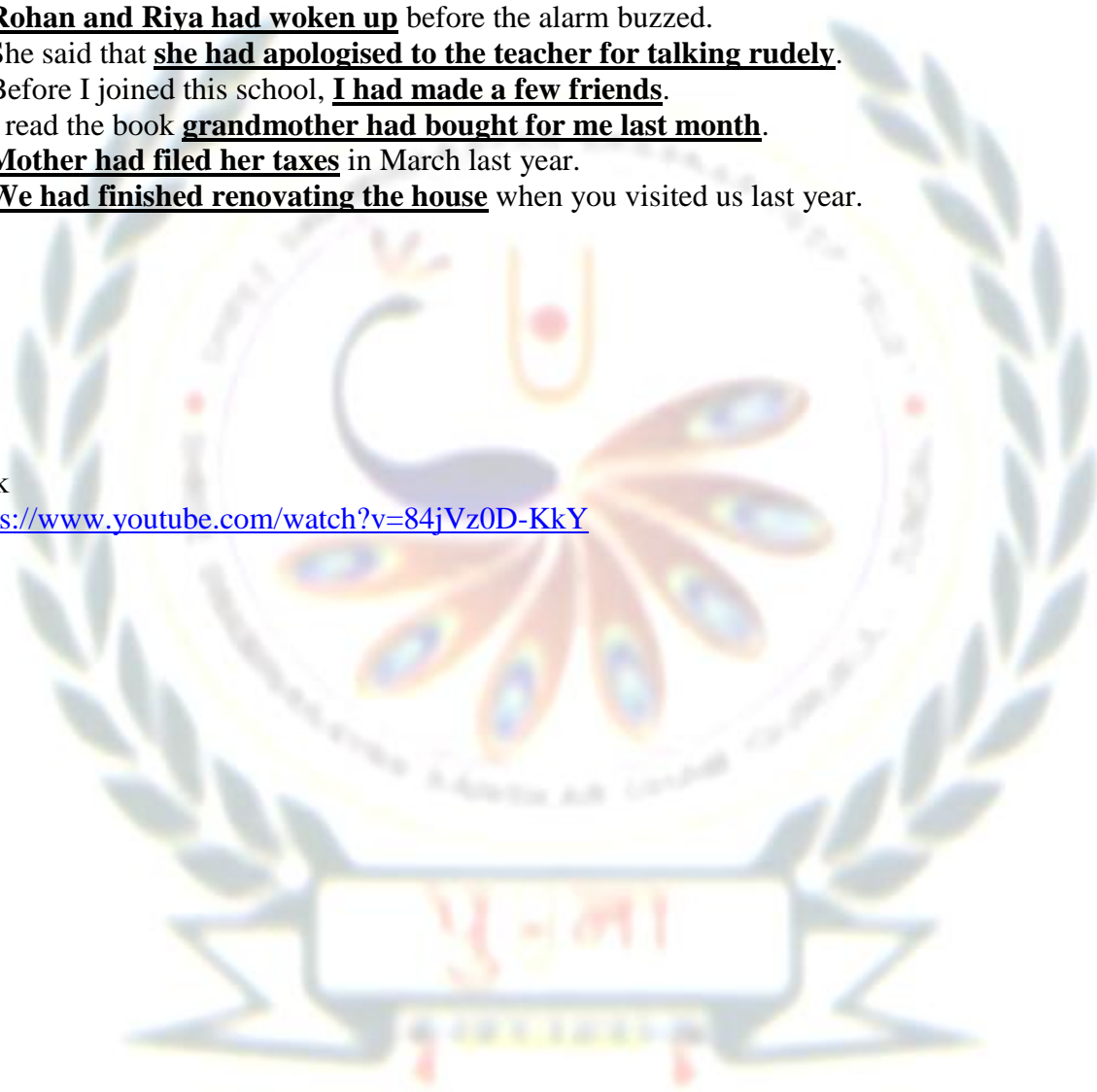
Self-attempt. (To BE DONE ORALLY)

E. COMPLETE THESE SENTENCES USING THE PAST PERFECT TENSE.

1. **My father had finished his work** by 7 a.m.
2. **I had begun my dance classes** last Wednesday.
3. **Rohan and Riya had woken up** before the alarm buzzed.
4. She said that **she had apologised to the teacher for talking rudely.**
5. Before I joined this school, **I had made a few friends.**
6. I read the book **grandmother had bought for me last month.**
7. **Mother had filed her taxes** in March last year.
8. **We had finished renovating the house** when you visited us last year.

Link

<https://www.youtube.com/watch?v=84jVz0D-KkY>



GRADE – 6 ENGLISH (GRAMMAR GEAR)
CHAPTER 6. THE SIMPLE, CONTINUOUS & PERFECT TENSES

Structure of Tenses

	Simple Forms	Progressive Forms	Perfect Forms	Perfect Progressive Forms
Present	Ist form + s / es	am/is/are + Ist form + ing	have/has + IIIrd form	have/has been + Ist form + ing
Past	IIInd form	was/were + Ist form + ing	had + IIIrd form	had been + Ist form + ing
Future	will/shall + Ist form	will be + Ist form + ing	will have + IIIrd form	will have been + Ist form + ing

A. FILL IN THE BLANKS WITH THE FORM OF THE VERBS IN BRACKETS, AS INSTRUCTED.

- I usually play outdoor games. (play) (simple present)
- We cannot leave right away as it is raining. (rain) (present continuous)
- The teacher is checking our notebooks. (check) (present continuous)
- The Principal has not announced a holiday tomorrow. (not announce) (present perfect)
- Bozo hates to be disturbed when he is chewing bones. (hate) (simple present)
- My father has already packed his suitcase for his travel tonight. (already pack) (present perfect)
- Kitty's parents have rented a house near the school. (rent) (present perfect)
- We are waiting in the queue for the author's autograph. (wait) (present continuous)
- I have never participated in a calligraphy competition before. (participate) (present perfect)
- Birds migrate to warmer countries during winter. (migrate) (simple present)

B. FILL IN THE BLANKS WITH THE FORM OF THE PAST TENSE AS INSTRUCTED.

- I presented my project last week. (present) (simple past)
- My father had already fixed the tap before the plumber arrived. (already fix) (past perfect)
- When the shopkeeper called him, he had left already. (left) (past perfect)
- The animals were behaving oddly as they had sensed the earthquake. (behave) (past continuous)
- The company shifted its office two years ago. (shift) (simple past)
- Suddenly, I realised somebody was knocking at the door. (knock) (past continuous)
- They reported that the driver had crashed into a parked truck. (crash) (past perfect)
- The actor was shooting for the film when the accident happened. (shoot) (past continuous)
- The moment I opened the door, my dog jumped to greet me. (open) (simple past)
- They had harvested the crop just before the monsoon arrived. (harvest) (past perfect)

C. FILL IN THE BLANKS WITH THE FORM OF THE FUTURE TIME AS INSTRUCTED.

- The show will be starting in a few minutes now. (start) (future continuous)
- I will be appearing on the music channel on Saturday. (appear) (future continuous)
- Wait! You will have your turn soon. (have) (simple future)
- I will have seen the doctor by 8 o' clock. (see) (future perfect)
- I can hear thunder and am sure it will rain soon. (rain) (simple future)

6. The minister **will be announcing** the new taxes next week. (announce) (future continuous)
7. The staff **will arrive** before the Chief Guest. (arrive) (simple future)
8. I **will carry** the big bag, while you lock the door. (carry) (simple future)
9. The doctors **will be treating** patients for free at the camp. (treat) (future continuous)
10. The team **will have won** six matches in a row if they win this one too. (win) (future perfect)

D. FILL IN THE BLANKS WITH THE CORRECT FORM OF THE VERBS IN BRACKETS.

1. Today, she **does not travel** to her village as her parents no longer live there. (not travel)
2. The children **will be tired** after playing the whole day. (tire)
3. As soon as they receive her phone call, they **will leave**. (leave)
4. My mother is well-informed because she **reads** the newspaper every day. (read)
5. They **have practised** this for three hours already and still they are not satisfied. (practise)
6. The astronauts are ready and **will be travelling** in the spacecraft to the moon. (travel)
7. I am sure Jim **will not have completed** the task before we reach. (not complete)
8. They **are working** in the field right now, but soon they will return for lunch. (work)
9. The engineers are fixing the fault. They **will have fixed** it by the end of the day. (fix)
10. We **were watching** the hockey match when we heard a loud thud outside. (watch)



GRADE – 6 ENGLISH (GRAMMAR GEAR)
CHAPTER 7 – THE PRESENT and PAST PERFECT
CONTINUOUS TENSES

A. COMPLETE THESE SENTENCES ABOUT A CHALLENGE YOU TOOK UP.
USE THE PRESENT PERFECT CONTINUOUS TENSE.

I **have been solving** (solve) crossword puzzles since age ten. My friends **have been challenging** (challenge) me to attempt a difficult one. So, I **have been trying** (try) to solve a difficult crossword puzzle since this morning. I **have been reading** (read) the clues backwards too. I **have been thinking** (think) of possible synonyms and antonyms. I **have been referring** (refer) to the thesaurus. My mother too **has been suggesting** (suggests) words to me. Somehow, all my efforts **have been failing** (fail) me!

B. COMPLETE THESE SENTENCES ABOUT HOW A BIRD TAUGHT AN
IMPORTANT LESSON TO THE NARRATOR. USE THE PAST PERFECT
CONTINUOUS TENSE.

This happened to me last year. I **had been watching** (watch) from my window a blackbird build its nest for many days. It **had been collecting** (collect) twigs, scraps of cloth and paper. It also **had been bringing** (bring) soft feathers to make it cosy. I **had been using** (use) my binoculars to closely observe the blackbird at work. So, I actually saw how it **had been working** (work) hard to weave the nest. At the same time, it **had been keeping** (keep) an alert eye for any hawks that might attack its nest. All the while I was observing the bird, I **had been learning** (learn) important lessons from it – not to lose focus and not to waste anything.

C. REWRITE THESE SENTENCES IN THE NEGATIVE FORM USING ‘NOT’ OR
‘NEVER’.

1. It has been snowing in the hills this winter.
It has not been snowing in the hills this winter.
2. Hema had been learning English for a long time when she left for England.
Hema had not been learning English for a long time when she left for England.
3. The guard had been reporting for duty on time for the past few days.
The guard had not been reporting for duty on time for the past few days.
4. I had been practising the guitar for years when I was nominated.
I had not been practising the guitar for years when I was nominated.
5. He has been cheating people of their money.
He has not been cheating people of their money.
6. Sania had been talking on the phone the whole day.
Sania had not been talking on the phone the whole day.

D. REWRITE THESE SENTENCES IN THE INTERROGATIVE FORM.

1. He had been waiting for you for an hour.
Had he been waiting for you for an hour?
2. The police have been checking all the cars.
Have the police been checking all the cars?

3. Vehicles have been polluting the Delhi air.
Have vehicles been polluting the Delhi air?
4. Nitin had been jogging for an hour when he hurt himself.
Had Nitin been jogging for an hour when he hurt himself?
5. People had been poaching animals for ages.
Had people been poaching animals for ages?
6. The gardeners had been trying to grow grass here for two years.
Had the gardeners been trying to grow grass here for two years?

E. COMPLETE THESE SENTENCES USING THE PRESENT PERFECT CONTINUOUS TENSE.

1. He **has been living** a luxurious life. (live)
2. The mason **has been building** this wall for several days now. (build)
3. My grandmother **has been driving** his old Morris for ages. (drive)
4. I **have been watching** horror films since I was 16. (watch)
5. The students **have been donating** their old books and toys every year. (donate)
6. I **have been requesting** my neighbours to visit us on some Sunday. (request)
7. A mobile library **has been visiting** the slums every Wednesday. (visit)
8. The balloon seller **has been selling** balloons in our colony for years now. (sell)
9. The tall waves **have been crashing** against the rocks all day. (crash)
10. Fida **has been climbing** mountains ever since she was 10. (climb)

GRADE 6. ENGLISH (GRAMMAR GEAR)
CHAPTER 8 – EXPRESSING THE FUTURE

A. USE THE 'WILL/SHALL' OR THE 'GOING TO' FORM OF THE VERBS IN BRACKETS.

1. We will be renting / are going to rent a car for our trip next month. (rent)
2. My father will get / is going to get angry when he sees the mess. (get)
3. The shopkeeper will help you choose suitable paints. (help)
4. I shall call the ambulance right away. (call)
5. Mira is going to receive / will be receiving her driving licence tomorrow. (receive)
6. If we do not have rains this season, there will be drought. (be)
7. Jafar will listen to his favourite songs only at the party. (listen)
8. We shall set the alarm so that we wake up on time. (set)
9. The guard will lock/ is going to lock the gates at 11 p.m. sharp. (lock)
10. Pollution will be/ is going to be the greatest risk to health in the year to come. (be)

C. USE THE FUTURE PERFECT OR FUTURE CONTINUOUS FORM OF THE VERBS IN BRACKETS.

1. The tailor will have stitched my dress by Tuesday. (stitch)
2. We will be driving to Udaipur in our new car. (drive)
3. The court will have decided the case by evening. (decide)
4. The helpers will have cleared the road by evening. (clear)
5. Keth will be preparing for the scholarship next year. (prepare)
6. The girls will be waiting outside if they do not find the key. (wait)
7. All shops will have closed if we do not rush now. (close)
8. I will have completed the job by evening, so I can join you. (complete)
9. We will be enjoying our vacations soon. (enjoy)
10. The police will be examining the fingerprints to identify the criminal. (examine)

D. USE THE PRESENT CONTINUOUS, FUTURE CONTINUOUS OR FUTURE PERFECT CONTINUOUS FORM OF THE VERBS IN BRACKETS.

1. The only flight to Kullu will be leaving early in the morning. (leave)
2. My father will have been teaching for 12 years by April this year. (teach)
3. My father will have been sailing for six months by March. (sail)
4. The Mughal Gardens will be opening tomorrow to public. (open)
5. The old man will be lying in the cold if we do not inform the police now.
6. By 6 p.m., the child will have been sleeping for three hours. (sleep)
7. The players will be flying for the World Cup next month. (fly)
8. The army will be arriving tomorrow to help the flood victims. (arrive)
9. It will have been raining nonstop for 24 hours by noon. (rain)
10. By evening, the inverter will have been running for 12 hours. (run)

E. USE SUITABLE FUTURE TIME EXPRESSIONS OF THE GIVEN IN BRACKETS.

1. The assembly will begin immediately after the Chief Guest arrives. (begin)

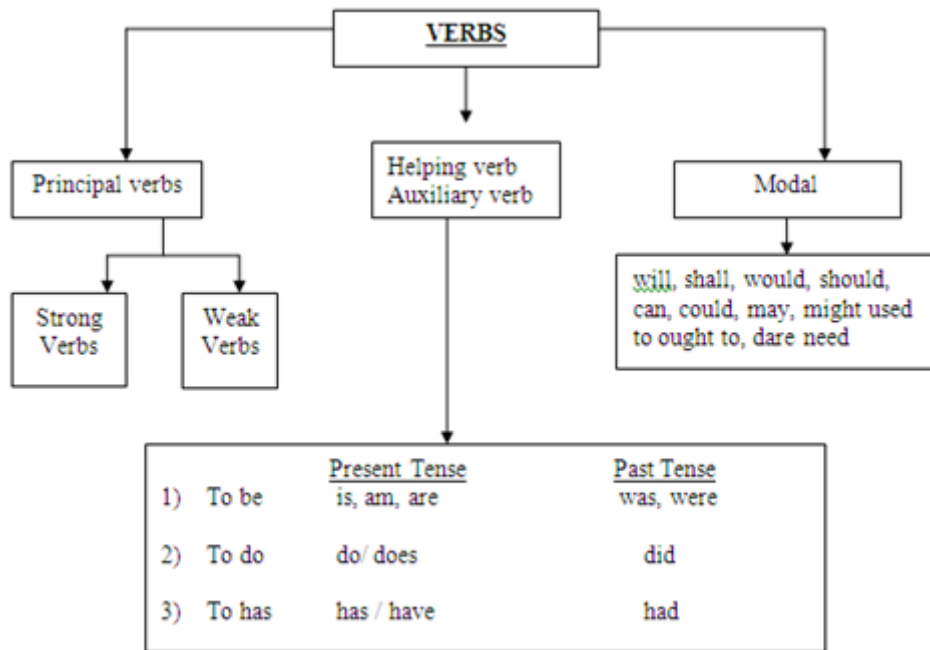
2. My mother **will be working** the night shift tonight; so I will have to cook. (work)
3. I hope you **will be keeping** your promise for tomorrow. (keep)
4. The sailors **will have docked** the ship for seven days at Alaska on Wednesday. (dock)
5. The forecast says it **will snow** tomorrow. (snow)
6. The mechanic says he **will have repaired** my car in three days. (repair)
7. By the end of the day, I **will have walked** four kilometres. (walk)
8. By March, they **will have been living** here for six years. (live)
9. I **will start** training for the marathon from next week. (start)
10. It seems the team **will lift** the World Cup. (lift)

F. COMPLETE THESE SENTENCES USING DIFFERENT FUTURE TIME EXPRESSIONS.

1. As soon as my phone is repaired, I **will call you**.
2. While we are away, our pet **will be living in the kennel**.
3. I will help you when **I will have finished my homework**.
4. Eat your meal before **Rahul asks for it**.
5. We **will be visiting the palaces** when we are in Jaipur.
6. Do you know when **the flight will be taking off?**
7. You must tidy your room before **mother wakes up**.
8. Soon after we have landed, **I will be visiting my grandma**.
9. I must tell you that **your son is going to be a great man**.
10. After my exams get over, we **will be joining the piano classes**.
11. The train **will be coming on the next platform** at 9 o' clock today.
12. As soon as I book the tickets, **I will be eligible for an upgrade**.

GRADE 6. ENGLISH (GRAMMAR GEAR)
CHAPTER 9 – VERBS

➤ Verbs are action words, like shout, jump, run, and eat. They tell us what's happening in the sentence. They also sometimes tell us about a state of being.



A. UNDERLINE THE MAIN VERBS IN THESE SENTENCES.

1. The kitten hid under the rocking chair.
2. The library has many books.
3. Some trees can grow very tall.
4. The trees are large and leafy.
5. After dinner, I did the dishes.
6. They are intelligent students.
7. We had lunch at a roadside café.
8. My brother loves horse riding.
9. My sister has short curly hair.
10. The spaceship had enough oxygen.
11. The old man was wobbly on his feet.

B. WRITE 'M' IF THE UNDERLINED VERBS ARE USED AS MAIN VERBS AND 'H' IF THEY ARE USED AS HELPING VERBS IN THESE SENTENCES.

- | | |
|--|---|
| 1. I <u>have</u> won many prizes in sports. | H |
| 2. We are <u>celebrating</u> my parents' anniversary. | M |
| 3. Goats <u>bleat</u> to communicate with each other. | M |
| 4. Binoy <u>had</u> climbed this mountain last year. | H |
| 5. The British had <u>ruled</u> India for almost 200 years before India achieved its independence. | M |
| 6. Some pigeons <u>are</u> building a nest in the niche. | H |
| 7. These dancers <u>are</u> from Assam. | M |

- | | |
|--|---|
| 8. Mona is <u>observing</u> the stars through her telescope. | M |
| 9. A telescope <u>has</u> powerful lenses. | M |
| 10. An owl <u>was</u> screeching all night. | H |

C. FILL IN THE BLANKS WITH FORMS OF THE HELPING VERBS 'BE' AND 'HAVE'.

1. Look! A grasshopper is hopping on its six long legs.
2. We had crossed the road before the bus came.
3. We have/had won the match to set a new record.
4. The first fisherman is netting fish right now.
5. The elephants have/had destroyed the fence and rampaged through the fields.
6. We had dined before my father returned from office.
7. Many airlines are offering discounts on ticket fares these days.
8. The fire fighters are/were dousing the fire.
9. They have/had made arrangements for food for everyone.
10. He had decided to leave long before he heard the news.

D. FILL IN THE BLANKS WITH THE CORRECT FORM OF THE VERB 'DO'.

1. The police do/did their work thoroughly and carefully.
2. How does this machine work?
3. Where did you find this old pair of socks?
4. Dilijit did not complete his assignment.
5. Do you have any spare pencils, please?
6. How did/do you solve this puzzle?
7. Mr. Verghese does/did the accounts in my father's office.
8. Who did you call just now?
9. Why does the owl hunt at night?
10. Aliens do not have a human form.

E. FILL IN THE BLANKS WITH 'BE', 'DO' AND 'HAVE' AS MAIN VERBS.

In grandma's house, everyone has a duty on the farm. Last summer, we were there and we all had the jobs allocated to us. Myra had the responsibility of collecting the eggs. They were like hidden treasures under the bushes. My toddler cousin too did his bit by feeding the poultry. He had grains in his tiny hands and walked among the poultry. Lara and Dhara were on the duty of picking ripe vegetables. They had a basket to collect these. Poor Kitty and Manik! They had the job of pulling out the weeds assigned to them, while I was in charge of watering the plants. So, with a hose in hand, I was always naughty and would shower them all.

GRADE 6. ENGLISH (GRAMMAR GEAR)
CHAPTER 10 – OBJECTS OF VERBS

Direct Objects	Indirect Objects
receive the action of the verb	involve something being done to something else indirectly
Juan kicked the ball .	Joshua built Emma a fence.

A. UNDERLINE THE DIRECT OBJECTS IN THESE SENTENCES.

1. My grandmother sifted the flour.
2. The spectators cheered the players.
3. We watched it on TV.
4. This library lends magazines.
5. The class read Oliver Twist.
6. The tourists visited the museum.
7. The students prepared a skit.
8. The minister answered the questions.
9. Lions hunt smaller animals.
10. My mother likes chocolate fudge.

B. UNDERLINE THE VERBS AND CIRCLE THE INDIRECT OBJECTS IN THESE SENTENCES.

1. Please tell tell us the secret.
2. I offered the old man a seat.
3. The chef passed some salt to me.
4. The woman bought her child a new robot.
5. The Principal asked the student her name.
6. The bird brought some grains for its fledglings in the nest.
7. Kabir gifted Guna a storybook.
8. Please pass me your notebooks for correction.
9. The farmer gave the horse some hay to feed on.
10. The father explained his son the rules of the game.

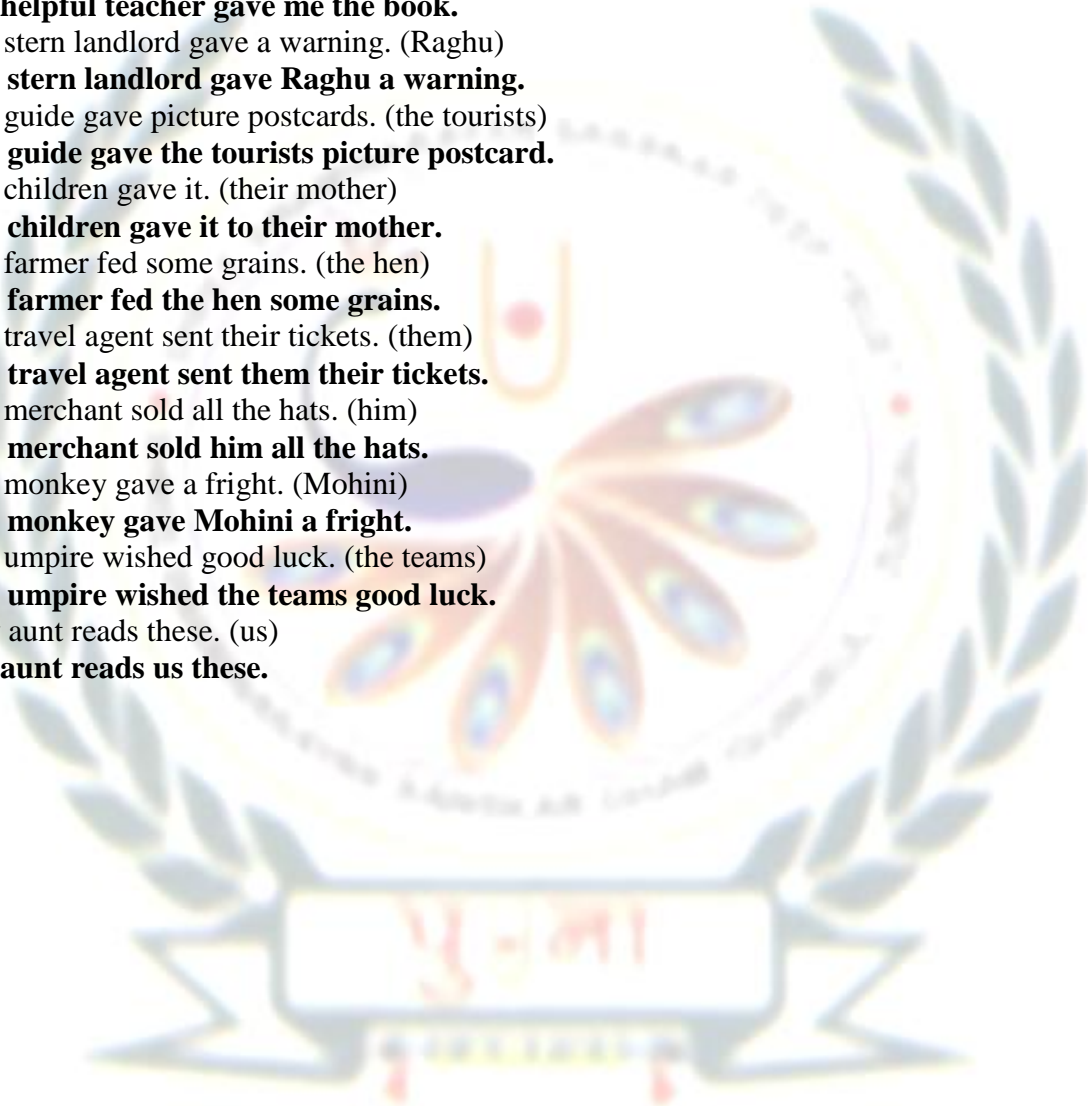
C. COMPLETE EACH SENTENCE WITH A SUITABLE DIRECT OBJECT. USE A MIX OF NOUNS, NOUN PHRASES, COMPOUND NOUNS AND PRONOUNS.

1. The selfish giant scared the little children.
2. The chef wrote the recipe for grilled chicken for me.
3. The author autographed the book on wild life written by him.
4. The mechanic repaired all the spoilt electronics in our house.
5. The artist painted my portrait using water colours.

6. Ragini always brings food and beverages for everyone.
7. My mother keeps her precious jewellery inside the cupboard.
8. My grandfather plays golf every Sunday.
9. The magician performed many eye-catching tricks.
10. The teachers showed my sketch to the class.

D. REWRITE THE SENTENCES USING THE INDIRECT OBJECTS MENTIONED IN BRACKETS AT THE CORRECT PLACE.

1. My helpful teacher gave the book. (me)
My helpful teacher gave me the book.
2. The stern landlord gave a warning. (Raghu)
The stern landlord gave Raghu a warning.
3. The guide gave picture postcards. (the tourists)
The guide gave the tourists picture postcard.
4. The children gave it. (their mother)
The children gave it to their mother.
5. The farmer fed some grains. (the hen)
The farmer fed the hen some grains.
6. The travel agent sent their tickets. (them)
The travel agent sent them their tickets.
7. The merchant sold all the hats. (him)
The merchant sold him all the hats.
8. The monkey gave a fright. (Mohini)
The monkey gave Mohini a fright.
9. The umpire wished good luck. (the teams)
The umpire wished the teams good luck.
10. My aunt reads these. (us)
My aunt reads us these.



GRADE 6. ENGLISH (GRAMMAR GEAR)
CHAPTER – 11. VERBS(TRANSISTIVE & INTRANSITIVE)

Transitive Verbs Vs Intransitive Verbs

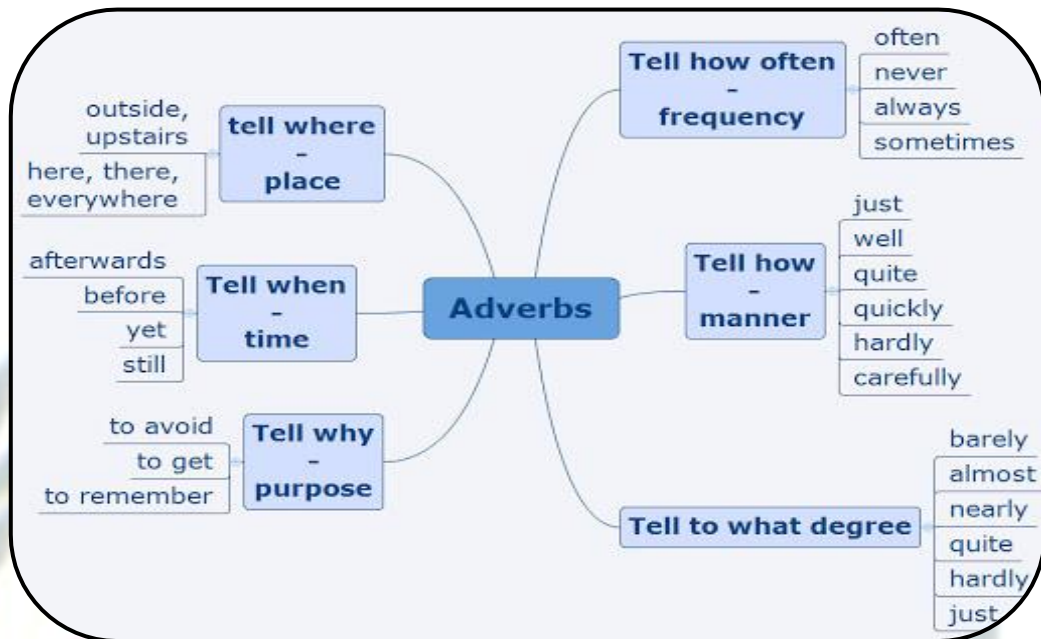
Transitive Verbs	Intransitive Verbs
A verb is transitive when it is followed by an object.	A verb is intransitive when it has no object.
Eg: Thud sneezed on Gul.	Eg: Thud sneezed loudly.
	

➤ **UNDERLINE THE VERBS. WRITE T FOR TRANSITIVE VERBS AND I FOR INTRANSITIVE VERBS.**

- | | |
|--|---|
| 1. The door bell <u>rang</u> . | I |
| 2. I <u>painted</u> my grandfather's old box. | T |
| 3. The players <u>won</u> the match. | T |
| 4. The children <u>rushed</u> into their class. | I |
| 5. I will <u>participate</u> in the street play. | I |
| 6. The sun <u>appeared</u> from behind the clouds. | I |
| 7. The pillion rider <u>fell off</u> the bike. | I |
| 8. Please <u>peel</u> some oranges for the juice. | T |
| 9. Five ducks <u>crossed</u> the road. | T |
| 10. My father <u>baked</u> a cake for Christmas. | T |

GRADE – 6 ENGLISH (GRAMMAR GEAR)

CHAPTER – 12. ADVERBS(KINDS & POSITION)



A. LOOK AT THE UNDERLINED WORDS AND SAY WHAT KIND OF ADVERBS THEY ARE.

1. The child ran across the road carelessly.
2. My classmates speak English fairly well.
3. Keep the book down.
4. I will do my homework afterwards.
5. The main market is nearby.
6. The crowd sang along cheerfully.
7. It will be soon our school vacation.
8. I brush twice daily.
9. My grandfather seldom watches anything other than news.
10. The house was completely destroyed in the fire.

- Manner**
Degree
Place
Time
Place
Manner
Time
Frequency
Frequency
Degree

B. FILL IN THE BLANKS WITH SUITABLE INTERROGATIVE ADVERBS.

1. Where is the school office?
2. When did you sleep yesterday?
3. How much does your wound hurt now?
4. Where have the pigeons nested?
5. Why is the fire brigade here?

C. REWRITE THESE SENTENCES WITH THE ADVERBS OF MANNER AT THE CORRECT POSITIONS.

1. The man thumped the table. (angrily)
The man thumped the table angrily.
2. Read, or you may miss some words. (slowly)
Read slowly or you may miss some words.
3. Lisa spelt the words. (carelessly)
Lisa spelt the words carelessly.
4. He took my pencil from my hand. (hurriedly)
He took my pencil from my hand hurriedly.
5. The child looked at the teacher. (doubtfully)
The child looked at the teacher doubtfully.

D. FILL IN THE BLANKS USING SUITABLE ADVERBS OF TIME.

1. My family then goes out for shopping.
2. I am attending my Art class today.
3. You can pick it up from me later.
4. The plumber has already fixed the leakage.
5. Yesterday, I watched a movie on TV.

E. FILL IN THE BLANKS WITH SUITABLE ADVERBS OF PLACE FROM THE BOX.

1. Please meet me inside.
2. The kite floated up and got stuck in a tree.
3. My house is nearby.
4. I looked back and saw a stranger following me.
5. I cannot find my book anywhere.

F. REWRITE THESE SENTENCES WITH THE ADVERBS OF FREQUENCY AT THE CORRECT POSITION.

1. I have spoken the truth. (always)
I have always spoken the truth.
2. Monkeys do not nest at a place for long. (normally)
Normally, monkeys do not nest at a place for long.
3. You must visit the dentist to keep your teeth in good condition. (regularly)
You must visit the dentist regularly to keep your teeth in good condition.
4. India will launch spaceship to Mars. (soon)
India will soon launch spaceship to Mars.
5. Leena had to keep stirring the pudding. (constantly)
Leena had to constantly keep stirring the pudding.

G. REWRITE THESE SENTENCES USING THE ADVERBS OF DEGREE GIVEN IN BRACKETS.

1. I forgot about my homework. (completely)
I completely forgot about my homework.

2. There is any grass growing here. (scarcely)
There is scarcely any grass growing here.
3. It was a large lion. (fairly)
It was a fairly large lion.
4. Delhi is hot in summers. (extremely)
Delhi is extremely hot in summers.
5. I exercise every day. (almost)
I exercise almost every day.



GRADE 6. ENGLISH (GRAMMAR GEAR)

CHAPTER – 13. FORMATION OF ADVERBS

- For most adjectives, add **-ly**
Patient - **patiently**
- For adjectives ending in **y** change the **y** to **i** and add **-ly**
easy - **easily**
- For adjectives ending in **c**, add **-ally**
automatic - **automatically**
- Some adverbs of manner are irregular as that is that they don't end in **-ly**
good - **well**
- Some irregular adverbs have the same form as the adjective
fast - **fast**

A. FILL IN THE BLANKS WITH THE ADVERB FORM OF THE ADJECTIVES IN THE BRACKETS.

1. The red dress fits me **perfectly**. (perfect)
2. The package was wrapped **nicely** before delivery. (nice)
3. My father **accidentally** dropped tea on his clothes. (accident)
4. The ballerinas performed **wonderfully**. (wonderful)
5. The racing cars moved **fast** on the track. (fast)
6. You could have **simply** asked me to lend it to you. (simple)
7. The forts used to be guarded **heavily** at night. (heavy)
8. The magazine is delivered **monthly** at our doorstep. (month)
9. The little child ate the muffins **greedily**. (greedy)
10. The lady could **magically** transform a ball into a pigeon. (magical)

B. FILL IN THE BLANKS WITH WORDS FORMED BY ADDING THE SUFFIX – WISE OR –WARD/-WARDS TO THE WORDS IN BRACKETS.

1. The paper plane first flew **upwards** and then swept down. (up)
2. The tailor cut the cloth **lengthwise**. (length)
3. Always look **forward** while driving in the mountains to avoid sickness. (for)
4. You have to wind up the toy car **clockwise**. (clock)
5. Let us progress and not move **backwards**. (back)
6. Mother stacks her clothes neatly and I do **likewise**. (like)
7. The map directed us **southwards**. (south)
8. The storm is moving **seawards**. (sea)
9. The hills sloped gently **downwards** towards the ocean. (down)
10. I will finish my work and eat **afterwards**. (after)

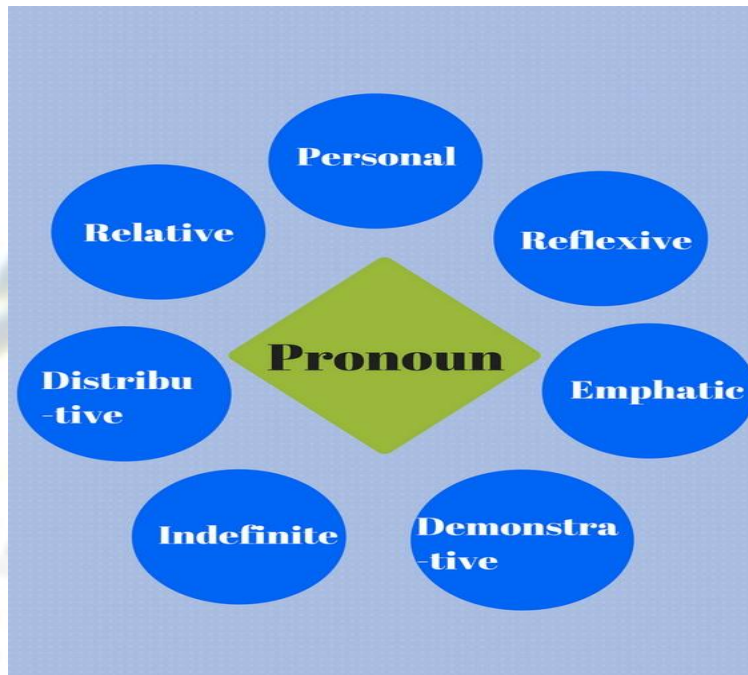
C. USE ADVERBS FROM THE BOX TO COMPLETE THE DIRECTION TO YOUR HOUSE.

Drive **straight** onto North Avenue. At the roundabout, go **clockwise** and turn towards Ashoka Road. You will now be moving **eastwards**. Drive **slowly** so that you do not miss the Metro station. **Safely** park your vehicle in the parking lot of the station and walk **towards** the hotel. The lane will be lit **poorly**, but you can **comfortably** walk through by using your torch. At the end of the lane, you will see a **brightly** decorated house. That's where you need to walk in!

Adjectives	Adverbs of Manner	Rules for Forming
<p><u>Ending in -y</u></p> <p>happy easy busy hungry lazy</p> <p><u>Exception:</u></p> <p>shy sly</p>	<p>happily easily busily hungrily lazily</p> <p>shyly slyly</p>	<p>When the adjective ends in -y preceded by a consonant, the -y is usually changed to -i before -ly.</p>
<p><u>Ending in -y</u></p> <p>coy grey</p> <p><u>Exception:</u></p> <p>gay</p>	<p>coily greyly</p> <p>gaily</p>	<p>When the adjective ends in -y preceded by a vowel, we simply add -ly to the adjective.</p>
<p>frequent general rare usual</p>	<p>frequently generally rarely usually</p>	<p>Frequency adverbs</p>
<p>consequent subsequent</p>	<p>consequently subsequently</p>	<p>Connecting adverbs</p>
<p>fast hard little loud much straight</p>	<p>fast hard little loud (informal)/ loudly much straight</p>	<p>Adverbs that have the same form as the adjectives</p>
<p>good</p>	<p>well</p>	<p>Irregular adverb</p>

GRADE – 6 ENGLISH (GRAMMAR GEAR)

CHAPTER – 14. PRONOUNS



A. COMPLETE THESE SENTENCES USING TWO SUITABLE PRONOUNS FROM THE BRACKETS.

1. My parents asked me to accompany them for movie. (I / them / me)
2. I will take care of mine; you take care of yours. (mine / yours / my)
3. She tried wearing both, but neither suited her. (her / neither / she)
4. Tim and I both had questions. The teacher answered her but not mine as she was in a hurry. (mine / her / his)
5. I tried to call everybody, but nobody answered the call. (anybody/ nobody/ everybody)
6. Tell them not to disturb him again. (their / them / him)
7. They have theirs, yet they want to borrow ours. (ours / theirs / us)
8. Which of these do you find difficult? (these / this / which / whom)
9. Who is the best player among them? (which / they / them /who)
10. If something goes wrong, you cannot blame anybody. (anybody / no one / something)
11. Whenever anyone has a problem, they seek help from Ms Siddiqi. (he / they / anyone / no one)
12. Nobody knows where their destiny will lead them. (their / nobody / anybody / her)

B. IDENTIFY THE UNDERLINED PRONOUNS AS REFLEXIVE OR EMPHASISING.

- | | |
|---|--------------------|
| 1. I <u>myself</u> could not believe that I had won the gold medal. | Emphasising |
| 2. She introduced <u>herself</u> to her new classmates. | Reflexive |
| 3. The kittens are smart enough to take care of <u>themselves</u> . | Reflexive |
| 4. Sheena baked <u>herself</u> a cake. | Reflexive |
| 5. He <u>himself</u> found his wallet. | Emphasising |

6. My puppy went crazy when it saw itself in the mirror.

Reflexive

C. FILL IN THE BLANKS USING THE CORRECT REFLEXIVE OR EMPHASISING PRONOUNS.

1. I can take my decisions **myself**; you take yours.
2. The children had really tired **themselves** out at the picnic.
3. His father had made the model aeroplane **himself**.
4. The teachers **themselves** did not know about the holiday.
5. The cook trained **himself** in Chinese cuisine.
6. You must **yourself** book the ticket quickly.
7. Aunt Gracy had **herself** made that woollen cape.
8. Could you correct this **yourself** first?
9. She should let the pup be; it can look after **itself**.
10. You **yourself** did not show any interest in the play.

D. FILL IN THE BLANKS WITH WHO, WHOSE, WHICH, WHOM OR THAT.

1. Please return the paints **that** you borrowed from me.
2. The lady hired a cab **which** was fitted with a camera.
3. Reptiles are animals **whose** bodies are covered by scales.
4. The dog barked at the child **who** was teasing it.
5. Tundra is a wasteland **that** is flat and icy.
6. What is the name of the person **whom** you are visiting today?
7. Please lend me a nice dress **that** I can wear tonight.
8. The spider trapped a moth in the web **which** it was spinning.
9. Did you like the painting **that** I made?
10. What are those creatures **whose** bodies are covered with feathers?

E. MATCH THE WORDS IN THE TWO COLUMNS TO FORM RULES FOR YOUR CLASSROOM.

1. C 2. E 3. F 4. A 5. B 6. D

F. ADD A GROUP OF WORDS TO THE SENTENCES, USING RELATIVE PRONOUNS.

1. Let us go to the hotel which is on the hilltop.
2. This is the hen that lay good quality eggs.
3. I have an alarm clock which I use to wake up
4. Meet Binoy who won the student of the year award.
5. I appreciate the dancer who performed inspite of an injury.

Link :

<https://www.youtube.com/watch?v=IqFx2MLbgmE>