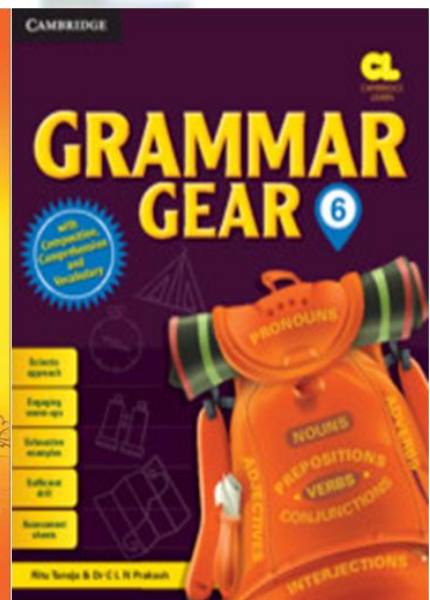
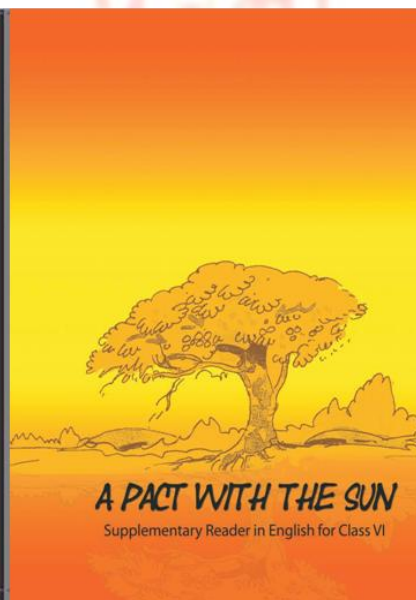
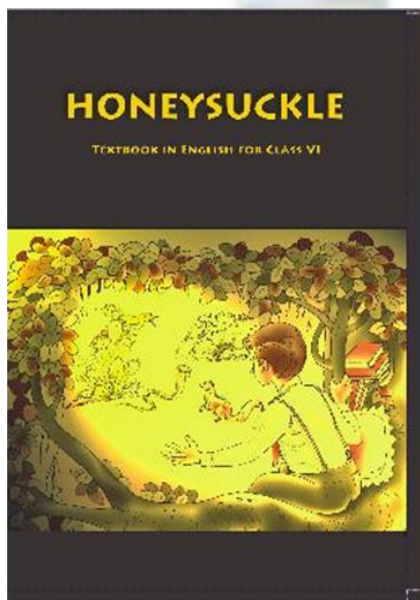




पुर्णा International School
Shree Swaminarayan Gurukul, Zundal

GRADE - VI
English
June- July
Study Material
Year - 2021-2022



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



➤ **SUMMARY**

There lived a woodcutter named Taro in a village of Japan with his family. He earned his living by wood – cutting and lived on a hill side. His income was meagre; he could fulfill the basic needs of the family.

One day, through the cracks of his hut cold winds shivered Taro’s father. At this Taro’s father wished for a cup of sake’, a drink to warm his body. Taro was sad as he could not afford to get the drink.

So he decided to work harder to earn more money. Next day he got up early to cut more woods. He went to drink water from a nearby fountain as he was thirsty.

He found that the taste of the water was different. Then he realized that it was sake’. He filled the pitcher with it. He brought it along and gave it to his father. After taking a sip of it, the father stopped shivering and danced a little.

That day a visitor came and Taro offered the sake to her and told the whole story about sake’. Next morning all the villagers reached there before Taro.

The village went to the waterfall with pitchers etc. But they found that it was only water. So they were very angry with Taro. Taro had to save himself from the anguish of the villagers. But when he tasted himself. It was again the same sake’.

The news reached the ears of the Emperor, Taro was rewarded by the emperor of Japan for being good and kind.

➤ **NEW VOCABULARY**

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

➤ **WORD MEANINGS**

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

➤ **MULTIPLE CHOICE QUESTIONS**

1. What was Taro's profession

- a. Wood picker
- b. Wood cutter**
- c. Shepherd
- d. Blacksmith

2. With whom Taro lived?

- a. Father
- b. Mother
- c. Both**
- d. None

3. Why was Taro sad?

- a. He did not have money
- b. Woods were wet
- c. He fell from the tree

d. He was not able to buy sake

4. Why Taro went to the wood early in the morning?

- a. To cut more woods**
- b. To buy sake
- c. to prevent sun stroke
- d. None

5. Why Taro stopped cutting wood?

- a. He heard the sound of rushing water**
- b. He fell from the tree
- c. He saw a golden axe
- d. He got sick

6. What was behind the rock?

- a. A group of fiery wolves
- b. A golden axe
- c. A water-fall**
- d. The God

7. What Taro's father offer to the neighbour lady?

- a. Milk
- b. Coconut water
- c. Sake**
- d. Lemonade

8. Why villagers became angry with Taro?

- a. They thought Taro told lie to them**
- b. There was no water-fall
- c. There was sake
- d. There was no water in the fall.

9. Who gave Taro 20 pieces of Gold?

- a. Zamindaar of the village
- b. King of the village
- c. King of Japan**
- d. Queen of Japan



➤ VERY SHORT ANSWER TYPE QUESTIONS

1. Who was Taro? Where did he live?

Ans. Taro was a young woodcutter. He lived with his mother and father on a lonely hillside.

2. Mention some qualities of Taro as a good son?

Ans. Taro worked very hard for his parents. He was a thoughtful son and wanted to give his parents everything they wanted.

3. What was demand made by Taro's father?

Ans. Taro's father wanted a cup of saké – a popular Japanese drink. It could have provided him warmth.

4. 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.

5. Why did the villagers want to drown Taro?

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

6. Why did the Emperor reward Taro?

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

➤ SHORT ANSWER TYPE QUESTIONS

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. 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.

3. Do you think Taro worked harder? How?

Ans. Yes, he worked harder. He got up earlier in the morning and went to the forest to chop and cut more woods. He began to chop faster without any break and thought about making extra money to buy saké for his father

4. Give a character sketch of Taro.

Ans. Taro was a young woodcutter who lived with his mother and father on a lonely hillside. He worked very hard, but earned very little money. He was a thoughtful son and wanted to make his parents happy.

➤ LONG ANSWER TYPE QUESTIONS

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.

➤ WORKING WITH LANGUAGE

A. Strike off the words in the box below that are not suitable.

Taro wanted to give his old parents everything they needed.

Ans: This shows that he was ...thoughtful, loving, considerate, kind.

B.1. "This made Taro sadder than ever."

'This' refers to

- (i) a strong wind that began to blow.
- (ii) Taro's father's old age.
- (iii) Taro's inability to buy expensive saké for his father.**

2. "This, said the emperor, was to encourage all children to honour and obey their parents."

'This' refers to

- (i) the most beautiful fountain in the city.
- (ii) rewarding Taro with gold and giving the fountain his name.**
- (iii) sending for Taro to hear his story.

C. Arrange the words below in pairs that rhyme.

young, sad, money, chop, last, wax, could, sound, way
bad, axe, wood, lung, stop, sunny, fast, round, day

Ans: Young – Lung
Sad – Bad
Money – Sunny
Chop – Stop
Last – Fast

Wax – Axe
Could – Wood
Sound – Round
Way – Day

D.1. Fill in the blanks with words from the box.

lonely, little, hard, young thoughtful, delicious, beautiful

Ans: A young wood cutter lived on a lonely hillside. He was a thoughtful son who worked hard but earned little money. One day he saw a beautiful waterfall hidden behind a rock. He tasted the water and found it delicious.

2. Find these sentences in the story and fill in the blanks.

- (i) This made Taro sadder than ever.
- (ii) He decided to work harder than before.
- (iii) Next morning, Taro jumped out of bed earlier than usual.
- (iv) He began to chop even faster.
- (v) Next morning, Taro started for work even earlier than the morning before.

➤ **Dictation**

1. Your teacher will speak the words given below. Write against each two new words that rhyme with it.

1. bed

Ans: fed, red

2. wax

Ans: tax, axe

3. fast

Ans: last, vast

4. chop

Ans: crop, drop

5. young

Ans: hung, lung

➤ **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.

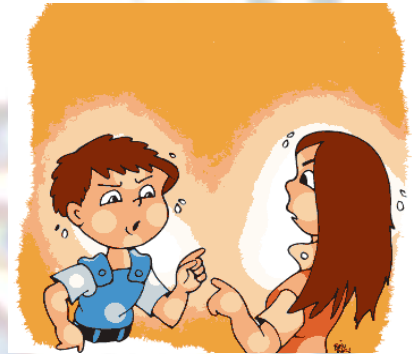
They began to hate each other. They did not talk to each other till evening. Then suddenly the brother realised his mistake. He decided to make up with the narrator. He walked up to her, and patted on her back. He suggested that they should patch up. He admitted that he was at fault. The narrator also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



➤ **MULTIPLE CHOICE QUESTIONS**

1. The siblings quarrelled:

- (a) for money
- (b) over a petty point**
- (c) not to fight again
- (d) for a piece of cake

2. 'Fell out' means:

- (a) fell down
- (b) quarrelled**
- (c) got-out
- (d) patched up

3. The exchange of hot words led to:

- (a) diseases
- (b) hatred
- (c) explosion
- (d) a quarrel**

4. The author of the above poem is

- (a) L.M. Halli
- (b) Harry Behn**

(c) Eleanor Farjeon

(d) Y-Yeh Shur

5. It seems that the poet and her brother, quarrelled on

(a) a petty matter

(b) some very important matter

(c) money matter

(d) property

6. Both the siblings felt that the other was ,

(a) right

(b) wrong

(c) honest

(d) dishonest

➤ **VERY SHORT ANSWER TYPE QUESTIONS**

1. What was the reason behind the quarrel?

Ans. They were fighting over a minor issue which the poet could not even remember.

2. Who took the initiative to resolve the matter?

Ans. The poet's brother took the initiative to resolve the matter and approached the poet.

3. Why did the afternoon turn out to be black?

Ans. The afternoon turned out to be black because the poet and her brother were in a bad mood.

➤ **SHORT ANSWER TYPE QUESTIONS**

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 2021

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 2021

Date of arrival – 26th December 2021

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)



➤ **SUMMARY**

As a child, Kalpana never dreamt of space travel. It was not sufficient for her to graduate from an engineering college. After graduating as an aeronautical engineer from Punjab Engineering College, she went for a master's degree to the United States, in spite of her father's opposition. Later, she did her P.hD in the subject. She had the pride of being the first India born American woman Astronaut to blast off from Florida and be a part of the successful space mission. Kalpana was born in Karnal, Haryana but was a naturalised U.S Citizen. She married a flight instructor - Jean Pierre Harrison. Apart from being an astronaut, she was also trained to fly single and multi engine land airplanes, single seaplanes and gliders. She was a certified flight instructor. After qualifying as a pilot, she decided to apply to NASA'S SPACE SHUTTLE PROGRAM and was selected for training as an Astronaut. She was an extraordinary woman who thought differently and was an enthusiastic and optimistic. Her first space mission was 16 days long. During this time, she travelled 10.45 million kilometres in 252 orbits. The crew had seven members and they conducted 80 experiments. They also checked if food could be grown in space, how stronger metals and faster computer chips could be created. The news of Columbia disaster made everyone grief stricken. A shock wave was spread everywhere. A journalist called her a heroine. She had enormous potential and wide information - encyclopaedic knowledge of each subject. Her achievements were actually marvellous. She created history and became an inspiration for everyone. Her life is a testimony that dreams can get success. The only thing we need to make them a reality is courage and vision.

➤ **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 | 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 | |

➤ **VERY SHORT ANSWER TYPE QUESTIONS**

1. Who was against Kalpana Chawla's wish to study in United States?

Ans. Kalpana Chawla's father was against her wish to study in the United States of America. But she went to the United States for a masters degree.

2. What do you mean by the Columbia?

Ans. The Columbia was a space shuttle which broke apart in flames while returning to the Earth.

3. Who was Jean-Pierre Harrison?

Ans. Jean-Pierre Harrison was an American flight instructor and was married to India born astronaut Kalpana Chawla.

4. Who was Kalpana Chawla?

Ans. Kalpana Chawla was India born American astronaut. She died in an unprecedented space tragedy.

5. When did NASA select Kalpana Chawla?

Ans. NASA selected Kalpana Chawla for training as an astronaut in 1994.

6. Write the name of the space centre from where the Columbia was lifted off.

Ans. The name of the space centre was Kennedy Space Centre in Florida from where her space shuttle blasted off.

7. How many people were there on the space shuttle?

Ans. There were seven people in the space shuttle Columbia.

8. 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.

➤ **SHORT ANSWER TYPE QUESTIONS**

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.

➤ **LONG ANSWER TYPE QUESTIONS**

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**

Match the following

1. Unprecedented space tragedy	a. something that causes felling of respect and wonder					
2. Certified flight instructor	b. having knowledge of a wide variety of subjects					
3. Space mission	c. Nowadays, in these times					
4. Super-specialisation	d. a set of jobs to be done in space by a group					
5. Encyclopaedic knowledge	e. a person with the correct qualification to teach people					
6. Awe-inspiring	f. a sad accident of a kind that has never happened before in space					
7. In this age	g. Great expertise in a limited field or a particular subject					
1. f	2. e	3. d	4. g	5. b	6. a	7. c

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.

C. We add ‘un’- to make opposites. For example, true- untrue Add ‘un-‘ to the words below to make their opposites. Then look up the meanings of the words you have formed in the dictionary.

Opposites	Meaning
1. Unidentified	not recognised or identified
2. Uncontrolled	unchecked, totally free
3. Unattended	not noticed or dealt with
4. Unsuccessful	failed
5. Unimportant	lacking in importance and significance
6. Uneducated	having a poor level of education
7. Uninteresting	not arousing curiosity and interest
8. Unqualified	not having the required qualification
9. Untrained	not having been trained in particular skill
10. Unanswerable	unable to be answered

➤ 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 |

➤ **MULTIPLE CHOICE QUESTIONS**

1. Beauty is

- (a) a thing of joy forever
- (b) everywhere in America
- (c) lost forever
- (d) short-lived

2. One feels happy to see the sun

- (a) In the month of June
- (b) In the month of December
- (c) during solar eclipse with a naked eye
- (d) for the whole day

3. Beauty depends on

- (a) the soul
- (b) the spirit
- (c) the mind
- (d) the eyes

4. Beauty can be

- (a) only seen
- (b) only heard
- (c) seen, heard and felt
- (d) permanent

➤ VERY SHORT ANSWER TYPE QUESTIONS

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.

➤ SHORT ANSWER TYPE QUESTIONS

1. How can one hear beauty during in nature?

Ans. A person can hear beauty during the night. It can be heard during the rainfall, in the sound of the wind. It can also be heard when a singer is singing. It can be heard anywhere where things are done eagerly and seriously.

2. Is there any difference in the beauty of an object in different times?

Ans. Yes, there can be a difference. e.g. everyone feels happy when it is sunlight during winter but it becomes unpleasant during summers.

➤ 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)



➤ **SUMMARY**

The narrator had heard a lot of good things about Miss Beam and her school. Miss Beam was known for using simple teaching methods in a perfect way.

The narrator visited the school. He posed some questions to the teacher. She told him that she taught nothing special but simple calculations and writing. The boys and girls were taught how to do things independently without any help. Few things were read to them. Interesting talks were held to raise their interest. The main objective and aim of the school was to make students more thoughtful and responsible citizens.

The narrator went to the school gardens which were beautifully maintained. There, he noticed a poor little girl being helped by a boy. He also saw a girl with a crutch. He thought the one was blind and the other was lame. But Miss Beam explained that the school observes one blind, one lame, one deaf, one injured and one dumb day for every child in a term. These activities make the children more thoughtful and concerned.

On the blind day eyes were bandaged of one child and other children helped the blind throughout the day. This game became a great learning for both the blind and their helpers. Thereafter, Miss Beam took the narrator to one of the bandaged girls. The girl shared her feelings and learning with him. She related how she felt scared of being hit at every moment and this feeling was the most painful one. After this experience the narrator realized that he had also developed a concerned attitude towards the disabled. He told Miss Beam that he was sorry to leave her school. She felt happy to know that the system in her school was good and her teaching style and way of imparting values was marvellous.

➤ **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 | |

➤ MULTIPLE CHOICE QUESTIONS

1. **The school was different because**
 - (a) children scored good marks
 - (b) children were better behaved
 - (c) children were taught to be thoughtful**
 - (d) children were running
2. **The aim of the school was**
 - (a) to teach the three Rs
 - (b) to make the children responsible citizens**
 - (c) to take them for excursions
 - (d) to promote continuous evaluation
3. **Miss Beam was**
 - (a) authoritative and egoistic
 - (b) kind and beautiful
 - (c) kind and understanding**
 - (d) a successful lady
4. **Children were made**
 - (a) to share the misfortune of others**
 - (b) to clean the garden
 - (c) to exercise rigorously
 - (d) to take the exam
5. **The normal children are bandaged overnight**
 - (a) so that they wake up as blind**
 - (b) to make them used to It
 - (c) so that they can rest
 - (d) to enable them to see better
6. **Other children are given**
 - (a) good treatment
 - (b) the duty of helping them**
 - (c) a lot of homework
 - (d) rewards for good work
7. **The author was heavy hearted before leaving as**
 - (a) he sympathized the disabled
 - (b) he loved all children
 - (c) he liked Miss beam
 - (d) there was still much to learn**

➤ VERY SHORT ANSWER TYPE QUESTIONS

1. Write about the appearance of Miss Beam.

Ans. Miss Beam was a middle-aged lady, full of authority yet kindly. Her hair was turning grey and she was slightly fat.

2. Why do you think the writer visited Miss Beam's school?

Ans. The writer visited Miss Beam's school because he had heard a great deal about the school.

3. "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.

4. Who are helpers in the story?

Ans. Many children are given duty to help other children who are deaf, dumb or blind for the day. Such children are called helpers.

5. Who is Millie?

Millie is the head girl of the Miss Beam's school with very light hair. She was wearing a blue cotton skirt and a pink blouse.

6. 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.

7. 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.

> SHORT ANSWER TYPE QUESTIONS

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.

> 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.

> WORKING WITH LANGUAGE

A. Match the words and phrases with their meanings in the box below.

Ans: (A)

1. homesick – wanting to be home
2. practically – Almost
3. it pains me – it hurts me

4. appreciate – understanding the difficulties
5. thoughtless – not very caring
6. exercise – test the strength of
7. relief – a welcome change
8. ghastly – terrible

B. Re-word these lines from the story:

1. I had heard a great deal about Miss Beam’s school.

Ans: I had come to know a lot about the school run by Miss Beam.

2. Miss Beam was all that I had expected — middle-aged, full of authority.

Ans: Miss Beam was middle-aged authoritative as I had thought her to be.

3. I went to the window which overlooked a large garden.

Ans: I walked towards a window from which one could see a garden of a large size.

4. “We cannot bandage the children’s mouths, so they really have to exercise their will-power.”

Ans: “It is not possible to put bandages on children’s mouths so an exercise of will power is required on their part.”

➤ **WRITING SKILL**

Message Writing

FORMAT

The diagram illustrates the format of a message. It consists of several fields, each enclosed in a dashed-line box and labeled with an arrow pointing to it:

- MESSAGE**: The top field, containing the text of the message.
- Date**: A field for writing the date.
- Time**: A field for writing the time.
- (Leave a blank line)**: A blank line between the time and the addressee.
- Addressee**: The field for writing the name of the person receiving the message.
- Body**: A large rectangular field for writing the main content of the message.
- (Leave a blank line)**: A blank line between the body and the addresser.
- Addresser**: The field for writing the name of the person sending the message, with the example text "ABC" inside the box.

➤ **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

13.6.2021

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

➤ **MULTIPLE CHOICE QUESTIONS**

1. **The child poet wonders**
 - (a) why the teachers do not have dress code
 - (b) if teachers live in ordinary houses
 - (c) If he could be a teacher
 - (d) if the teachers ever sleep
2. **The poet refuses to believe**
 - (a) that teachers go home after work
 - (b) that teachers are no superstars
 - (c) that they do not do domestic work
 - (d) that they watch movies
3. **For him, teachers are**
 - (a) weak
 - (b) strong
 - (c) perfect
 - (d) no role-models

4. **In stanza two, pick their noses means**

- (a) dig their noses
- (b) use fingers to remove mucus from the nose**
- (c) touch their nose
- (d) hit their nose

5. **The speaker finds it hard to believe that his teachers are**

- (a) great men
- (b) ordinary people**
- (c) learned
- (d) educated

6. **According to the poem the students are much impressed by their**

- (a) parents
- (b) soldiers
- (c) policemen
- (d) teachers**

➤ **VERY SHORT ANSWER TYPE QUESTIONS**

1. **What does the poet think about his/her teachers?**

Ans. The poet thinks that his teachers are not ordinary people. They are very special for him. His teachers are perfect and possess many qualities.

2. **What did the poet want to know about his teachers?**

Ans. The poet wanted to know the schedule of his teachers and their routine after the school hours.

3. **Why did the poet want to follow one of his teachers?**

Ans. The poet was curious to know about the daily routine of his teachers after the school hours so he wanted to follow one of his teachers.

➤ **SHORT ANSWER TYPE QUESTIONS**

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

25.5.2021

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.

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 |

➤ **MULTIPLE CHOICE QUESTIONS**

- The farmer brought a baby mongoose**
 - to please his friend
 - to please his wife
 - for its companionship to the son**
 - for its companionship with the sun
- The farmer's wife**
 - wanted to leave the baby alone
 - did not want to leave the baby alone**
 - wanted to leave it with mother
 - none of the above

3. **The farmer's wife did not trust**

- (a) **the mongoose**
- (b) her husband
- (c) her friend
- (d) his son

4. **The phrasal verb 'looking for' means**

- (a) observing
- (b) **searching**
- (c) helping
- (d) gazing

5. **The mongoose's mouth was**

- (a) covered with clay
- (b) wide-open
- (c) **blood-stained**
- (d) not covered with blood

6. **The farmer's wife felt sorry**

- (a) for being late
- (b) for hurrying outside
- (c) for her husband
- (d) **for her hasty action**



➤ **VERY SHORT ANSWER TYPE QUESTIONS**

1. **Where did the farmer's wife want to go?**

Ans. The farmer's wife wanted to go to the market to buy groceries. She took her basket and informed her husband.

2. **Why did the farmer move out of the house?**

Ans. The farmer had nothing to do in the house and decided to take a look at his fields. He met his friend's on the way back.

3. **What did the farmer's wife notice after returning home?**

Ans. The Farmer's wife noticed that the face and paws of the mongoose were covered with blood.

4. **What was customary for the mongoose?**

Ans. It was customary for the mongoose to run and welcome the farmer's wife when she returns home.

5. **How did the child and mongoose grow?**

Ans. In five or six months the mongoose had grown to its full size while the child was a baby in the cradle.

6. **What is the moral of the story?**

Ans. The moral of the story is 'Think twice before you act'.

➤ SHORT ANSWER TYPE QUESTIONS

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.

➤ LONG ANSWER TYPE QUESTIONS

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.

➤ MAKE SENTENCES

1. Companion – A dog is a faithful companion.
2. Hastily – He hastily changed his subject.
3. Smeared – His face was smeared with blood.
4. Hysterically – 'Help me!' she yelled hysterically.
5. Customary – It is customary to offer a drink or snacks to guests.

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



➤ **SUMMARY**

The story describes the extraordinary and exemplary life of an ordinary shepherd, who lives in a village of Iran. He was poor and had a small cottage. Although he was illiterate, but he was wise. He was compassionate and advice people judiciously.

His fame reached to the ears of the king of the country who decided to meet him in disguise. He came to the cave as a shepherd riding on a mule who was welcomed by the shepherd and was offered meal and water.

The king was highly impressed with the generosity and hospitality of the shepherd. The king was astonished to know when he addressed him Tour Majesty1.

Impressed with his humility, the king appointed him to be the governor of a small district. The people admired him for his wisdom and kindness. Soon other governors became jealous of his popularity and called him dishonest. They accused him of keeping the tax money with him in an iron chest.

Although reluctantly, the king called him to his court. King also observed that the new governor keep the iron chest along with him. When summoned to the court, the new governor came riding on his camel with a tightly fastened iron chest on its back.

Then, the king asked him about the iron chest. The people were also eagerly waiting for the box to be opened. The governor with a smile on his face, asked his servants to open the chest.

To everyone's surprise, an old blanket was taken out of it. Everyone expected it to be filled with gold or silver jewels. This revelation was shocking and surprising to everyone.

On asking the reason of carrying a blanket, the shepherd replied that it is his old friend and will always protect him. He said that the blanket would be with him even if his royal robe was taken off. His humility and wisdom pleased the king and shunned the jealous governors. The king rewarded his honesty by making him a Governor of a bigger state.

➤ **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

➤ **MULTIPLE CHOICE QUESTIONS**

1. **The illiterate shepherd**

- (a) got rid of his disease
- (b) helped people get rid of their troubles**
- (c) helped children with their troubles
- (d) was rich

2. **The shepherd was known for his**

- (a) wisdom**
- (b) riches
- (c) friendship
- (d) knowledge

3. **The shepherd**

- (a) refused to meet the king
- (b) welcomed the king coldly
- (c) greeted the king warmly**
- (d) met the king to complain

4. **The king's reward was that he (shepherd) was appointed**

- (a) the head of the state
- (b) the governor of a small district**
- (c) the leader of the council
- (d) the minister of the cabinet.

5. **The iron chest contained**

- (a) precious stones
- (b) money
- (c) an old blanket**
- (d) old coins

6. **Carrying the old blanket was an act**

- (a) of courage
- (b) of his foolishness
- (c) of his humility and wisdom**
- (d) of his poverty

➤ **VERY SHORT ANSWER TYPE QUESTIONS**

1. **Why did the king appoint the shepherd as the new governor of a district?**

Ans. The king appointed the shepherd as the governor because of his wisdom. He wanted people like the shepherd to work for him.

2. **How did the shepherd become famous in the country?**

Ans. People used to take advice from him. He became famous for his wisdom, goodness, sympathy and friendly nature.

3. **Why did the king become angry?**

Ans. The king became angry after hearing the endless stories about the shepherd's dishonesty and his iron box.

4. How did the king reward the new governor?

Ans. The king was pleased with the shepherd and he made him the governor of a much bigger district that very day.

5. The shepherd hadn't been to school because

(i) he was very poor.

(ii) there were very few schools in those days.

(iii) he wasn't interested in studies.

> SHORT ANSWER TYPE QUESTIONS

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.

(ii) Why did the shepherd always carry it?

Ans(ii) The shepherd said that the old blanket was the only treasure he had. It was his oldest friend. It would still protect him if at any time the king would take away his new cloaks. Therefore, the shepherd always carried it with him.

(iii) Is it an example of the shepherd's humility or wisdom or both?

Ans: (iii) It is an example of the shepherd's humility as well as his wisdom. The old blanket always reminded him that he had been a poor shepherd. It also proved that he was wise not to rely on the wealth that the king had given him.

> LONG ANSWER TYPE QUESTIONS

1. Why was the new governor called to the palace?

Ans: The other governors grew jealous of the shepherd and began talking to the king against him. They said that he was very dishonest, and kept for himself part of the money that he collected as tax. They added that perhaps the iron chest that he carried with him contained the treasure he had secretly collected. At first, the king did not pay attention to these reports, but finally, he called the governor to his palace to find if these reports were true.

➤ **MAKE SENTENCES**

1. Sympathy – I have much sympathy for you.
2. Hospitality – Thank you for your kind hospitality.
3. Impressed – He impressed her with his honesty.
4. Humble – He is very humble about his success.
5. Astonished – Her reply astonished me.
6. Embarrassed – His bad table manners embarrassed her.



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



➤ **SUMMARY**

It was Christmas eve and was closing time for shops. An old-clock shop owner, Ray was still working on a clock. Two men, one in his twenties and one in his fifties entered Ray's shop. Ray gave them a notepad and a pencil telling them that he was deaf and dumb through his sign language. Ray noticed that the man had a gun in his pocket. He thought that he had come to his shop to rob him. Understanding their dire need of money, Ray told the old man that he exchanged good sum of money with people against their watches or wall clocks. He did this for goodwill and not in want of earning interest or security against the things.

That old man showed his old wrist watch to Ray and Ray in return offered him a fifty dollar note. Both of them knew in their hearts that the watch was not of that high a price. But this made the man happy as he got money without hurting Ray and Ray also escaped from being hurt. Before leaving, the old man wrote to Ray that he would be back soon to get his watch.

The story concluded peacefully, giving a sweet and simple message of "Peace on earth and goodwill towards all".

➤ **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

➤ **MULTIPLE CHOICE QUESTIONS**

1. **Christmas Eve falls on**
(a) 24th evening
(b) 25th evening
(c) 25th morning
(d) 25th afternoon
2. **The two persons entered Ray's shop with**
(a) a good heart
(b) a lot of noise
(c) **evil intentions**
(d) a great doubt
3. **Ray thought that the visitor**
(a) **was not a shopper**
(b) was in a hurry



(c) wanted a clock

(d) wished to write

4. The mode of communication was

(a) a pen and a paper

(b) words

(c) verbs

(d) a notepad and a pencil

5. A pawnbroker

(a) sells pawns

(b) sells costly watches

(c) lends money in exchange

(d) lends costly watches, for a costly object

6. They were lucky to get

(a) sixty dollars

(b) sixty six dollars

(c) fifty five dollars

(d) fifty dollars.

➤ **VERY SHORT ANSWER TYPE QUESTIONS**

1. Who was Ray?

Ans. Ray was the owner of an old-clock shop in USA. He was deaf and kind-hearted man. He communicated with his customers by writing on a notepad.

2. Who came to Ray's shop after he finished his work?

Ans. Two last-minute shoppers came to Ray's shop after he finished working on a clock and about to close the shop.

3. Why do you think he had come to the shop?

Ans. The man was down on his luck and had come to rob Ray's shop.

4. How did Ray communicate with him?

Ans. Ray was old and deaf. He communicated with the man with the help of a pencil and a notepad.

5. Why did the older man take out his wrist watch?

Ans. The older man seemed to feel a little easier and took out his wrist watch to exchange it for money.

➤ **SHORT ANSWER TYPE QUESTIONS**

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.

➤ LONG ANSWER TYPE QUESTIONS

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 (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 ✓
a table ✓
a clock ✓
an book ✗
an table ✗
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 ✓
an elephant ✓
an umbrella ✓
a apple ✗
a elephant ✗
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).

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

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

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

1. I **presented** my project last week. (present) (simple past)
2. My father **had already fixed** the tap before the plumber arrived. (already fix) (past perfect)
3. When the shopkeeper called him, he **had left** already. (left) (past perfect)
4. The animals **were behaving** oddly as they had sensed the earthquake. (behave) (past continuous)
5. The company **shifted** its office two years ago. (shift) (simple past)
6. Suddenly, I realised somebody **was knocking** at the door. (knock) (past continuous)
7. They reported that the driver **had crashed** into a parked truck. (crash) (past perfect)
8. The actor **was shooting** for the film when the accident happened. (shoot) (past continuous)
9. The moment I **opened** the door, my dog jumped to greet me. (open) (simple past)
10. 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.

1. The show **will be starting** in a few minutes now. (start) (future continuous)
2. I **will be appearing** on the music channel on Saturday. (appear) (future continuous)
3. Wait! You **will have** your turn soon. (have) (simple future)

4. I **will have seen** the doctor by 8 o' clock. (see) (future perfect)
5. 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.

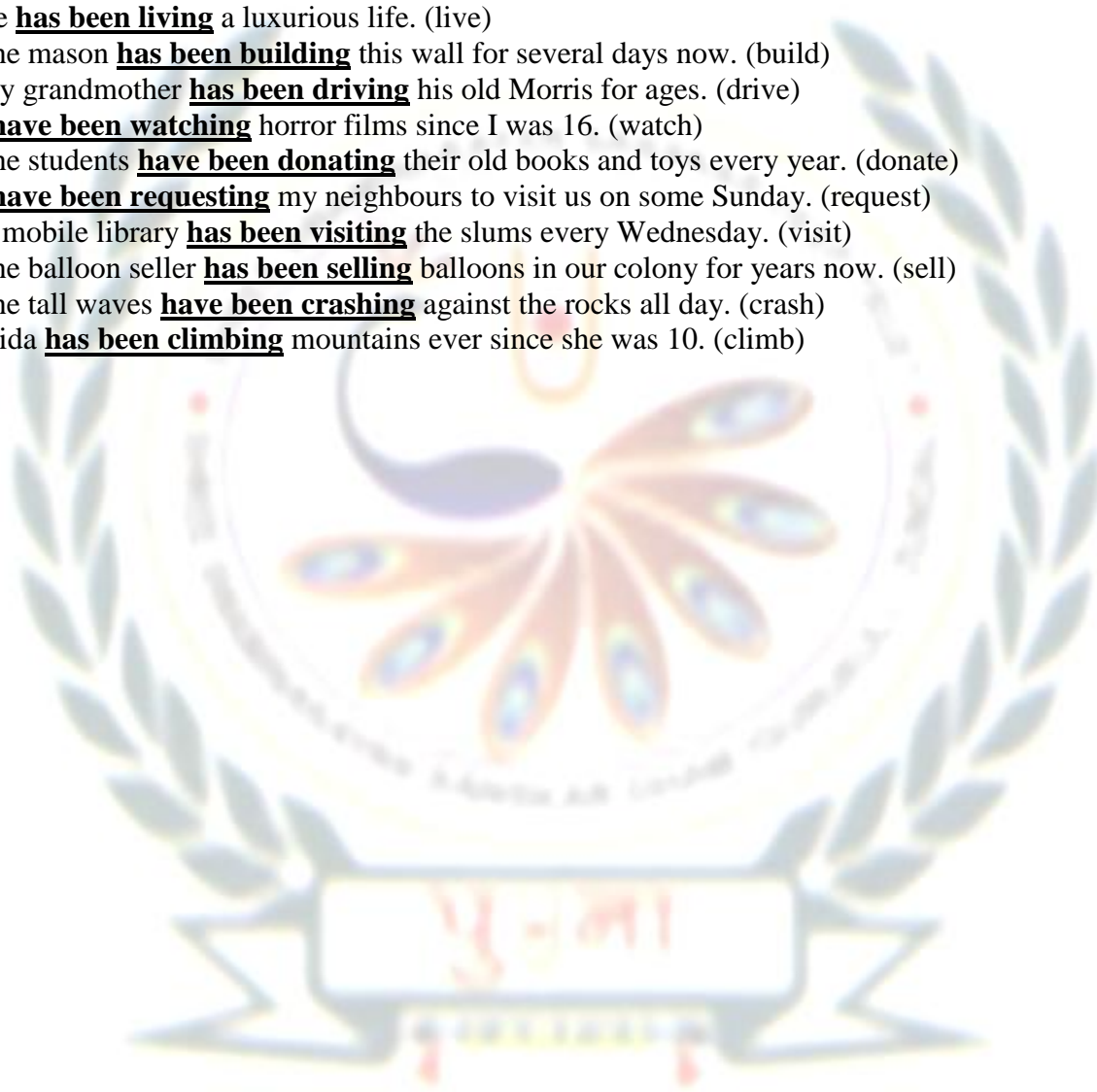
D. REWRITE THESE SENTENCES IN THE INTERROGATIVE FORM.

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)

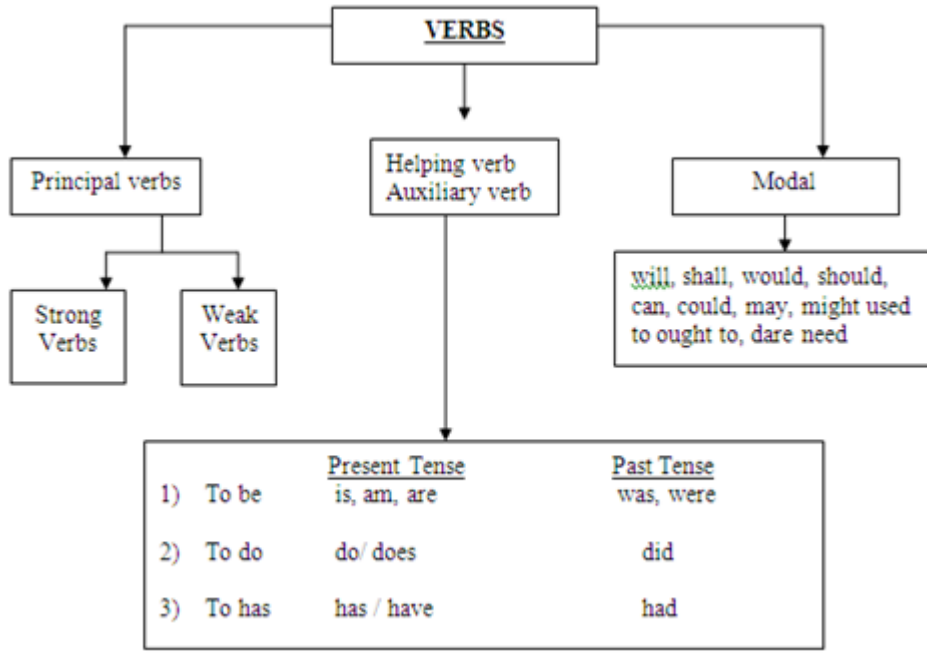
4. The sailors **will have docked** the ship for seven days at Alaska on Wednesday. (dock)
5. The forecast says it **will snow** tomorrow. (snow)
6. The mechanic says he **will have repaired** my car in three days. (repair)
7. By the end of the day, I **will have walked** four kilometres. (walk)
8. By 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.

