



**AL KHOZAMA INTERNATIONAL SCHOOL, DAMMAM, K.S.A**

**Affiliated to CBSE – New Delhi, Affiliation No. 5730019**

**WORKSHEET -1**

**GRADE: 6 – ANNUAL EXAMINATION**

**SUBJECT: ENGLISH**

### **Section-A Reading**

I. Read the following passage and answer the questions that follow:

#### **WHITE HOUSE**

For two hundred years, the White House has stood as a symbol of the Presidency, the United States government, and the American people. Its history of the nation's capital began when President George Washington signed an act of Congress in December of 1790 declaring that the federal government would reside in a district "not exceeding ten miles square...on the river Potomac". President Washington together with the city planner Pierre L'Enfant, chose the site for the new residence, which is now Pennsylvania Avenue. As preparation began for the new federal city, a competition was held to find the builder for the 'President house'. Nine proposals were submitted, and an Irish-born architect James Hoban won a gold medal for his practical and handsome design. The first cornerstone was laid in October 1792. Although President Washington oversaw the construction of the house, he never lived in. It was not until 1800, when the House was nearly completed, that its first residents, President Adam and his wife, Abigail moved in.

A. Read the questions given below and write the option you consider the most appropriate:

1. For how many centuries has the White House stood as a symbol of the presidency?

- (a) Three      (B) Two      (e) One      (d) Five

2. What has led to the history of the Nation's capital?

- (a) Act of Congress in December 1890      (b) Act of Congress in December 1790  
(c) Act of Congress in December 1290      (d) Act of Federation

3. Who designed the White House?

- (a) James Hovan (b) James Hoban (c) George Washington (d) John Adam

4. Who was the first President to move into the White House?

- (a) George Washington (b) George Bush (c) John Adams (d) Bill Gates

5. Which word in the above passage means 'foundation'?

- (a) Symbol (b) Federal (c) Competition (d) Cornerstone

B. Answer the following questions very briefly:

(1) When was the first corner stone laid for white house?

(2) Who chose the site for the new house?

(3) For what was the competition held?

(4) How many proposals were submitted?

(5) Which word in the passage means "good looking"?

II. Read the following passage carefully and answer the questions that follow:

When I'm asked to think of great leaders, individuals such as Mohandas Gandhi and Martin Luther King, Jr. come to mind; individuals who are, or were determined, inspiring, caring, and responsible. Most importantly these people come to mind because they gave their all to make a positive impact on the world around them. These individuals dedicated their lives to inspiring and encouraging people to stand up for what are right. They fought to the end to bring about peace and equality. This is what a true great leader does.

A great leader should be so determined to achieve their goal, whatever it may be, that they will stop at nothing to make it happen. By "goal," I must mention that I mean a positive, selfless goal—one that is backed with good intentions and doesn't aim to hurt or bring down others. A great leader is always willing to go the extra mile to do something great—and they inspire others to do the same. A great leader inevitably holds some amount of power. This power should never be bullying, but instead should encourage followers to step up and be leaders themselves. A great leader should provide the support and guidance to make that possible. Furthermore, they should cultivate their own positive qualities in others.

When obstacles get in the way of a true great leader's objective, they respond with more creative ways to solve the problem or reach their goal. They don't believe in giving up. However, true great leaders don't do this on their own—they encourage others to get involved in the process. They promote creativity and accept new ideas with open arms because a great leader realizes the importance of ideas from a diverse population. They know how essential it is

for their followers to feel some responsibility towards the cause and to feel that they have some say in the outcome. This is how a great leader gains and holds on to followers—by including and welcoming everyone (and their input) to the cause.

A great leader cares and is always emotionally involved. They put their all into a task or cause—no matter how much time or effort it takes. They take responsibility for achieving their goal, until the end. They also take responsibility for their actions and accept any repercussions their actions might cause.

This is the type of leader I strive to be—one that makes a positive impact on the world and inspires others to do the same. With enough determination, anyone can harness these qualities and be a great leader.

1. How did great leaders react when they face some obstacles?
2. What makes the author to quote the names of Gandhi and Martin Luther King Jr. while referring to leaders?
3. What kind of a leader does the author want to become and why?
4. Do you think emotional involvement is necessary for a leader? Why/ why not?
5. Find out the words from the passage which means: –
  - (a) Consequences
  - (b) intimidating

#### SECTION-B (WRITING)

- III. Write a paragraph on “Helping an old man to cross the road”.
- IV. Write a news report on “Important events of our school”.
- V. Write a paragraph on “Helping your classmate in completion of missed word”.
- VI. Write an email to school principal asking permission to raise funds for a needy student.

#### SECTION-B (GRAMMAR)

VII. Change the following into indirect speech.

- A. "I always drink coffee", she said
- B. She said, "He has finished his work"
- C. She said, "I'll be using the car next Friday."

VII. Circle the correct answer:

1. Look! Thomas *is bringing* / *brings* his little sister to class.
2. My older sister *is often listening* / *often listens* to pop music.
3. We *are writing* / *write* an exercise now.

4. Mmmm! Mum *is making / makes* a cake.

5. Our teacher *is giving / gives* us a test every month.

X. Supply *PRESENT CONTINUOUS TENSE* in the blanks:

1. He ..... (teach) his son to ride a bike.

2. A: Why ..... Ann ..... (wear) her new dress?

B: Because she ..... (have) a party tonight.

3. Cindy usually does the shopping, but I ..... (do) it today because she is ill.

4. She ..... (not / work), she ..... (swim) in the river.

5. A: ..... Tom ..... (clean) his shoes now?

B: No, he ..... He ..... (tidy) his room.

A: Where is his brother?

B: He is in the garden, he ..... (water) the flowers.

XI. Change the conversation into reported speech.

Zoya said, “We are going to buy the supplies for our new office today.” Ashi excitedly added, “I am going to buy a lot of coloured pens and funny quotes.” Nirav said, “I am going to buy some funky stools.” Garry concluded, “It is going to be a hectic day.”

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### SECTION-C (LITERATURE)

Extract

XII. Read the extract and answer the following questions.

The passengers were huddled about the smoke-stacks, wrapped in wintry costumes and looking sleepy and unhappy in the pitiless gale and the drenching spray.

a. Why are the passengers huddled about the smokestacks?

b. Why do they look sleepy and unhappy?

c. Why is the gale called pitiless?

d. What is meant by drenching spray?

e). Describe the costume of passengers in one sentence.

XIII. Answer the following questions:

a) What did Anita’s parents do when they found out that she had spent a day at school without telling anyone?

b) Why is it important to keep the target audience in mind while creating a brochure?

XIV. Answer the following questions in 60 to 80 words.

- a) Write five questions you would like to ask Anita if you get a chance to meet her?
- b) What emotions does Anita make you feel? Give reasons.

XV. Answer the following questions (Based on your reading of “The Tiger Boy”)

- Q1. What did Neel and Rupa do after meeting the cub for the second time?
- Q2. How did the children think their father would react if they got caught?
- Q3. How did Rupa delay time for Neel?
- Q4. Seeing Neel with the cub, what was the look on his father’s face?

XIV. Write the meaning of following words:

sprinkled : \_\_\_\_\_

annoyed : \_\_\_\_\_

carmine : \_\_\_\_\_

dismal : \_\_\_\_\_

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**WORKSHEET -2**

**GRADE: 6 – ANNUAL EXAMINATION**

**SUBJECT: ENGLISH**

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I. 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.

The position of the ears, tail, type of look and exposure of teeth are also important means of communicating different messages. For instance, when a rabbit senses danger, it thumps the ground with its hind legs.

A beaver slaps its tail against the water and a gorilla beats its chest.

A. Choose the most appropriate answer:

1. Animals do not communicate with one another through
  - a. heat
  - b. looks
  - c. light
2. Whales and dolphins are known as the \_\_\_\_\_ of the sea.
  - a. ships
  - b. predators
  - c. musicians
3. Animals that talk using chemical language, secrete
  - a. androgen
  - b. pheromones
  - c. methane
4. Light as a means of communication, is used by
  - a. ladybird
  - b. grasshopper
  - c. firefly
5. Some molluscs produce sound by striking their shells
  - a. against rocks
  - b. against their molluscs
  - c. together

B. Choose the correct meanings of the given words:

1. GESTURES

- a. movement of hands
- b. movement of feet
- c. movement of body

2. DISTRESS

- a. get rid of stress
- b. pain or sorrow
- c. stress a point

3. ULTRASONIC

- a. extremely smart
- b. sound beyond human hearing
- c. extremely loud sound

C. Answer the following:

1. What are the different things that animals convey to other animals of their kind?
2. How do animals react when they sense danger?

II. Read the poem carefully. Then answer the questions below.

### IMAGINATION

*Books are your ticket to anywhere in the world.*

*Even the great George Bernard Shaw felt so!*

I used to play at pirates,

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 (CREATIVE WRITING SKILLS & GRAMMAR)**

**SECTION-B (WRITING)**



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

IV. Imagine you are planning a vacation in the Azores Islands. How would reading the travelogue be useful for you?

V. Suppose your final term exam will start soon. Your preparation on English is not good. Request your friend through e-mail to help you by sending a suggestion on English subject.

### SECTION-B (GRAMMAR)

VI. Change the following into indirect speech.

- a. The teacher said, "The sun is a star."
- b. Anju said, "I wrote a letter."
- c. He said to me, "What are you writing?"

VII. Circle the correct answer:

- a. Listen! Dad *is reading* / *reads* a story to Ricky.
- b. Mr. Michael usually *is growing* / *grows* roses in his garden.
- c. They *are building* / *build* a new house on the hill now.
- d. Maria *is drinking* / *drinks* milk every morning.
- e. Look! Nick *is running* / *runs* down the hill.

VIII. In the following sentences give either the simple past tense or the past continuous tense.

- a. It \_\_\_\_\_ (rain) hard when I \_\_\_\_\_ (leave) home this morning.
- b. Naresh \_\_\_\_\_ (talk) to his boss when I last \_\_\_\_\_ (see) him.
- c. Your phone \_\_\_\_\_ (come) just as I \_\_\_\_\_ (leave) for my office.
- d. It \_\_\_\_\_ (snow) heavily when I left office in the morning.
- e. Shreya \_\_\_\_\_ (play) the piano when I arrived.

### SECTION- C (LITERATURE)

IX. Answer the following questions:

- a) How did Anita's life change after college? How did it benefit her community?
- b) What is the difference between a biography and an autobiography?
- c) What message do we get from Anita's life?
- d) Have you ever felt treated 'differently' like August in the story, Wonder? When did this happen? How did you react?

X. Answer the following questions (Based on your reading of “The Tiger Boy”)

Q. Why couldn't Neel and his sister take their baba's boat?

Q. How did Neel lure the cub to him inside the cave?

Q. Did Neel return the cub to the rangers? What was his award?

Q-Why Neel took the chair made by his dad to the headmaster of his school? What was his feeling?

Q-What was the headmaster's reaction after seeing the chair?

XIV. Write the meaning of following words:

frowned: \_\_\_\_\_

annoyed: \_\_\_\_\_

petrified: \_\_\_\_\_

community: \_\_\_\_\_

dismal: \_\_\_\_\_

End

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