



### ENGLISH(HONEYSUCKLE)

### GRADE – 6

### 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         |  |

➤ **WORKING WITH TEXT**

**A. Answer the following 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. How did Taro's father show his happiness after drinking sake?**

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

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

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

**4. Why did the villagers want to drown Taro?**

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

**5. Why did the Emperor reward Taro?**

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

**B. Mark the right item.**

**1. Taro earned very little money because**

- (i) he didn't work hard enough.
- (ii) the villagers didn't need wood.
- (iii) the price of wood was very low.**

**2. Taro decided to earn extra money**

- (i) to live a more comfortable life.
- (ii) to buy his old father some saké.**
- (iii) to repair the cracks in the hut.

**3. The neighbour left Taro's hut in a hurry because**

- (i) she was delighted with the drink.
- (ii) she was astonished to hear Taro's story.
- (iii) she wanted to tell the whole village about 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

Wax – Axe

Sad – Bad

Could – Wood

Money – Sunny

Sound – Round

Chop – Stop

Way – Day

Last – Fast

**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.

9

**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

➤ **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.





## ENGLISH(HONEYSUCKLE)

### GRADE – 6

## 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

### ➤ 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.





## ENGLISH(HONEYSUCKLE)

### GRADE – 6

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

##### ➤ WORD MEANINGS

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

## ➤ WORKING WITH TEXT

### A. Answer the following 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 encyclopedic knowledge to be an astronaut.

#### 5. 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.

#### 6. 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.

12

## ➤ 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**

**A. Match the Following:**

**Ans.**

1. unprecedented space tragedy	a sad accident of a kind that has never happened before in space
2. certified flight instructor	a person with the correct qualification to teach people to fly planes
3. space mission	a set of jobs to be done in space by a group
4. super specialisation	great expertise in a limited field or a particular subject
5. encyclopaedic knowledge	having knowledge of a wide variety of subjects
6. awe-inspiring	something that causes feelings of respect and wonder
7. in this age	nowadays, in these times

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

- 1. broke apart:** break violently  
The laptop broke apart when it slipped from the hands.
- 2. streaked over:** went over it quickly  
A meteor streaked over cloud in the night.
- 3. spread across:** distributed over a given area  
Pollution is spread across the world.
- 4. lifted off:** start flying  
Pilot finally lifted off the aeroplane.
- 5. blast off:** take off  
The rocket blasted off yesterday.
- 6. went on:** to continue  
He went on reciting his poems.
- 7. cheered along:** encourage  
Audience cheered along for their favourite participant.
- 8. on board:** participation  
Children were on board for the picnic.
- 9. carry on:** continue  
Scientists carried on their research work.

**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.**

1. identified — unidentified
2. controlled — uncontrolled
3. attended — unattended
4. successful — unsuccessful
6. educated — uneducated
7. interesting — uninteresting
8. qualified — unqualified
9. trained — untrained

5. important — unimportant

10. answerable — unanswerable

➤ **WRITING**

Given below are some words that are spelt differently in British and American English. Fill in the blanks accordingly.

British	American
Colour	Color
Labour	Labor
Traveller	Traveler
Counsellor	Counselor
Centre	Center
Theatre	Theatre
Organise	Organize
Realise	Realize
Defence	Defense
Offence	Offense

➤ **ACTIVITY**

**Make the model of space shuttle.**



## ENGLISH(SUPPLEMENTARY READER)

### GRADE – 6

## 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

### ➤ Answer the following 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. 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.

### **3. 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.

### **4. 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.

### **5. 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.

### **6. "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.

### **7. 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.

### **8. When did "the unfriendly face" of the visitor turn truly friendly?**

**Ans:** The "unfriendly face" of the visitor turned truly friendly when Ray offered him a way out by accepting the old watch for fifty dollars. Both knew that the watch was not worth that much.

#### **➤ MAKE SENTENCES**

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



## ENGLISH(GRAMMAR GEAR)

### GRADE – 6

## 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)



## ENGLISH(GRAMMAR GEAR) GRADE – 6

### 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**.



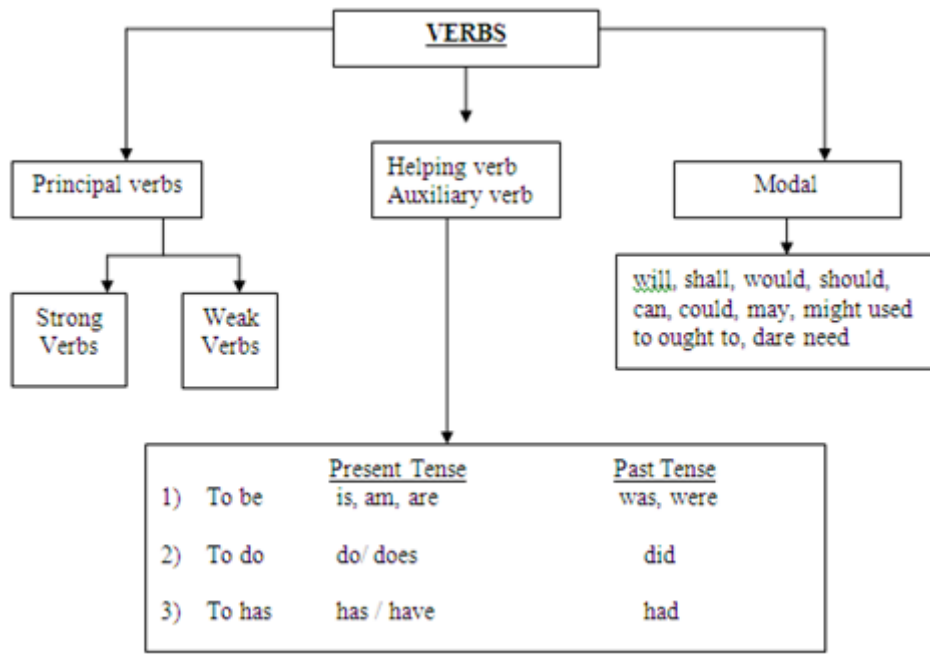


## ENGLISH(GRAMMAR GEAR)

### GRADE – 6

#### 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 have won many prizes in sports. H
2. We are celebrating my parents' anniversary. M
3. Goats bleat to communicate with each other. M
4. Binoy had 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’.**

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

**D. FILL IN THE BLANKS WITH THE CORRECT FORM OF THE VERB ‘DO’.**

- The police do/did their work thoroughly and carefully.
- How does this machine work?
- Where did you find this old pair of socks?
- Dilijit did not complete his assignment.
- Do you have any spare pencils, please?
- How did/do you solve this puzzle?
- Mr. Verghese does/did the accounts in my father’s office.
- Who did you call just now?
- Why does the owl hunt at night?
- 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 he 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.



# Purna International School

Shree Swaminarayan Gurukul, Zundal

ENGLISH(GRAMMAR GEAR)

GRADE – 6

## 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 <b>ball</b> .	Joshua built <b>Emma</b> 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 (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.**