



GRADE:6 FIRST TERM EXAMINATION , 2019-20

SUBJECT: ENGLISH WORK SHEET-A

1. Read the passage carefully. Then answer the questions below.

Animals communicate with one another in many interesting ways. These may consist of signs, gestures, looks, sounds, smells or even light produced by the body. Song and dance are two other means of communication.

When faced with danger, animals warn others using signals such as mock charges, grimace or sound. They also call their friends or inform other members of the group about the sources of food and teach the young the ways of the world. Baby birds call their parents for help and attention and demand food.

Far from being a silent world, the ocean is a noisy place. Fishes, molluscs, sea lions, walruses, whales and dolphins chatter away in the water using a variety of sound-whistles, squeaks, clicks and groans with range from low-pitch to ultrasonic sounds that are beyond the range of human hearing. Whales and dolphins are sometimes called the ‘musicians of the sea’, as birds are the sky. Many fishes are known to give distress calls when alarmed. Some fishes, like insects, produce sound by rubbing together parts of their body. Some make a point by grinding their teeth and certain kinds of molluscs do so by striking their two shells together.

The use of biological light is one of the most remarkable forms of animal communication as in the case of deep-sea fish of the dark waters such as fire-flies and glow-worms.

A number of animals also communicate in ‘chemical language’. Pheromones are smelly chemicals secreted by some insects to pass messages. Others pick up these messages with the help of antennae where the sense organs are located. Communication within a terminate colony is ensured by using chemical commands.

Mammals communicate largely with facial expressions and sounds. Chimps and gorillas, for example, have a rich variety of expressions that reflect different moods.

And sailed the seven seas.
Then I was a cow boy,
These simple things did me please.
I had a vivid imagination,
Adventures was always on my mind.
I discovered the joys of reading,
And escaped the daily grind.

Once I lived with the Eskimos,
In the land of ice and snow.
Went hunting and a fishing,
My fantasy was all aglow.

I read a book of Jules Verne,
And went off to the moon.
I was just to take a look,
Then it was time to return.

I spent in the forests of Africa,
With Dr Livingstone as my guide
Then off to America,
With Huckleberry Finn I did hide...

In my world of fantasy and imagination,
I performed such wonderful deeds.
A hero of all the nations,
I was the one that did succeed.

Then I grew up, my childish world at an end.
I had become serious it nearly drove me around the bend.
I still do like the mysterious,
This is the message I am trying to send.

A. Choose the most appropriate answer:

1. The poet played at pirates and cowboys because he
 - a. was bored
 - b. had nothing else to do
 - c. had a vivid imagination
 - d. enjoyed simple things
2. The poet's life became interesting because he
 - a. Learnt to read
 - b. had holidays
 - c. had many friends
 - d. went on many trips
3. Jules Verne took the poet to
 - a. the Eskimos
 - b. Africa
 - c. the moon
 - d. America

B. Answer the following:

1. What helped the poet to explore the world of adventure?

2. What were the advantages of this world?
3. What does the phrase 'daily grind' mean?
4. What is your perspective on the value of reading books?

SECTION-B (WRITING & GRAMMAR)

3. a) Write a short story from first person point of view and rewrite your story from third person point of view. (100-150 words)

b) Prepare a poster for your missing friend, use descriptive adjectives to make it easier for someone to identify him. (50-100 words)

c) Write an essay to describe your father.(Introduction, physical appearance, personality traits and impact on your personality) (100-150 words)

d) Write a compare and contrast essay about Samantha Abeel and Anita the Beekeeper in not more than 120 words.

4. Form abstract nouns from the following adjectives, verbs and nouns.

- | | | | |
|------------|-------|--------------|-------|
| 1. Long | _____ | 2. Strong | _____ |
| 3. Obey | _____ | 4. Young | _____ |
| 5. Humble | _____ | 6. Decent | _____ |
| 7. Cruel | _____ | 8. Bitter | _____ |
| 9. Child | _____ | 10. Grow | _____ |
| 11. Wise | _____ | 12. Good | _____ |
| 13. Vacant | _____ | 14. Sweet | _____ |
| 15. Human | _____ | 16. Slave | _____ |
| 17. Proud | _____ | 18. Brave | _____ |
| 19. Novel | _____ | 20. Poor | _____ |
| 21. Just | _____ | 22. Vain | _____ |
| 23. Sane | _____ | 24. Ignorant | _____ |

**5)a) Choose the correct word / expression and complete the sentences.
(Countable and uncountable nouns)**

– how much – how many

- a) _____ sandwiches have you got?
- b) _____ bananas do you eat a day?
- c) _____ love do you give to your mom?
- d) _____ friends have you got?
- e) _____ fruit can you see on the table?
- f) _____ time do you need?

b) Make a list of five uncountable/ countable nouns in your home and in your surroundings and use them in your own sentences.

6. Fill in the blanks to make correct phrasal verbs of get.

- a) I hate to get.....early in the morning. (of / on / up)
- b) I can't see what you are trying to get..... (on / at / in)
- c) **He and his neighbors** get **well.** (**on / of / with**)
- d) I have got too much work to do. I'd better **get.....it.** (**on with / of with**)
- e) My puppy died last month and I can't **getit.** (over / in / through)
- f) We have **got.....** all the rice. (over / in / through)
- g) I wonder what he is **getting** (**up with / up to / to**)

SECTION-C (LITERATURE)

Answer the following questions:

- A) Why different people have different perspective about the same thing?
- B) Write any situation when your perspective changed about anything?
- C) Draw a graphic frame of feelings of Rikki Tikki Tavi in Tedy's house.
- D) Summarize the garden scene and the house scene of RIKKI TIKKI TAVI.
- E) Why summarizing a story is important? How does it help a student?
- F) Why graphic stories are different than other stories?

G) i) What do you mean by “stone gentleman”?

ii) How did the statue look like? What made the writer fearful about the statue?

H) How did Anita’s life change after college? How did it benefit her community?

I) What is difference between a biography and an autobiography?

J) What message do we get from Anita’s life?

k) Write about an interesting event in your life from third person point of view.

End