



# G.D Goenka Public School

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## Aspect: Winter Assignment for Grade 6, 2021-22

### English

Students are directed to read the below given passages and do the following exercises.

#### 1. The Fast Food Treat

Ravi was famished. It was nearly two O`clock, and he had not eaten since breakfast. He asked his father if they could stop at a fast food restaurant on their way home from his cricket game. His father rolled his eyes and shook his head as he absolutely **loathed** fast food restaurants in the country, he found it hard to **avoid** them.

Ravi`s father **reluctantly** agreed to **indulge** his son with a fast food lunch, but on the way to restaurant he tried to explain to his son the importance of healthy diet. He had always been a healthy food **fanatic** and knew a lot about foods. He explained to Ravi that although fast food is **convenient** to order and very tasty, it often contains **excessive** fat and calories. Ravi agreed that a diet of only hamburgers and fries would be unhealthy, and he promised to **definitely** eat a variety of **nutritious** food as well.

At the restaurant, Ravi`s father began to talk about some of the strange and **unusual** foods eaten by people around the world. In China, for example, some restaurants serve bird nest`s soup made from the nests of swallows. In Columbia, the moviegoers have an option of purchasing paper corns filled with fried ants as a snack. Ravi was relieved that theatres here served popcorn instead of fried ants. There were horse meat sandwiches served in restaurants of Netherland and diners in South American countries enjoyed grilled guinea pig. Ravi began to feel **nauseated** and requested hid father to stop talking until he had finished his lunch.

Looking at Ravi`s pale face, his father took **pity** on him and promised not to talk about any more strange foods. For now Ravi just wanted to enjoy an ice-cream cone for dessert.

#### QUESTIONS

1. Use the context clues from the passage to write the highlighted words next to its definition.

- Sick to one`s stomach .....
- To give in to the wishes of.....

- c. A devoted person.....
- d. Sympathy.....
- e. More than what is acceptable.....
- f. To keep away from.....
- g. Unwillingly.....
- h. Easy to reach.....
- i. Starving.....
- j. Certainly.....
- k. Healthy.....
- l. Disliked intensely.....

2. **What do you mean when we say a meal is nutritious?**
3. **Ravi`s father loathed fast food. Name two foods that your parents loathe.**
4. **What are the two main nutritious foods that you enjoy?**
5. **Read about the food pyramid in an encyclopedia. List down five pieces of information that you found out.**
6. **Write about two strange foods mentioned in the passage.**
7. **Which is your favourite fast food and what do you like about it? How often do you eat it?**

### **The Articles-“A”, “An”, and “The”**

The English language has two types of articles: **definite** (the) and **indefinite** (a, an).

We use **a** or **an** before a singular noun.      “**A** dog was barking.”

“Do you have **an** orange?”

We also use **a** or **an** to indicate ‘one’.      “He will come after **an** hour.”

“I will be there in **a moment**.”

We use “**a**” before a singular noun that begins with a consonant.

**a** man, **a** pencil, **a** train

We use “**an**” before a singular noun that begins with a vowel.

**an** apple , **an** igloo, **an** orange

Some vowels have a consonant sound, like uniform, European, useful, etc We use the article “**a**” with such words.

Words like hour, honour and heir begin with a vowel sound. We use the article “**an**” with such words.

“**The**” is called a definite article. We use “**the**” when we refer to a particular thing, person, animal or place or a noun which is already mentioned.

**The** Caspian sea, **the** Pacific ocean, **the** Ganges river, **the** Bermuda islands and **the** Himalayas.

We use “**the**” before the names of holy books, newspapers, magazines, ships, trains and landmark buildings.

**The** Koran (holy book), **the** Times of India (newspaper), **the** Hindu (magazine), **the** Titanic (ship), **the** Rajdhani express, and **the** Taj Mahal (monument).

“**The**” is used before the names of unique objects and directions.

**The** sun, **the** East

We use “**the**” before the superlatives and sometimes with comparatives too.

“She is **the** shortest girl in the class.”      “**The** tastier, **the** better.”

We use “**the**” before ordinal numbers too.

“**The** fifth dress in the rack is my best dress.”

We use “**the**” before the people of a particular country and community but not before the language.

**The** Americans, **the** blacks, **the** Chinese

**8. Fill in the blanks with the correct article (a/an/the) for each sentence.**

- a. Jack`s car had ..... flat tire.
- b. Today is ..... tenth day of June.
- c. The cats don`t like .....dogs.
- d. I have .....appointment with ..... doctor.
- e. He is .....honest person.
- f. Eating .....apple a day will keep .....doctor away.
- g. Lisa is.....excellent teacher.
- h. I need to buy.....new dress.
- i. My cousin is.....painter.
- j. It is.....windy day.
- k. Leonie is.....best teacher in our school.
- l. This is.....interesting book.
- m. Tomorrow will be.....rainy day.

- n. We must always tell.....truth!
- o. She is.....good friend.

Remember, we do not generally use **“the”** before a proper noun.

The Mayur is a good boy. (incorrect)

Mayur is a good boy. (correct)

We do not use **“the”** before the nouns which we cannot count, like sugar, milk, salt, coffee, etc.

I have not put the milk in your coffee. (incorrect)

I have not put milk in your coffee. (correct)

We do not use **“the”** before the names of lakes, cities, days, months, language and mountains but we put **“the”** before the mountain ranges and nationalities.

“the India” (incorrect)                      “the Indian” (correct)

“the Everest”(incorrect)                      “the Himalayas (correct)

**9. Now add article “the” where required. Remember some sentences may not need to use it at all.**

- a. ....time is.....money.
- b. I love living in ..... country. I love .....peace and silence you get there.
- c. I like eating .....Italian food but I don't like going to.....Italian restaurant near my house.
- d. I like ..... music in general and I really like..... music in “the Beatles”..
- e. I'm studying.....history and I wish I could have lived in..... nineteenth century.
- f. We need to save.....tiger. It is under attack by.....man.
- g. She's always on ..... telephone. She loves.....talking.
- h. .... Euro is doing badly against..... Pound.

**2. Bruises**

You **bump** your arm hard. You did not get a cut. Your skin did not break. Still, you got a bruise. Your skin turns blue-black. What is a bruise? Why did your skin turn blue-black?

Blood flows in your body. It flows through tubes, some big and some tiny ones. Those tubes which carry blood are called blood vessels. The tiny tubes are called capillaries.

Living things are made of cells. Cells are like building blocks. They are the smallest building block of living things. Your body has lots of cells, skin cells and blood cells. Most of your blood cells are red blood cells. In fact these red blood make your blood look red.

When you get bumped, you may not get cut but you may hurt some capillaries. When few capillaries break, some blood would **leak** and you could bleed under your skin. When blood cells leak from the capillaries, they die and turn blue-black. We call that blue-black colour on the skin a bruise.

Your body absorbs the dead blood cells. Fresh blood absorbs the dead blood cells. This may take many days. The bruise changes colour as the days pass by. So the bruise changes from blue-black to purple as fresh blood absorbs the dead cells. Then it changes from purple to yellow and finally the bruise goes away when all the dead blood cells have been absorbed.

### **Questions ?**

- 1. What are living things made of?**
- 2. What is the passage mainly about?**
- 3. What is a bruise?**
- 4. If your bruise is yellow it means that...**
  - a. Your capillaries are leaking
  - b. You are bleeding under the skin
  - c. Soon the bruise will change to blue-black
  - d. Most of the dead blood cells have been absorbed

### **Collective Nouns**

Collective nouns are the name we give to a group of nouns to refer to them as one entity. The most common method of doing this is by using words like group or bunch that can be applicable to most of the nouns in the language today. But there are some specific names given for certain group of nouns to make things more interesting.

#### **Collective nouns commonly used for people**

- A number of disorderly people- Mob
- A number of singers singing in a group- Choir

- A number of musicians together- Band.
- A number of artists, dancers and performers- Troupe.
- A number of soldiers who fight wars – Army/Regiment.
- A number of sailors in a ship- Crew.
- A number of students- Class.
- A number of people watching a match/event- Spectators.
- A number of players in a game- Team.

#### **Collective nouns commonly used for animals**

- A number of sheep- Flock.
- A number of fish taken in a net- Catch/Shoal.
- A number of ants together-Colony/Army
- A number of bee together- Hive
- A number of monkeys- Troop.
- A number of wolves-Pack.
- A number of sparrows- Hosts.
- A number of horses- Team.

#### **Collective nouns generally used for things**

- A number of stamps/postcards/autographs- Album.
- A number of dried plants and flowers- Herbarium.
- A collection of book- Library/Stack/Pile
- A number of drawers- Chest.
- A number of islands- Group/Chain
- A number of mountains - Range.
- A collection of words- Dictionary.
- A collection of stars – Galaxy.
- A number of trees- Clump.
- A number of flowers – Bouquet

#### **5. Fill in the blanks with correct collective nouns.**

- The .....of sheep was grazing in the field.
- All night we could hear the..... of wolves howling.
- The ..... of lions slept all day on the African plains.
- Our cat just had a ..... of seven kittens.
- In the jungle, we could see a..... of monkeys swinging in the trees.

- f. The .....of elephants stomped through the water hole.
- g. The .....of geese made a terrible squawking sound.

**Odd One Out (Word Building)**

**6. Underline the word you think is different. Write down the reason for choosing that word.**

- a. Apple      b. Carrot      c. Strawberry      d. Banana

Reason:

- a. lion      b. Dolphin      c. Elephant      d. Rhinoceros

Reason:

- a. Book      b. Magazine      c. Radio      d. Newspaper

Reason:

**7. Opposites: Rewrite the sentences using the opposite of the highlighted word to fill in the blank spaces.**

- a. The car was **moving**, but the lorry was.....
- b. Glass is **transparent**, but brick is .....
- c. The balloon **expands** when warm but .....when cold.
- d. You seem to want **maximum** pay for the.....work.

**8. Identify the mistakes. There are some errors in each of the following sentences. Rewrite them correctly.**

- a. Me and him are going to the football match.
- b. Who is the cleverest now, Tom nor harry?
- c. It is a pity that the footballer has his leg.
- d. Give him them books to read.

**3. The Girl Who Grew Bigger and Bigger**

There was once a girl who wanted to be grown up like her parents, so she made a special drink that would make her grow, and she did grow. She grew until she was as big as her parents, but she didn't stop there. She kept on growing until her foot was the size of her house.

She quite enjoyed being suddenly so big, but her parents were **annoyed**. She found her breakfast was too small to fill her up, and even after several bowls of corn flakes she was still very hungry. Her mother had to start making some big clothes for her. Her father just looked at her and he went to work,.

She spent all that day visiting towns and villages that she had never been able to go to before. People were **pleased** to see such a big girl, and offered her great platefuls of food and a tanker which was full of milk for her to drink. In one place she even drank a swimming pool full of lemonade. After that she felt quite sick.

Night fell and she saw that she was completely lost. Nobody could show her way back home, and she couldn't tell anybody where she had come from, because she didn't know. A farmer let her stay at his farm for the night, and she made a **scratchy** bed on a stubbly hill. She cried herself to sleep and felt sad because nobody was as big as her.

In the morning she awoke and was **dismayed** to see that sure enough she was still just as big. Saying goodbye to the farmer she off early, determined to find her way home. Every **stride** seemed to be about half a mile long. Suddenly she felt a tap on her shoulder, which she hadn't quite expected what with being so tall. It was a boy. And he was even bigger than she was.

"Hello," said the boy. "Did you make a drink to get big and grow big too?" asked the girl, wide-eyed. "Yes, he replied, "This is my town." He pointed to the small town which was spread out on the ground before them like a carpet. There were mountains beyond it and a lake. The girl explained to him that she was lost and he invited her to come and stay with him. He even offered to **loan** her some of his big clothes but she shook her head, saying, "No thanks. I'm tired of being too big. I want to be small."

With that she shrank back down to her original and normal size. "Wow," she gasped, "I wasn't expecting that." She told him where she thought she lived, and the boy said he thought he might know where it was. He seemed a little disappointed that she was no longer big, but nevertheless let the girl ride on his shoe as he walked, and she clung happily onto one of his **enormous** laces.

When they arrived at the girl's home she leapt to the ground and shouted, "Thanks for the lift!" The boy gave her a big grin and marched away, humming to himself. His humming was as loud as a small orchestra. The girl's mother and father were waiting in the town hall. They were very worried. Her father was pacing about, and her mother was sitting rather too still. She had been knitting a jumper. Her brow was knit too. When the girl **bounded** in they were extremely pleased to see her.

When they got home they all had shepherd's pie, then ice cream and strawberries, and the girl was allowed to stay up until half past nine with her parents, playing game after game of cards. But she couldn't help wishing to be big again like the boy, because his head had bruised the clouds in the day and at night the stars.

### Questions ?

1. How and why did the girl grow bigger?
2. Why did the girl feel sick?

3. Why did the girl cry herself to sleep?
4. Whom does she meet the next day? How is that person?
5. How does the girl get home?
6. What does the girl wish for again and why?

### Comparatives (Grammar)

We use an adjective to describe an object, place, animal or person.

**Example:** "He is a **tall** boy."

Tall is an adjective. When we use an adjectives to compare two nouns , we use the comparatives form. We use **than** along with the comparative adjective.

"He was **taller than** the girl."

Many adjectives can be changed into their comparative form by adding a suffix "**er**".

**Example:** tall – taller    short – shorter    warm –warmer    cold –colder.

But if the adjective is a short word that ends in a consonant and has a single vowel in the middle, we double the last letter and add "**er**".

**Example:** rosy-rosier    tiny-tinier    happy-happier    angry-angrier.

With other adjectives which are bigger words, we use "**more**" or "**less**"

**Example:** dynamic- more dynamic/ less dynamic

beautiful- more beautiful/ less beautiful

The comparative of "good" is **better**".

The comparative of "bad" is "**worse**".

**7. Write the comparative form of the following adjectives.**

- a. Amy is \_\_\_\_\_ than John. (old)
- b. Kunal is \_\_\_\_\_ than Ram. (weak)
- c. John is \_\_\_\_\_ than Amy. (short)
- d. Ram is \_\_\_\_\_ than Kunal. (strong)
- e. Playing football is \_\_\_\_\_ than playing cards. (good)
- f. Playing with my dolls makes me \_\_\_\_\_ than playing cricket. (happy)
- g. Cleaning my room is \_\_\_\_\_ than playing with my ball. (interesting)

**8. Make sentences using the comparative form.**

a. Kunal- 35kg                  Ram- 30Kg  
Fat: .....

Thin: .....

b. Amy- 10 years                  John- 9 years  
Old: .....

Young: .....

**9. According to the passage the boy was taller than the girl. Write the name of a friend who is taller than you. Measure your height and that of your friend. Make a sentence using “taller than” and both your height details. You can also make a drawing of your friend and yourself.**

**10. Test your general knowledge. Find the answers of the following questions with the help of an Encyclopedia or any reference book from your library.**

- a. Which is the fastest of animals, lion or cheetah?
- b. Which planet in the solar system has more moons, Saturn or Venus?
- c. Which planet is larger in the solar system, Uranus or Jupiter?
- d. Which is taller of the two Indian monuments, The Taj Mahal or Qutub Minar?

**Some Tall and Short, Light and Heavy**

“I’m tall when I’m young and I’m short when I’m old. What am I?”

“Which is the longest word in the dictionary?”

Which word becomes shorter when you add two letters to it?

What is as light as a feather, but even world’s strongest man couldn’t hold it for more than a minute?

#### 4. An Airplane in the Hudson River

Some airplanes have been made **specifically** to land on water, but US Airways Flight 1549 was not one of those planes.

The plane took off from LaGuardia Airport on January 15, 2009, with 155 people on the board. Just three minutes later, the pilot, Captain Chesley Sullenberger, radioed that the plane was in trouble. It had hit some large geese. The left engine had **exploded** in fire, smoke, and metal.

Captain Sullenberger quickly realized that the plane would not make it back to the airport. The aircraft was rapidly losing power and would soon be too slow to stay in the air. Sullenberger turned the plane towards the Hudson River, which flows between New York and New Jersey.

“Brace for impact!” Captain Sullenberger announced over the **intercom**. Many passengers were tense and scared, but the flight crew did their best to keep everyone calm. Most passengers lowered their heads and got ready for a rough crash landing.

After several **tension-filled** minutes, Captain Sullenberger landed the plane perfectly on the surface of the Hudson River. People watching from ferries that were travelling between New York and New Jersey were shocked at the sight.

The plane’s passengers climbed onto the wings. The interiors of the aircraft began to fill with water and it began to sink. Boats from both sides of the river rushed to aid the **stranded** passengers. The waters were icy cold, and the smell of gasoline filled the air. As passengers **scrambled** from the plane to the waiting boats, rescuers handed them blankets, coats, and life jackets to stay warm.

All 155 people were brought to safety, and Captain Sullenberger was celebrated as a hero. It was the first time a major aircraft had ever crash-landed in water with no deaths.

#### Questions?

1. What is the passage all about?
2. Why did the plane’s engine stop working?
3. How did the passengers prepare themselves for the crash landing?
4. How was this landing different from the other emergency water landings?
5. Why were the people travelling on the ferries shocked?
6. What do you understand from the statement, “Brace for impact”?

**Subject Verb Agreement (Grammar):** A sentence is correct only when the subject and the verb match each other. **Example:** The girl reads a book.

(Here the **girl is the subject** and “**reads**” is the verb). Since the subject (girl) is singular, the verb (reads) has “s” in the end making it singular. Thus the subject and the verb are in agreement. If the subject will be plural, verb also will be plural as per the Subject Verb Agreement rule.

**7. Choose the correct form of the verb to match each subject.**

- |                         |                        |
|-------------------------|------------------------|
| a. He (sing/sings)      | g. It (work/works)     |
| b. They (talk/talks)    | h. The car(run/runs)   |
| c. My mom (sit/sits)    | i. The cats (nap/naps) |
| d. Uncle Bob (eat/eats) | j. We (watch/watches)  |
| e. We (play/plays)      | k. I (travel/ travels) |
| f. You (write/writes)   | l. Jessica(walk/walks) |

**As per the Subject Verb Agreement rules, we follow these simple instructions:**

**In the present tense, with singular noun or “he”/ “she” and “it”, we add “s” to the verb or use “is” or “has”.**

**In the past tense, we use the past form of verb or use “was” or “had”.**

She is a good girl.    He was here yesterday.    The woman has three cats.

**Please keep in mind, “I” is singular. We use “am” or “have” with I in the present tense, and “was” or “had” in the past tense.**

I am a young lady.    I have a yellow purse.    I was sick yesterday.

**We do not add “s” to the verb with “I” in the present tense.**

I eat a burger.    I jump in the park.    I play with my dog.

**In the present tense with plural nouns and pronouns such as “we” / “they” and “you”, we use the verb with the suffix “s” or verbs such as “are” and “have”.**

We are happy.    We are rich.    They have money.

**In the past tense, we use “were”/ “had” or past form of the verb with plural nouns and pronouns such as “we”/ “they” and “you”.**

The boys were sad.    They were jumping.    We ate popcorn.

**8. Select and underline the correct verb in the following sentences in the present tense.**

- There (is/are) five broken chairs in the office.
- Neither my mother nor my sisters (know/knows) proper grammar.
- The members of the committee (is/are) much esteemed in their respective fields.
- The committee (meet/meets) in the fancy office building.

- e. Your sweaters (is/are) too small for me to wear.
- f. The couch and the recliner I bought at Goodwill (looks/look) a lot more expensive than they actually are.
- g. There (is/are) only one way I can answer your question.

**9. Select and underline the correct verb in the following sentences in the past tense.**

- a. I (was/were) happy yesterday.
- b. He (are/was) wearing a blue shirt last night.
- c. We (was/ were) late for the movie last night.
- d. Roberto (played/plays) soccer this morning.
- e. You (drive/ drove) a car to work yesterday.
- f. Tom and I (ate/ eat) last Monday.
- g. Joey (were/ was) having a good time until he lost the game.
- h. We (go/ went) swimming in the lake last weekend.

**10. Write the word from the help box that, matches each clue.**

peered	giggled	snuggled	fluttered	vanished	recognized
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- a. This word means “held something close” or “cuddled.” .....
- b. This word means “disappeared” or “went out of sight.” .....
- c. This word means “laughed in a silly way.” .....
- d. This word means “knew by sight.” .....
- e. This word means “flew with quick flapping movements.” .....
- f. This word means “looked closely.” .....

**5. The Song of Nature (Poem)**

The rain drops are **suspended** from the wild rose stems,

Are they **glittering** tear-drops or **unattainable** gems?

The leaves **flare** in **myriad** colours- orange, yellow and red.

As they gradually and graciously fall making the autumn bed.

Snow-flakes slip from the sky like soft white butterflies.

As they brush the trees with their **flimsy** wings with **inaudible** sighs.

Questions?

1. What are the leaves of the trees described as?
2. How are raindrops described in the poem?
3. How are the snow-flakes being compared to butterflies?
4. After reading the poem how would you describe the poet?

### Similes and Metaphors

A simile is a comparison of two things that have some quality in common. A simile would definitely contain a word such as “like”, “as”, “resembles”, or “than”. Instead, it states that one thing actually is something else.

*Example:* “When my brother makes dinner, the kitchen looks like a battleground.”

“The sink, filled with dirty dishes, is as crowded and messy as a junkyard.”

“The countertops are a nightmare of stains, spills, and potato peelings.”

Comparison	Characteristics	Things Compared
Simile	With like, as resembles, or than	kitchen/battleground; sink/ junkyard
Metaphor	Without like, as, resembles, or than	countertops / nightmares

**5. The poem uses many similes and metaphors. Decide which of the following sentence is a “simile” or a “metaphor”.**

Example: The snow is like a white blanket- simile”.

The snow is a white blanket- “metaphor”.

- a. Raindrops are precious gems.
- b. The rose’s stem is like an arch.
- c. Their leaves resemble the flame of fire.
- d. Snowflakes fly like butterflies.
- e. Snow brushes the trees with its wings.

**6. Underline two items being compared in each sentence. Then write if comparison is a “simile” or a “metaphor”.**

- a. The rain felt like small kisses on a jolly face.
- b. The moon was a ball of green cheese.
- c. My cousin’s baby is a perpetual motion machine.
- d. When Evan blushes, his round face resembles a stop sign.
- e. The fabric was darker than a moonless night.

f. An ocean of clothes tumbled out of the closet when I opened it.

**7. Creative Writing. What would you compare these things with?**

- a. Clouds:
- b. Wind:
- c. Dry leaves:
- d. Bare tree:
- e. Stars at night:

**8. Complete the following "similes":**

- a. The news was as unpleasant as a.....
- b. The house was so small that it looked like a .....
- c. Her hands were as old as .....
- d. The boy was as cunning as a .....
- e. The beautiful girl's skin was like.....
- f. After the race, the athlete's leg felt as heavy as .....

**6. Meadow Surprises(Poem)**

Meadows have surprises,  
You can find them if you look;  
Walk softly through velvet grass,  
And listen by the brook,

You may see a butterfly  
Rest upon a buttercup  
And unfold its drinking straws  
To sip the nectar up.

You may scare a rabbit  
Who is sitting very still;  
Thought at first you may not see him,  
When he hops you will.

A dandelion whose fuzzy head  
Was golden days ago  
Has turned to airy parachutes  
That flutter when you blow.

Explore the meadow houses,  
The burrows in the ground,  
A nest beneath tall grasses,  
The ant's amazing mound.

Oh! Meadows have surprises  
And many things to tell;  
You may discover these things yourself,  
If you look and listen well.

## Question?

1. What is the poet trying to convey through this poem?
2. Why is the butterfly going to the buttercups?
3. What are the “Meadow Houses”? What type of houses one can see in the meadow?
4. Why does the poet describe the dandelions as becoming airy parachutes?
5. Read the lines in which the following phrases occur. Find the meaning of each phrase:
  - a. velvet grass
  - b. drinking straws
  - c. amazing mound
  - d. fuzzy head
6. List different insects and animals that have been mentioned in the poem. Briefly explain what each one is doing.
7. Write down two examples from the poem, which show that the poet has been a keen observer of the nature?
8. Creative Writing- Take some inspiration from the poem, and write a few lines about how you would spend a day in a meadow. Use your creativity and describe the nature and scenery around you.

9. Write the vocabulary word that matches each clue:

(Altered      Erode      Absorb      Concentrated      Innovations)

- a. This is what happens to ice when it melts. It means “changed”.
- b. This is another word for inventions or changed.
- c. Things that are really packed together are called this. You can buy orange juice in this form.
- d. Water and wind wear away at rocks and soil over the time to do this.
- e. A sponge or a paper towel can do this with liquid.

### Grow with words

10 . Match the words with its meanings.

- |              |                                   |
|--------------|-----------------------------------|
| a. meadows   | frighten                          |
| b. velvet    | open grass lands                  |
| c. book      | soft fabric/ skin                 |
| d. nectar    | drink slowly                      |
| e. sip       | a small stream                    |
| f. scare     | bright yellow flowers             |
| g. dandelion | a sugary fluid of flowers/ plants |

## Listening Text Exercises

**Q1. Listen to the links given above and answer the following questions:**

<https://www.esl-lab.com/difficult/car-sales/>

1. What is conversation about?
2. According to the man what is the problem in the car for not working properly?
3. Did you find the recording humorous? State the reason.

<https://www.esl-lab.com/academic-english/exotic-animals/>

1. After listening to the video what are the things you came to know about Breaded Dragon?
2. What makes Breaded Dragon happy and healthy?
3. Would you like to pet an animal like Breaded Dragon? State the reason for your answer.

<https://www.esl-lab.com/academic-english/japanese-bamboo-script/>

1. Which myth is being portrayed in the Tale of Bamboo Cutter?
2. What is Mimikaki and what is it used for?
3. Chashaku is used for?



- ✚ Watch the movie The Hounds of Baskerville and write a movie review of the same.  
<https://youtu.be/3wo9FqLAscq>
- ✚ Make an anchor chart of all the learnt poetic devices in class.
- ✚ Knowledge extends by sharing. So, dear students let's do a fun practice which will not only help you recall the learnt concept but will also develop confidence of speaking in front of groups or voicing your ideas.  
**Make a video explaining the rules of changing direct speech into indirect speech. (Refer to the lessons done in class).**