

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: First Language English	DATE: 2April,2020
WORKSHEET NUMBER: 1	WORKSHEET TOPIC	
INSTRUCTION (IF ANY):	Watch Video: https://youtu.be/gzcz_nFNaV8	

Definition of Homophone

A homophone can be defined as a word that, when pronounced, seems similar to another word, but has a different spelling and meaning. For example, the words “bear” and “bare” are similar in pronunciation, but are different in spelling as well as in meaning. Sometimes the words may have the same spelling, such as “rose,” the past tense of rise, and “rose,” the flower. Mostly, however, they are spelled differently, such as:

- carrot
- caret
- carat

In literature, homophones are used extensively in poetry and prose to make rhythmic effects, and to put emphasis on something. They are also used to create a multiplicity of meanings in a written piece.

Types of Homophone

There are five different types of homophone:

- 1.Homograph – Some homophones are similar in spelling, but different in meanings. They are called homographs. For instance, “hail” meaning an ice storm and “hail” meaning something that occurs in large numbers, such as “a hail of bullets.”
- 2.Homonym – Some words have the same pronunciation but different meanings. These are called homonyms. For instance, “cite,” “sight,” and “site.”
- 3.Heterograph – Homophones that have different spellings but are pronounced in the same way are called heterography. For instance, “write” and “right.”
- 4.Oronym – Homophones that have multiple words or phrases, having similar sounds, are called oronyms. For instance, “ice cream” and “I scream.”
- 5.Pseudo-homophone – Homophones that are identical phonetically are called pseudo-homophones. In this type of homophone, one of the pair of words is not a real word, such as “groan” and “grone.”

Examples of Homophone in Literature

Example #1: Where Truth’s Wind Blew (By Venice bard)

“Sole owner am I of this sorry soul ...
pour out corruption’s slag from every pore —
whole slates scrape clean! they leave no gaping hole.
Role that I’ve played, loose grip! while back I roll,
or dodge each wave, or with firm grip on oar
bore through this sea, snout down, just like the boar ...”

This poem is filled with examples of homophone, which are marked in bold. They create a humorous effect in the poem through their same pronunciations but altogether different meanings.

Return of the Ninjas!



Part One: Choose the correct word.:

1. "I can't believe this class is one hour / our long," said John.
2. "I know, that's a long thyme / time , right?" I replied.
3. John is my best friend and I'll never meat / meet a better friend than him.
4. Our teacher was giving us a lessen / lesson on homophones.
5. It was still pretty early in the morning / mourning.
6. That was when those ninjas jumped threw / through the window.
7. I was worried because ninjas are masters of the marshal / martial arts.
8. I could feel their cold stairs / stares on me.
9. "John, they are here to steal / steel our teacher's answer keys," I said.
10. John didn't seam / seem that worried.
11. I exclaimed, "We can knot / not let that happen, John!"
12. John said, "I just don't sea / see why we should put ourselves in danger for more homework."
13. I stood up and said, "Because it's the right / write thing to do, John."
14. Some of these ninjas were twice my sighs / size so I had to be smart.
15. I grabbed the answer keys and ran toward the principal's / principle's office.
16. The ninjas were chasing me so I dropped a banana peal / peel on the ground.
17. One of the ninjas slipped and fell into the garbage chute / shoot face first.




18. I said, "What a waist / waste ," as I heard him fall into the dumpster with a crash.
19. The ninjas were still chasing me so I lead / led them downstairs.
20. I grabbed a handful of tacks / tax from a bulletin board and tossed them on the floor.
21. Then I hid in a supply closet as the ninjas ran passed / past me.
22. I knew / new when they ran over my trap because several ninjas started howling.
23. Those ninjas must have been in a lot of pain / pane because they left the school after that.
24. I returned to class with the answer keys and everyone rose / rows and cheered for me.
25. Except for John, he was to / too / two mad at me to celebrate.

Part Two: Write two sentences for each of the word pairs. Correctly use each word in a sentence.

sA. their / there

B. than / then

C. which / witch

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: First Language English	DATE: 09th April,2020
WORKSHEET NUMBER: 2	WORKSHEET TOPIC: Voice-Active and Passive	
INSTRUCTION (IF ANY):	Watch Video: https://youtu.be/QTQb42w7oig	

Change the sentences to passive voice.

1. Many people begin new projects in January
2. You must wash that shirt for tonight's party.
3. Mum is going to prepare the food.
4. They make shoes in that factory.
5. We will have to examine you again.
6. They had finished preparations by the time the guests arrived.
7. The delegation will meet the visitors at the airport.
8. We have produced skis here since 1964.
9. All workers will read the memo.
10. Nobody can beat Tiger Woods at golf.
11. They also speak German at EU meetings.
12. We must look into the question.
13. Someone reads the newspaper to him every day.
14. The Chinese discovered acupuncture thousands of years ago.
15. Has he given you back the book yet?
16. The police locked up the criminals.
17. They must have left the keys behind.
18. The robbers made up the story.
19. The boy is eating the cake.




20. Dad promised by a box of chocolates.

21. The spider scared her.

22. The guide will show us the Natural History Museum in the afternoon.

23. The dentist is cleaning the woman's teeth.

24. She showed her relatives the new house.

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: English	DATE: 23April,2020
WORKSHEET NUMBER: 4	WORKSHEET TOPIC	
INSTRUCTION (IF ANY):		

Steps to access the e-books




Click on the link **Steps to access the e-books**

1. Click on the link <https://global.oup.com/education/secondary/evaluate/cambridge/?region=international>
2. Sign up(top right hand side)
3. Click on Cambridge Lower Secondary English(3rd from Top)
4. Go to Cambridge Lower Secondary English topic where you will see the catalogue.
5. Click the link below the First book "Complete English For Cambridge Lower Secondary Student Book 7"
6. Click the link below the book and go to Unit 1 pg 4

Do Reading passage "Clinging to the edge" Understanding Q1-6

and

Developing your language Q 1 and Q 2 (Pg 5)

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: English FLE	DATE: 30 th April,2020
WORKSHEET NUMBER: 5	WORKSHEET TOPIC-Unit 1	
INSTRUCTION (IF ANY):		

Steps to access the e-books




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4. Go to Cambridge Lower Secondary English topic where you will see the catalogue.
5. Click the link below the First book "Complete English For Cambridge Lower Secondary Student Book 7"
6. Click the link below the book and go to Unit 1 pg 5

Do "Word Builder" based on your prior knowledge. Do questions 1-3

And

Reading Comprehension Pg 8 "See Monkey: Fear Monkey" Understanding Q 1-3

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: English FLE	DATE: 07 th May,2020
WORKSHEET NUMBER: 6	WORKSHEET TOPIC-Unit 1	
INSTRUCTION (IF ANY):	Revision	

Steps to access the e-books

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5. Click the link below the First book "Complete English For Cambridge Lower Secondary Student Book 7"
6. Click the link below the book and go to Unit 1 pg 5

Revise

"Word Builder" questions 1-3

And

Reading Comprehension Pg 8 "See Monkey: Fear Monkey" Understanding Q 1-3

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: English FLE	DATE: 21 th May,2020
WORKSHEET NUMBER: 7	WORKSHEET TOPIC-Unit 1	
INSTRUCTION (IF ANY):	Vocab-in -context	

Steps to access the e-books

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6. Click the link below the book and go to Unit 1 pg 5

Attempt

"Word Builder" questions 1-3

And

Reading Comprehension Pg 8 "See Monkey: Fear Monkey" Understanding Q 1-3

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: First Language English	DATE: 22 nd June,2020
WORKSHEET NUMBER: 8	WORKSHEET TOPIC: Story Writing	
INSTRUCTION (IF ANY):	Watch Video: https://www.youtube.com/watch?v=Tmo4XgTHkxQ	

Watch the video done in class once again and answer the

following questions in your notebook




1. How many pigs were there?
2. What did the big wolf say to the pigs?
3. Was the wolf good or bad?
4. What is your house made of?
5. What is the lesson learnt from the story?

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: First Language English	DATE: 27 nd June,2020
WORKSHEET NUMBER: 9	WORKSHEET TOPIC: Characters in a story	
INSTRUCTION (IF ANY):	Watch Video: https://www.youtube.com/watch?v=aewbOIGXv6s	

Watch the video done in class once again and answer the




following questions

1. Write the names of the characters in the story "Pinocchio".
2. What is the lesson that you learnt from the story?

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: First Language English	DATE: 02 nd July,2020
WORKSHEET NUMBER: 10	WORKSHEET TOPIC: Story writing mountain	
INSTRUCTION (IF ANY):Download the word document and fill in the answers.	Watch Video:	

<https://drive.google.com/open?id=1FIeU2h5Bcz3ZA6yx6e0ejOL1kELiaw2&authuser=0>

Fill in the worksheet.

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: First Language English	DATE: 09 nd July, 2020
WORKSHEET NUMBER: 11	WORKSHEET TOPIC: Story writing	
INSTRUCTION (IF ANY): Download the word document and fill in the answers.	Watch Video:	

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<https://www.education.com/download/worksheet/57278/story-starters.pdf>

Write a story based on the picture present in the worksheet.

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: First Language English	DATE: 13 th July, 2020
WORKSHEET NUMBER: 12	WORKSHEET TOPIC: Story writing	
INSTRUCTION (IF ANY):	Watch Video:	

Compose a 100-word story using the following words:

Dark night, raining heavily, Katy, Mary, lost

Your story must have:

- Characters
- Dialogues
- Narrator
- Plot
- Climax
- End

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: First Language English	DATE: 07 th Aug,2020
WORKSHEET NUMBER: 13	WORKSHEET TOPIC: Story writing correction	
INSTRUCTION (IF ANY):	Watch Video:	

Rewrite the story (Question given in UT2)

Your story must have:

- Characters
- Dialogues
- Narrator
- Plot
- Climax
- End

 Cambridge Assessment International Education		
GRADE: 6	SUBJECT: First Language English	DATE: 07 th Aug,2020
WORKSHEET NUMBER: 15	WORKSHEET TOPIC: Memoir	
INSTRUCTION (IF ANY):	Watch Video:	

Memoir

“My first day in Sanskar School”

Word Limit: 150-200 word.

Include relevant details only.

Text 4A:

Questions :a-e