

# Allied School Sargodha Road Campus Fsd

**Class: Six**

**Subject: English**

## Unit #1: Where we live

### Lesson 1, Topic: Reading e-mails

**Note:** short question to understand the text.

**Q # 1: Which photo Sarah fasten to the Rabia?**

**Ans:** The photo of Big Ben.

**Q # 2: London is famous for what?**

**Ans:** For Double decker buses.

**Q # 3: How many people live in London?**

**Ans:** Ten million people.

**Q # 4: Which verb means the same as 'bloom'?**

**Ans:** Blossom means the same as bloom.

**Q # 5: Which adjective means 'amazing'?**

**Ans:** Astounding means .

**Q # 6: What type of people live in London?**

**Ans:** Multicultural people.

**Q # 7: What is special about London?**

**Ans:** Parks and gardens.

**Q # 8: What is special for Moscow?**

**Ans:** Ancient Churches and Cathedrals.

**Q # 9: Which city has the word famous art galleries?**

**Ans:** Moscow

**Q # 10: What is the temperature of Moscow in winter?**

**Ans:** Below Zero.

**Q # 11: What is the condition of Moscow in winter?**

**Ans:** Deep snow and river freezes.

**Q # 12: Nepal is famous for what?**

**Ans:** For Mount Everest.

**Q # 13: In the Nepali language the other name of Mount Everest is what?**

**Ans:** Sagarmatha.

**Q # 14: What is the height of Mount Everest?**

**Ans:** 29035 feet.

**Q # 15: Who was the first man to reach the roof of the world?**

**Ans:** Sherpa

**Q # 16: When he became the first man?**

**Ans:** In 1953

**Q # 17: Which is the precious animal to the Nepal?**



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**Ans:** Yak

**Q # 18: What is Hola means?**

**Ans:** Russian greetings.

**Q # 19: Havana is famous for what?**

**Ans:** Huge old 1950s cars

**Q # 20: Cuba is famous for what?**

**Ans:** Manufacture of sugar.

### **Home Work**

**Creative writing:** Paste the picture of clock tower and write about it. Give the word bank to the students.

#### **Class work**

<b>Words</b>	<b>Synonyms</b>
Attach	Fasten, Join
Double-Decker	Double storey
Concerts	Musical performance
Astounding	Amazing
Ancient	Very old
Privyet	Russian Greeting
Trek	Journey
Precious	Valuable
Hola	Spanish greeting
Manufacture	To make
Yak	Long haired ox
Summit	Peak

**Grammar:** Underline the present Indefinite from the reading

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# Present Simple (1)

## Form



### Afirmative

I walk  
You walk  
He walk**s**  
She walk**s**  
It walk**s**  
We walk  
You walk  
They walk

### Negative

I **don't** walk  
You **don't** walk  
He **doesn't** walk  
She **doesn't** walk  
It **doesn't** walk  
We **don't** walk  
You **don't** walk  
They **don't** walk

### Interrogative

**Do** I walk?  
**Do** you walk?  
**Does** he walk?  
**Does** she walk?  
**Does** it walk?  
**Do** we walk?  
**Do** you walk?  
**Do** they walk?

### Short answers

#### Affirmative

Yes, I / you / we / they **do**  
Yes, he / she / it **does**

#### Negative

No, I / you / we / they **don't**  
No, he / she / it **doesn't**

### Third person singular

We add **-s** to the verb to form the third person singular (**he, she, it**).

I drink - he drink**s**

I run - he run**s**

#### BUT

- We add **-es** to verbs that end in **-ss, -sh, -ch, -x, -o**.

I watch - he watch**es**

- With verbs ending in **consonant + y**, we change the **-y** to **-ies**.

I cry - he cry**es**

**But** with verbs ending in **vowel + y**, we just add **-s** as usual.

I play - he play**s**

## Use

We use the **Present Simple**:

- for **habits** and actions that we do regularly:  
He **visits** his friends every Sunday.  
She **goes** to school by bus.
- for **general truths**:  
The sun **rises** in the East.
- for **permanent situations**:  
He **lives** in Athens.

**Speaking & Listening:** Make a discussion about your city

Dialogue between two students (about clock tower)

**Note:** Student's spoken should be English when you make a discussion

## Question / Answers



**Q1: Which two aspects of London describe by Sarah do you think sound the most attractive?**

**Ans:** First, it is a multi-cultural city. Second, is that it is a beautiful city. It has many gardens and parks.

**Q2: How does the climate of Moscow compare with the climate where you live?**

**Ans:** The climate of Moscow is cold, whereas the climate of my city is hot most of the year.

**Q3: What is characteristic about Cuban music? In what ways is it similar to or different traditional -music in your country?**

**Ans:** Cuban music relies mostly on beat and rhythm while our traditional music concentrates mainly upon melody.

**Q4: What do you think summit of Everest is called 'The roof of the world'?**

**Ans:** It is the highest mountain of the world. That is why the summit of Everest is called 'The roof of the world'.

**Q5: Why is Tibetan word for 'wealth' a suitable name for the yak?**

**Ans:** Yak provides food, clothing, shelter and transport to people that is why Tibetan word for 'wealth' is a suitable name for it.

**Q6: Why do you think Mount Everest is so important to the Nepali nation?**

**Ans:** It is important to the Nepali nation because it draws tourists from all over the world.

**Q7: Which of the country do you think sounds the most interesting to visit?**

**Ans:** Great Britain is the most interesting country to visit. It has beautiful sights and historical places.

## **Lesson #2: Topic: Summer in Murree**

**Note: Short question to understand the text.**

**Q # 1: Why people go to Murree in summer?**

**Ans:** To escape heat.

**Q # 2: How Gora Gali far from the Islamabad?**

**Ans:** 25 miles.

**Q # 3: Where Murree is located?**

**Ans:** In the foothills of Himalayas.

**Q # 4: In which province Murree is located?**

**Ans:** Punjab.

**Q # 5: What is the height of Murree from the sea level?**

**Ans:** 7000 feet.

**Q # 6: Murree is being threatened for what?**

**Ans:** Deforestation.

**Q # 7: How years old writer when he visit Murree?**

**Ans:** Seven years old.

**Q # 8: Which is the main road of Murree?**

**Ans:** Mall road.

**Q # 9: What is the most popular feature of Murree?**

**Ans:** Chair lift.

**Q # 10: What the writer remember about the Murree?**

**Ans:** Monkey, jackals and exotic birds.

**Q # 11:Where his parents took him?**

**Ans:** In Doonga Gali.

**Q # 12:Where Donga Gali located in Murree?**

**Ans:** Few miles above from Murree.

**Q # 13:Why writer did not forget the commotion?**

**Ans:** Due to panther.

**Q # 14:Donga Gali is how much far away from Islamabad?**

**Ans:** Forty miles.

**Q # 15:How many bullets were pumped into the unfortunate animal?**

**Ans:** About forty miles.

**Q # 16:What is the other meaning of spell-bound?**

**Ans:** Magic .

### **Home work**

**Creative writing:** Write an essay “Visit to Murree”.

### **Word bank (for students)**

Beauty of Pakistan      Queen of hills      Weather      Pleasant      Shops      Restaurants  
Mall road      chair lift and cable car      Kashmir point

### **Class work**

Words	Synonyms
Pleasant	Delighted
Spot	Point
Thrilled	Charge
Consequence	Result
Sedative	Calming, comfortable

### **Questions/Answers**

**Q#1: How did the summer in Ghora Gali and Murree compare with summer in the plains?**

**Ans:** The summer in Ghora Gali and Murree was very pleasant as compared with summer in the plains.

**Q#2: why were the hills a magical spot for the writer as a boy?**

**Ans:** The hills were a ‘magical’ spot for the writer as a boy because its landscape and beautiful locations created magic to keep people spell-bound.

**Q#3: How have the changes in Murree since the 1960’S affected the writer’s feeling for it?**

**Ans:** The writer feels sad for the changes in Murree in 1960’s.

**Q#4: How could you describe the feeling of a boy for the panther that killed a donkey on Doonga Gali?**

**Ans:** The writer was very thrilled and excited at the event.

**Q#5: what did happen to the Panther in Islamabad affect? What happened to the snow leopard in Chitral?**

**Ans:** In consequence of what happened to the panther in Islamabad, the snow leopard in Chitral was sent back to the wild life after been injected with sedative.

## **Unit #2: The Sea**

### **Lesson 1: Syllables**

**Syllables:** are the units of sound which a word can be divided. Each syllable has a vowel sound in it. Go to the book Page # (26 to 28)

<https://youtu.be/9S7DY2lgJIU>

### **Home work**

**How many syllables are there in each word.**

Ferry	Fe-ree	2 syllables
Destroy		
Boat		
Liner		
Steamer		
Submarine		
Ship		
Battleship		

### **Lesson 2, Topic: A Website advertisement**

**Note:** Short question to understand the text:

**Q#1: What is the lesson about?**

**Ans:** About wild life.

**Q#2:What is green force?**

**Ans:** Research team.

**Q#3:What the research teams do?**

**Ans:** Preserve endangered wild life.

**Q#4: In how many countries research teams are working?**

**Ans:** Five

**Q#5: Write the names of any two?**

**Ans:** Amazon, Africa.

**Q#6: Why people choose to help the green force?**

**Ans:** Way to experience the culture.

**Q#7: What are the coral reefs?**

**Ans:** Rain-forest of the sea.

**Q#8: What are rainforest means?**

**Ans:** Home of species.

**Q#9: What happened if there will be no coral reefs to protect coastline?**

**Ans:** Areas disappear beneath the ocean.

**Q#10: How coral reefs work for young fisheries?**

**Ans:** As nursery ground.

**Q#11: How the coral reefs work for divers?**

**Ans:** As a pretty underwater garden.

**Q#12: How many functions do the coral reefs fulfill for divers?**

**Ans:** Three functions.

**Q#13: How much percent coral reefs damaged?**

**Ans:** 27%

**Q#14: How much percent facing the difficulties?**

**Ans:** 32%

**Q#15: How we can help to the greenforce team?**

**Ans:** By educating the communities.

### Home work

Match the words from the brochure with their meanings. Book page no 31.

**Note:** Use the dictionary to find out the meanings you do not know.

**Grammar:** (page # 33 to 34)

Comparative and superlative adjectives

Adjective: great

Comparative= greater (adjective+ er)

[https://youtu.be/2fQb7\\_KUs3A](https://youtu.be/2fQb7_KUs3A)

Superlative= greatest (adjective+ est)

<https://youtu.be/rxEMZTu6JYM>

**Fill in the following grid with the correct comparative and superlative adjectives. Book pg#34**

Adjective	Comparative	Superlative
Fertile		
Wild		
Valuable		
Young		
Severe		
Great		

## Grammar book

### Lesson #2, Adjectives (page# 11 to 13)

There are four kinds of adjectives.

- Adjectives of quality
- Adjectives of quantity
- Demonstrative adjectives



- Interrogative adjectives

**Fill in the blanks with suitable adjectives of your own. Pg#12**

**Practice**

- **In front of each word, write a list of at-least three adjectives.**
- Face happy, sad, round
- Market loud, slow, sharp
- School large, small, crowded
- Voice beautiful, big, airy
- **Complete the following sentences using adjectives of quantity.**
- Many
- Many
- Few
- Four
- Much a little
- **Complete the sentences demonstrative adjectives.**
- That
- This
- Those
- These
- **Complete the sentences with interrogative adjectives.**
- Whose
- Which
- Which
- What

**Note:** Put these answers on the grammar book lesson#2(adjectives) page#12 to 13.

**Class work**

Words	Synonyms
Diversity	Variety
Fragile	Weak
Benevolent	Doing good
Blast	Explosion
Sustain	Hold up
Alleviate	Make less

**Question/ Answers**

**Q#1: why do the research teams of green force do world-wide?**

**Ans:** The research teams of green force are trying to protect endangered wild life.

**Q#2: Why are coral reefs known as the rainforest of the sea?**



**Ans:** Coral reefs are known as the rainforest of the sea because a large variety of species live in them.

**Q#3: What are the three functions do the coral reefs fulfill apart from offering divers a beautiful underwater garden?**

**Ans:** Firstly, coral reefs protect fragile coastline. Secondly, they provide food for coastal communities. Thirdly, they are breeding place for marine species.

**Q#4: How are human activities threatening the coral reefs?**

**Ans:** Human activities like over fishing, blasting and pollution are threatening the coral reefs.

**Q#5: How do the coral reefs respond to conservation measure?**

**Ans:** Coral reefs respond well to conservation measure aim at rebuilding and fish communities can regenerate effectively when sustainable fisheries policies are employed.

**Q#6: How can green force projects help with this conservation?**

**Ans:** Green force projects data can be used to identify areas requiring protection, monitor recovery rates and educating coastal communities about their reefs.

### **Home work**

**Make sentences from the given words**

1. Alleviate      2. Appreciate      3. diversity      4. regenerate      5. Abundant

### **Lesson#3, Topic: the king and the tide**

**Note:** Short questions to understand the text.

**Q#1: The king and the tide story is about?**

**Ans:** King

**Q#2: They are talking about the king of which country?**

**Ans:** England and Denmark.

**Q#3: King was called what?**

**Ans:** King Canute.

**Q#4: What the courtiers thought about the king?**

**Ans:** He was very powerful.

**Q#5: How they call the king?**

**Ans:** "Oh great king".

**Q#5: What does the flattery means?**

**Ans:** praise that is not sincere.

**Q#6: Why he decided to teach them a lesson?**

**Ans:** King was tired of their flattery.

**Q#7: Where he take the throne?**

**Ans:** To the beach.

**Q#8: What does reverently means?**

**Ans:** Showing a lot of respect.

**Q#9: What they were expecting to see the little waves?**

**Ans:** Waves recede.

**Q#10: The tide torn back or not?**

**Ans:** Not

**Q#11: What they saw?**

**Ans:** Water crept up their ankles.

**Q#12: What the king said to their courtiers?**

**Ans:** No king is powerful enough to command the tide.

### ***Home work***

**Make sentences from the given words.**

Delighted

reverently

astounding

Crept up

ruined

groaned

Allied Pre School

Allied School

## **Unit#3, Schooldays**

### **Lesson#1, Topic: The School Master**

**Note:** Short question to understand the text.

**Q#1: What is the name of the school master?**

**Ans:** Thomas Gradgrind.

**Q#2: What does the pupil means?**

**Ans:** Students.

**Q#3: What he wanted to learn the pupils?**

**Ans:** Facts.

**Q#4: What is the name of the new pupil?**

**Ans:** Cecilia

**Q#5: What the school master called her?**

**Ans:** Girl number twenty.

**Q#6: What her father called her?**

**Ans:** Sissy

**Q#7: What the school master asked to sissy?**

**Ans:** The definition of horse.

**Q#8: What she answered?**

**Ans:** She unable to utter a sound.

**Q#9: What is the reaction of the master?**

**Ans:** He cried badly.

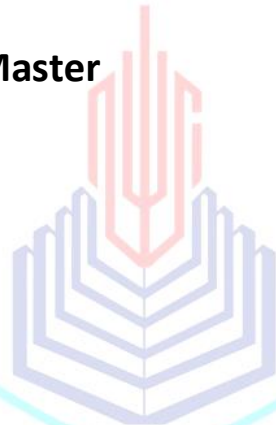
**Q#10: Whose he pointed the next?**

**Ans:** A pale boy.

**Q#11: What was the name of the boy?**

**Ans:** Bitzer.

**Q#12: How the Bitzer looks like?**



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**Ans:** He had light eyed and light haired.

**Q#13: How the Sissy looks like?**

**Ans:** She had dark eyed and dark haired.

**Q#14: He said we want nothing in our life nothing but what?**

**Ans:** Facts.

**Q#15: How many characters are in the school master?**

**Ans:** Four.

**Writing Task:** Write a dialogue between a teacher and student about studies.

**Note:** Give word bank to the students.

### Difficult Words & their meanings

Word	Synonyms
Region	Areas
Horse breaker	Someone who trains horses
Darting in	Move quickly
Lustrous	Shining
Quadruped	A mammal having four legs
pupils	Students
Poured	Stream

### Question/ Answers

**Q#1: Why did the writer describe Mr. Gradgrind as a 'Cannon'?**

**Ans:** He was very forceful and spoke very harshly and loudly. That is why the writer has described him as a cannon.

**Q#2: Mr. Gradgrind calls sissy 'girl number twenty'. What does this tell you about his ideas about education?**

**Ans:** Mr. Gradgrind calls Sissy girl number twenty, because her roll number in the class is twenty. This is the fact and his ideas about education are based on facts only.

**Q#3: How do Bitzer and Sissy differ in appearance?**

**Ans:** Sissy was dark-haired and dark-eyed. Bitzer, on the other hand, was light-haired and pale on colour.

**Q#4: How do the responses of Sissy and Bitzer to Mr Gradgrind's question differ?**

**Ans:** the responses of Sissy and Bitzer to Mr. Gradgrind's question were quite different. Sissy blushed and could not utter a word. Bitzer was confident and he poured out facts.

**Q#5: "Very well, tell me the definition of a horse, Cecilia," order Mr Gradgrind.**

**What does this line tell you about Mr. Gradgrind?**

**Ans:** This line tells us that Mr Gradgrind was very bossy in his behavior towards his students.

### **Grammar:**

**Adverbs:** An adverb tells you more about the verb in the sentence. it is usually formed by adding -ly to the adjective.

The adverb makes the sentences more interesting and vivid.

**Copy the following adjectives.**

Patient                  slow                  bad                  sad                  wise

- Make each word into an adverb by adding -ly.
- Write a sentence for each adverb.
- Underline your adverb.

## **Lesson #2, Topic: Crows know**

**Note:** Short question to understand the text.

**Q#1: How the students stood in the ground?**

**Ans:** In the circle.

**Q#2: What they were looking?**

**Ans:** A small body.

**Q#3: They were looking the small body of?**

**Ans:** Crow.

**Q#4: What he said after one of adventures foot out?**

**Ans:** It's died.

**Q#5: Who died the crow?**

**Ans:** Eagles .

**Q#6: What the children gasped?**

**Ans:** It must have been a big fight.

**Q#7: How many kites Yasmeen saw?**

**Ans:** Three or four.

**Q#8: Who bothered the Yasmeen?**

**Ans:** No one.

**Q#9: She never seen a dead body before?**

**Ans:** Except her grandmother.

**Q#10: Who was crying bitterly?**

**Ans:** Her mother.

**Q#11: Why she was crying?**

**Ans:** For nani to come back.

**Q#12: How the appearance of crow?**

**Ans:** Curling up into the contorted position.

**Q#13: How the grey fuzz looked?**

**Ans:** Soft and warm.

**Q#14: She compares the crow with the bird?**

**Ans:** Swan.

**Q#15: Where the crow lying beneath?**

**Ans:** The Banyan tree.



*Crawling Together*



## Difficult Words & their meanings

Words	Synonyms
Adventurous	Daring, willing to take risks
Timidly	Without courage, Without force
Gasped	Panted
Nudge	To push gently
Curling up	Shape one's body into a curl
Contorted	Very twisted
Fuzz	hairlike growth
Swam	A bird
Doe	An adult female deer
Banyan	A tree
Poked	Prod, dig
Mourning	Grief, Sorrowing
Lump	Chunk, hunk
Lingering	Remaining
Pirouetted	Spin round
Stalactite	Pebble, rock

### Question/ Answers

**Q1: How did the children in the playground react to the dead crow?**

**Ans:** In the playground, the children stood in a circle and looked at the body of crow. They fell silent for a little time but soon lost interest and went back to their playing.

**Q2: Yasmeen spoke 'in a small voice'. What does this tell you about her?**

**Ans:** This tells us that Yasmeen is a shy and timid girl.

**Q3: How do you know that the death of Yasmeen's grandmother had been an important event in her life?**

**Ans:** It was the first death she had ever encountered. The people she thought were very important were grieved on this death, Yasmeen still remembered it.

**Q4: Why did Yasmeen not want the other children to see that she was upset about the death of the crow?**

**Ans:** She was afraid that other children will make fun of her and label her as a "weird girl" who takes too much interest in a dead crow.

**Q5: How does Yasmeen stand out as different from the other children?**

**Ans:** Yasmeen is more sensitive than other children. She was more effected by the crow's death than other children.

**Writing Task:** Write a paragraph on the topic 'A nation builder'

**Note:** Word bank is given below

Essential, helpful, successful, punishment, patience, encouragement,  
perseverance, kindness, punctuality,  
Trait, intimacy, difficult, trouble, national heroes, refreshes,  
Remind, glorious, immature mind, ever-ready, skilled, ambition



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