



## **GRADE – 6 ENGLISH (HONEYSUCKLE)**

### **UNIT – 4. BEAUTY (POEM)**

#### **➤ 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 the following questions**

**Q1. What do we see in sunlight?**

Ans. We see beauty.

**Q2. 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.

**Q3. Why do people dance for their harvest?**

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

**Q4. When is the beauty heard?**

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

**Q5. Which objects of nature are beautiful?**

Ans. The singing wind and the rainfall are beautiful.

**Q6. Where does beauty lie?**

Ans. Beauty lies in happy thoughts, good deeds.



## GRADE – 6 ENGLISH (HONEYSUCKLE)

### UNIT – 5. Where Do All The Teachers Go? (Prose)

#### ➤ 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

#### ➤ WORKING WITH POEM

##### 1. Answer these questions.

##### (i) 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.

##### (ii) 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.

**(iii) 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.

**(iv) 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.

**(v) 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.

**2. What do you think these phrases from the poem mean?**

**(i) punished in the corner**

**Ans:** getting punishment of standing in the corner of the classroom

**(ii) leave their greens**

**Ans:** Leaving the playground after the bell strikes for the next class to begin

➤ **ACTIVITY**

**Write a paragraph on My Favourite Teacher.**





## 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                    |  |
| 7. Hopeless – unfortunate, without hope |  |

- 8. Misfortune – bad luck
- 9. Thoughtless – careless
- 10. Awful - bad

- 15. Come to talk – who has come to talk
- 16. Troublesome – difficult

➤ **WORKING WITH TEXT**

**A. Put these sentences from the story in the right order and write them out in a paragraph.**

- I shall be so glad when today is over.
- Having a leg tied up and hopping about on a crutch is almost fun, I guess.
- I don't think I'll mind being deaf for a day — at least not much.
- But being blind is so frightening.
- Only you must tell me about things.
- Let's go for a little walk.
- The other bad days can't be half as bad as this.

**Ans: (A)** Let's go for a little walk. Only you must tell me about things. I shall be so glad when today is over. The other bad days can't be half as bad as this. Having a leg tied up and hopping about on a crutch is almost fun, I guess. I don't think I'll mind being deaf for a day – at least not much. But being blind is so frightening.

**B. Answer the following questions:**

**1. 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.

**2. 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.

**3. "Each term every child has one blind day, one lame day..." Complete the line. Which day was the hardest? Why was it the hardest?**

**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.

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**4. 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."





## GRADE – 6 ENGLISH (SR)

### CHAPTER – 5. TANSEN

#### ➤ SUMMARY

This is the story of the famous Indian musician named, Tansen. He was the only child of singer Mukandan Mishra. They lived in the village Behat near Gwalior. Tansen was a naughty but wise and talented child. One day, in the forest, Swami Haridas found Tansen roaring like a tiger. Then, Tansen started learning music from him. He learnt music for eleven years and became a great singer afterwards. His father's last wish was to send Tansen to Mohammed Ghaus of Gwalior. There, Tansen got married to Hussaini. Soon after Tansen became a famous Musician. He became the official singer in Emperor Akbar's court. Being a favourite of Akbar, he was a victim of jealousy of the few courtiers. Courtiers even planned to kill Tansen. Shaukat Mian, a courtier in Akbar's court requested Akbar to make Tansen sing Raga Deepak.

Tansen knew that Raga Deepak could produce heat around the singer and turn him into ashes and Raga Megh could bring Rain. So, he prepared his daughter Saraswati and her friend Rupvati to sing Raga Megh in the court.

The girls sang Raga Megh when fire spread out near Tansen and lamps were alighted as per the plan. Tansen's life was saved when drops of rain fell down on him. After this incident Tansen became sick. Akbar punished the courtiers. Tansen recovered from his illness and people rejoiced and celebrated his recovery.

#### ➤ NEW VOCABULARY

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

#### ➤ 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 the following questions.**

**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. 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.

**4. 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.

**5. (i) What happens if Raga Deepak is sung properly?**

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

**(ii) Why did Tansen’s enemies want him to sing the Raga?**

Ans(ii) 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.

**7. (i) What steps did he take to save himself?**

Ans (i) Tansen had an idea that if someone sang Raga Megh at the same time when he was singing Raga Deepak, then it would rain and he would not get burnt. He taught his daughter Saraswati and her friend, Rupvati to sing Raga Megh. He told them to begin singing when the lamps start burning.

**(ii) Did his plan work? How?**

Ans (ii) Yes, his plan worked. As he continued singing Raga Deepak the leaves on the trees dried up and fell. Birds fell dead due to the heat and the water in the rivers began to boil. Flames shot up out of nowhere and lighted the lamps. At once, Saraswati and Rupvati began singing Raga Megh. The sky clouded over and the rain came down. As a result, Tansen was saved.

➤ **MAKE SENTENCES**

1. Frighten – I didn’t mean to frighten her.
2. Disciple – Your disciple failed to welcome you.
3. Devoted – Mother Teresa devoted all her life helping poor.
4. Downcast – He looked so downcast.
5. Ruined – The bad weather ruined our trip.
6. Rejoiced – His family rejoiced on his success.





**GRADE – 6 ENGLISH (GRAMMAR GEAR)**

**CHAPTER – 11. VERBS( TRANSITIVE & 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.
	

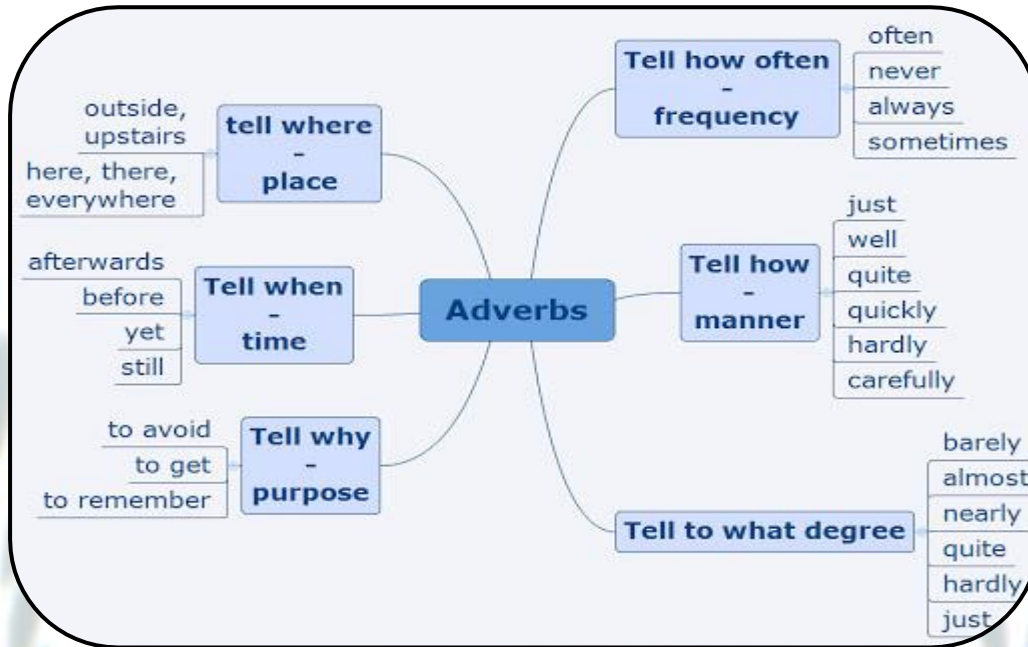
➤ **UNDERLINE THE VERBS. WRITE T FOR TRANSITIVE VERBS AND I FOR INTRANSITIVE VERBS.**

- |  |   |
|--|---|
| 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 <u>carelessly</u> .              | <b>Manner</b>    |
| 2. My classmates speak English <u>fairly</u> well.                | <b>Degree</b>    |
| 3. Keep the book <u>down</u> .                                    | <b>Place</b>     |
| 4. I will do my homework <u>afterwards</u> .                      | <b>Time</b>      |
| 5. The main market is <u>nearly</u> .                             | <b>Place</b>     |
| 6. The crowd sang along <u>cheerfully</u> .                       | <b>Manner</b>    |
| 7. It will be <u>soon</u> our school vacation.                    | <b>Time</b>      |
| 8. I brush <u>twice</u> daily.                                    | <b>Frequency</b> |
| 9. My grandfather <u>seldom</u> watches anything other than news. | <b>Frequency</b> |
| 10. The house was <u>completely</u> destroyed in the fire.        | <b>Degree</b>    |

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