



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.

- | | |
|---|--|
| I. Which photo Sarah fasten to the Rabia? | Ans: The photo of Big Ben. |
| II. London is famous for what? | Ans: For Double decker buses. |
| III. How many people live in London? | Ans: Ten million people. |
| IV. Which verb means the same as 'bloom'? | Ans: Blossom means the same as bloom. |
| V. Which adjective means 'amazing'? | Ans: Astounding means . |
| VI. What type of people live in London? | Ans: Multicultural people. |
| VII. What is special about London? | Ans: Parks and gardens. |
| VIII. What is special for Moscow? | Ans: Ancient Churches and Cathedrals. |
| IX. Which city has the word famous art galleries? | Ans: Moscow |
| X. What is the temperature of Moscow in winter? | Ans: Below Zero. |
| XI. What is the condition of Moscow in winter? | Ans: Deep snow and river freezes. |
| XII. Nepal is famous for what? | Ans: For Mount Everest. |
| XIII. In the Nepali language the other name of Mount Everest is what? | Ans: Sagarmatha. |
| XIV. What is the height of Mount Everest? | Ans: 29035 feet. |
| XV. Who was the first man to reach the roof of the world? | Ans: Sherpa |
| XVI. When he became the first man? | Ans: In 1953 |
| XVII. Which is the precious animal to the Nepal? | Ans: Yak |
| XVIII. What is Hola means? | Ans: Russian greetings. |

XIX. Havana is famous for what?

Ans: Huge old 1950s cars

XX. 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

| Words | Synonyms |
|---------------|---------------------|
| 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

Present Simple (1)

Form



Afirmative

I walk
You walk
He walks
She walks
It walks
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 drinks

I run - he runs

BUT

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

I watch - he watches

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

I cry - he cries

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

I play - he plays

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.



Expressions used with the Present Simple

Frequency adverbs: always, usually, often, sometimes, rarely, never
(they are placed before the main verb)

Time expressions: every day / week / Friday...
on Mondays / Sundays...
at the weekend...
in the morning / afternoon...
in winter / spring...
once a day / week...

A. Write the third person singular of the following verbs.

| | | | |
|-------|-------|-------|-------|
| play | _____ | go | _____ |
| wash | _____ | teach | _____ |
| drive | _____ | carry | _____ |
| fly | _____ | start | _____ |
| help | _____ | kiss | _____ |
| watch | _____ | tidy | _____ |
| like | _____ | enjoy | _____ |
| cry | _____ | mix | _____ |



B. Complete the sentences with the Present Simple of the verbs in brackets.

1. Peter and his friends _____ to school by bus. (go)
2. Elephants _____ leaves and grass. (eat)
3. David's father _____ in a hospital. (work)
4. The bank opens at 9.30 and _____ at 4.30. (close)
5. Tom and Jim _____ football every day after school. (play)
6. Mr Jones is a teacher. He _____ History. (teach)
7. Our lessons _____ at 9.00 and _____ at 3.30. (start / finish)
8. My pen friend _____ in Japan. (live)
9. Mary and her brother _____ cartoons every Sunday morning. (watch)
10. John _____ his room every day. (tidy)

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.

- | | |
|---|---|
| I. Why people go to Murree in summer? | Ans: To escape heat. |
| II. How Gora Gali far from the Islamabad? | Ans: 25 miles. |
| III. Where Murree is located? | Ans: In the foothills of Himalyas. |
| IV. In which province Murree is located? | Ans: Punjab. |
| V. What is the height of Murree from the sea level? | Ans: 7000 feet. |
| VI. Murree is being threatened for what? | Ans: Deforestation. |
| VII. How years old writer when he visit Murree? | Ans: Seven years old. |
| VIII. Which is the main road of Murree? | Ans: Mall road. |
| IX. What is the most popular feature of Murree? | Ans: Chair lift. |
| X. What the writer remember about the Murree? | Ans: Monkey, jackals and exotic birds. |
| XI. Where his parents took him? | Ans: In Doonga Gali. |
| XII. Where Donga Gali located in Murree? | Ans: Few miles above from |

Murree.

- XIII. **Why writer did not forget the commotion?** **Ans:** Due to panther.
- XIV. **Donga Gali is far away from Islamabad?** **Ans:** Forty miles.
- XV. **How many bullets were pumped into the unfortunate animal?** **Ans:** About forty miles.
- XVI. **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:

- I. What is the lesson about? **Ans:** About wild life.
- II. What is green force? **Ans:** Research team.
- III. What the research teams do? **Ans:** Preserve endangered wild life.
- IV. In how many countries research teams are working? **Ans:** Five
- V. Write the names of any two? **Ans:** Amazon, Africa.
- VI. Why people choose to help the green force? **Ans:** Way to experience the culture.
- VII. What are the coral reefs? **Ans:** Rain-forest of the sea.
- VIII. What are rainforest means? **Ans:** Home of species.
- IX. What happened if there will be no coral reefs to protect coastline?
Ans: Areas disappear beneath the ocean.
- X. How coral reefs work for young fisheries?
ground. **Ans:** As nursery
- XI. How the coral reefs work for divers? **Ans:** As a pretty underwater garden.
How many functions do the coral reefs fulfill for divers? **Ans:** Three
functions.
- XII. How much percent coral reefs damaged? **Ans:** 27%
- XIII. How much percent facing the difficulties? **Ans:** 32%
- XIV. 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

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.

1. Adjectives of quality
2. Adjectives of quantity
3. Demonstrative adjectives
4. Interrogative adjectives

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

Practice

A. In front of each word, write a list of at-least three adjectives.

1. Face happy, sad, round
2. Market loud, slow, sharp
3. School large, small, crowded
4. Voice beautiful, big, airy

B. Complete the following sentences using adjectives of quantity.

1. Many
2. Many
3. Few
4. Four
5. Much a little

C. Complete the sentences demonstrative adjectives.

1. That

2. This
3. Those
4. These

D. Complete the sentences with interrogative adjectives.

1. Whose
2. Which
3. Which
4. 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 projection, 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.

- I. The king and the tide story is about? **Ans:** King
- II. They are talking about the king of which country? **Ans:** England and Denmark.
King was called what? **Ans:** King
Canute.
- III. What the courtiers thought about the king? **Ans:** He was very powerful.
- IV. How they call the king? **Ans:** "Oh great king".
- V. What does the flattery means? **Ans:** praise that is not sincere.
- VI. Why he decided to teach them a lesson? **Ans:** King was tired of their flattery.
- VII. Where he take the throne? **Ans:** To the beach.
- VIII. What does reverently means? **Ans:** Showing a lot of respect.
- IX. What they were expecting to see the little waves? **Ans:** Waves recede.
- X. The tide torn back or not? **Ans:** Not
- XI. What they saw? **Ans:** Water crept up their ankles.
- XII. 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

Unit#3, Schooldays

Lesson#1, Topic: The School Master

Note: Short question to understand the text.

- I. What is the name of the school master? **Ans:** Thomas Gradgrind.
- II. What does the pupil means? **Ans:** Students.
- III. What he wanted to learn the pupils? **Ans:** Facts.
- IV. What is the name of the new pupil? **Ans:** Cecilia
- V. What the school master called her? **Ans:** Girl number twenty.

- VI. What her father called her? **Ans:** Sissy
- VII. What the school master asked to sissy? **Ans:** The definition of horse.
- VIII. What she answered? **Ans:** She unable to utter a sound.
- IX. What is the reaction of the master? **Ans:** He cried badly.
- X. Whose he pointed the next? **Ans:** A pale boy.
- XI. What was the name of the boy? **Ans:** Bitzer.
- XII. How the Bitzer looks like? **Ans:** He had light eyed and light haired.
- XIII. How the Sissy looks like? **Ans:** She had dark eyed and dark haired.
- XIV. He said we want nothing in our life nothing but what? **Ans:** Facts.
- XV. 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

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

Lesson #2, Topic: Crows know

Note: Short question to understand the text.

- | | |
|---|---|
| I. How the students stood in the ground? | Ans: In the circle. |
| II. What they were looking? | Ans: A small body. |
| III. They were looking the small body of? | Ans: Crow. |
| IV. What he said after one of adventures foot out? | Ans: It's died. |
| V. Who died the crow? | Ans: Eagles . |
| VI. What the children gasped? | Ans: It must have been a big fight. |
| VII. How many kites Yasmeen saw? | Ans: Three or four. |
| VIII. Who bothered the Yasmeen? | Ans: No one. |
| IX. She never seen a dead body before? | Ans: Except her grandmother. |
| X. Who was crying bitterly? | Ans: Her mother. |
| XI. Why she was crying? | Ans: For nani to come back. |
| XII. How the appearance of crow? | Ans: Curling up into the contorted position. |
| XIII. How the grey fuzz looked? | Ans: Soft and warm. |
| XIV. She compares the crow with the bird? | Ans: Swan. |
| XV. Where the crow lying beneath? | Ans: The |

Banyan tree.

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