

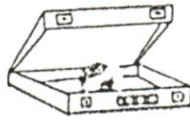
# Appendix



# Preposition



on the box



in the box



under the box



above the box



near the box



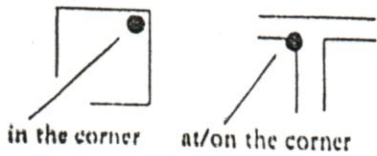
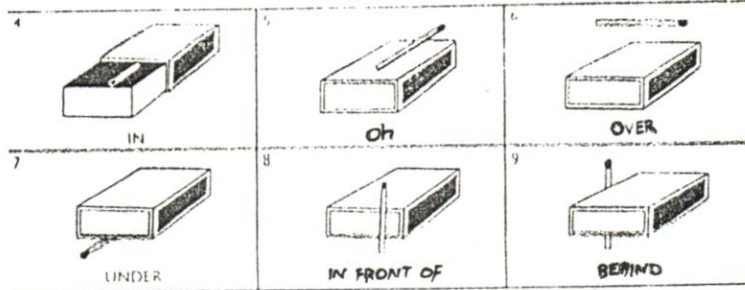
in



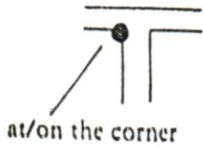
on



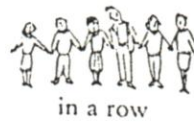
at



in the corner



at/on the corner



in a row

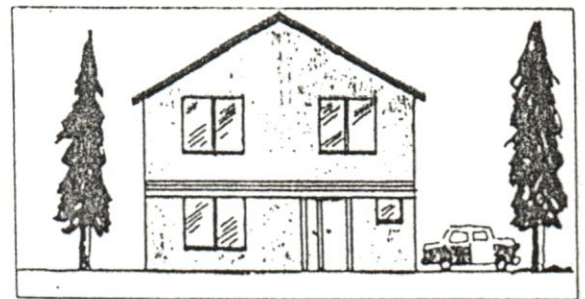


at the back

at the front



The trees are in front of the house.  
The house is behind the trees.



The house is between the trees.  
The car is beside the house.

# Preposition



The bird is in/inside the cage.



She's jumping in/into the water.



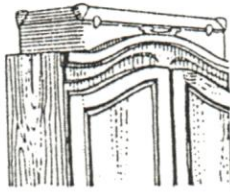
He's getting out of the car.



They're waiting outside the bank.



The jug is on the table.



The case is on top of the wardrobe.



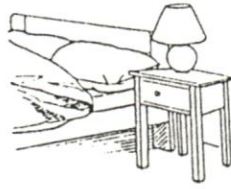
She's putting her luggage on/onto the trolley.



He's falling off the horse.



She's at the bus stop.



The table is by/beside the bed.



She's sitting next to Joe.



Wilmslow is near Manchester.



The coach is going to London.



The letter is from Chicago.



He's walking towards the sun.



He's running away from the fire.

13  IN WATER	14  ON WATER	15  OVER TREE
16  UNDER TREE	17  IN FRONT OF HOUSE	18  BEHIND HOUSE



# Preposition



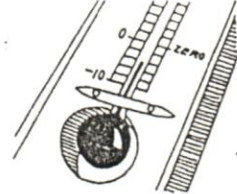
*There's a bridge  
over the river.*



*He's under the  
car.*



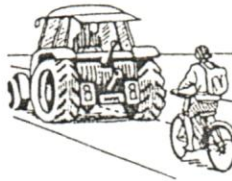
*The plane is  
above the clouds.*



*The temperature is  
below zero.*



*The cyclist is  
in front of the bus.*



*The cyclist is  
behind the tractor.*



*He's going  
up the stairs.*



*He's coming  
down the stairs.*



*She's running  
across the road.*



*The cars are going  
through the tunnel.*



*He's walking  
along the street.*



*The car is going  
past the house.*



*The house is  
among the trees.*



*Jackson is between  
Memphis and New  
Orleans.*



*She's sitting  
opposite Joe.*



*They're running  
around/round the  
track.*



# Preposition

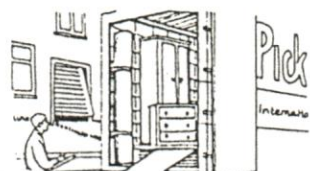
Put in the prepositions.



□ She's getting out of the taxi.



1 He's going \_\_\_\_\_ the ladder.



2 The furniture is \_\_\_\_\_ the van.



3 They live in a flat \_\_\_\_\_ the shop.



4 Someone is coming \_\_\_\_\_ the corridor.



5 There's a garage \_\_\_\_\_ the house.



6 We walked \_\_\_\_\_ the lake.



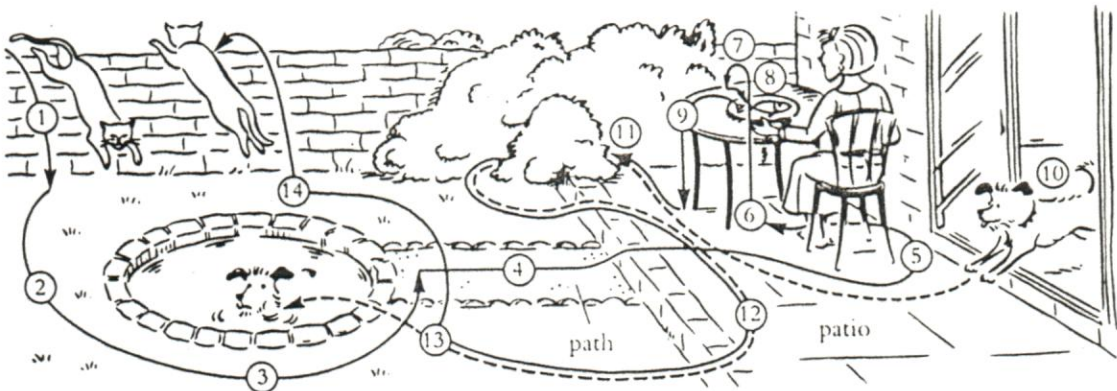
7 There's a statue \_\_\_\_\_ the museum.



8 They're walking \_\_\_\_\_ the stadium.



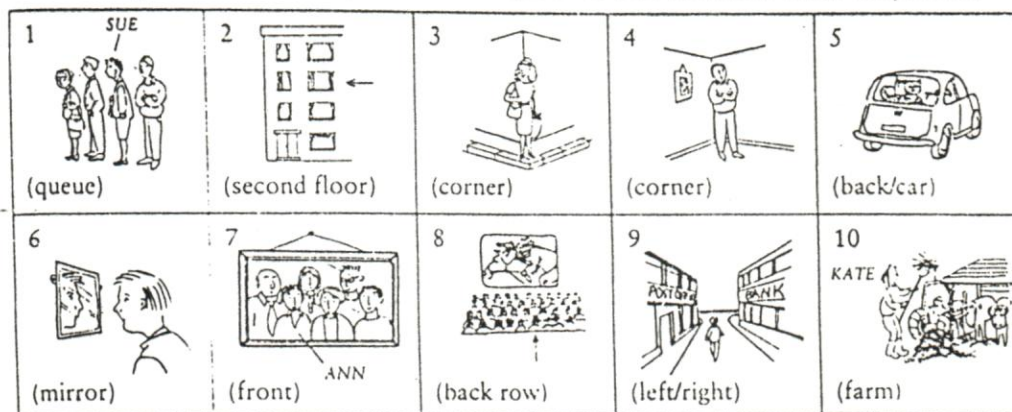
A visit from the neighbour's cat. Look at the journey that Felix made in Sue's garden. Complete the story with prepositions (*over / up / out of / into* etc.).



Felix jumped (1) over the wall and walked (2) across the grass. Then he went (3) \_\_\_\_\_ the pond and (4) \_\_\_\_\_ the path. He walked (5) \_\_\_\_\_ Sue's chair and (6) \_\_\_\_\_ the table. Suddenly he jumped (7) \_\_\_\_\_ the table and took the fish which was (8) \_\_\_\_\_ Sue's plate. He jumped (9) \_\_\_\_\_ the table with the fish. Then the dog, Rosie, came (10) \_\_\_\_\_ the house and chased the cat. They both ran (11) \_\_\_\_\_ the bushes and (12) \_\_\_\_\_ the patio. Felix stopped suddenly but Rosie fell (13) \_\_\_\_\_ the pond. Felix looked at her and then jumped (14) \_\_\_\_\_ the wall again, still holding the fish.

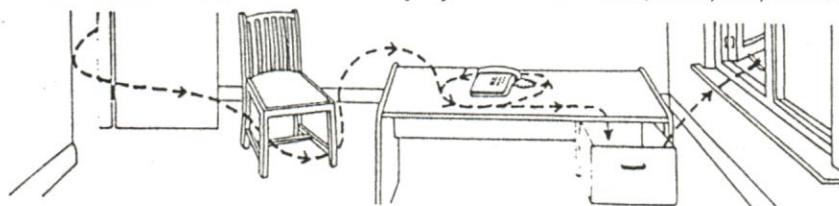
# Preposition

Answer the questions about the pictures. Use in, at or on with the words below the pictures.



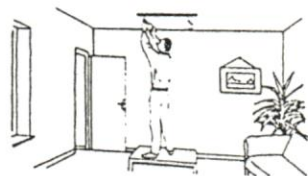
- |   |   |
|---|---|
| 1 What's Sue doing?<br>She's standing <u>in a queue</u> .     | 6 What's the man doing?<br>He's looking .....         |
| 2 Sue lives in this building. Where's her flat exactly? ..... | 7 Ann is in this group of people. Where is she? ..... |
| 3 Where is the woman standing? .....                          | 8 Tom is at the cinema. Where is he sitting? .....    |
| 4 Where is the man standing? .....                            | 9 a Where's the post office? .....                    |
| 5 Where's the dog? .....                                      | b And the bank? .....                                 |
|   | 10 Where does Kate work? .....                        |

Where did the fly go? Put in these prepositions: around, into, on, out of, through, under, up.



- |   |                               |
|---|-------------------------------|
| <input type="checkbox"/> The fly came in <u>through</u> the door. | 4 It went _____ the telephone |
| 1 It flew _____ the chair.  | 5 It flew _____ the drawer.   |
| 2 It crawled _____ the chair leg.                                 | 6 It went _____ the window.   |
| 3 It stopped _____ the desk for a moment.                         |                               |

Complete the sentences with in, on or at and these words: the bath, the car, the dance, the lights, the roof, the table.



- He's on the table.



- 1 She's .....



- 2 He's .....



- 3 She's .....



- 4 He's .....



- 5 She's .....



# Preposition

A. Look at the pictures and say where the kitten is.

*Example:* 1. The kitten is **in** Raj's desk.



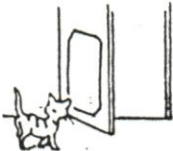
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

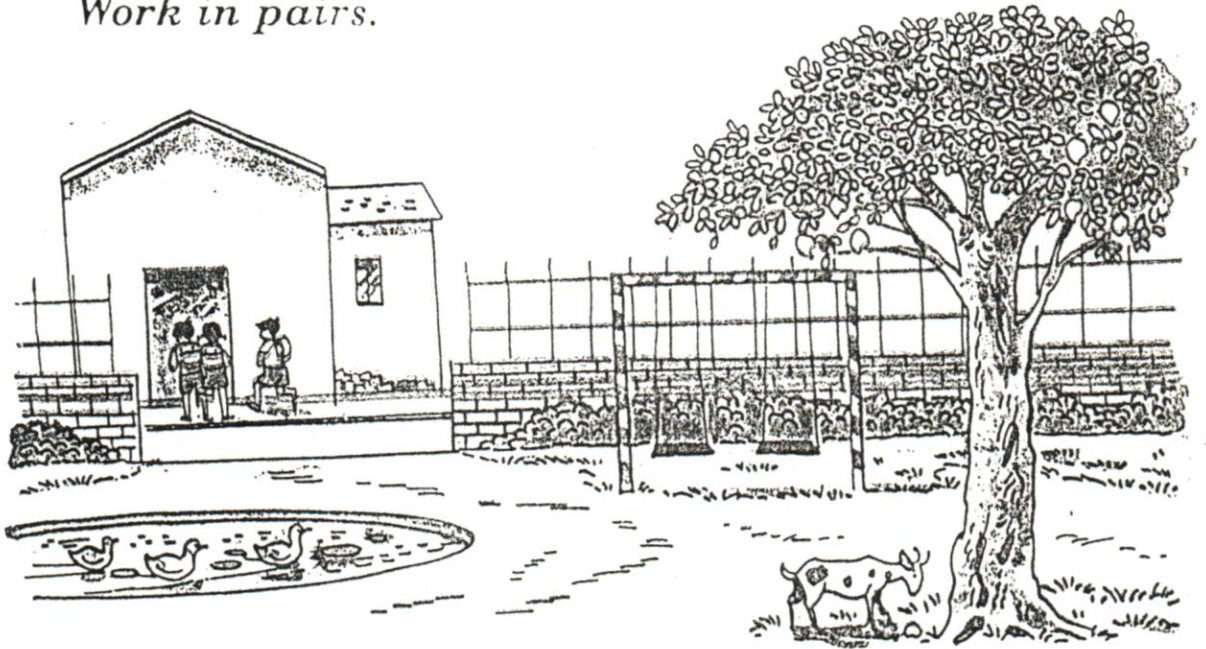


7. \_\_\_\_\_ cushion.



## Preposition

A. Look at this picture and answer Amit's questions.  
Work in pairs.



Amit: What's in front of the school?

52519

You: There's \_\_\_\_\_

Amit: What's in the park?

You: \_\_\_\_\_

Amit: What's in the pond?

You: \_\_\_\_\_

Amit: Is that a goat or a cow?

You: \_\_\_\_\_

Amit: Where is it?

You: \_\_\_\_\_





# Preposition

**B** Fill in the blanks with the correct prepositions.

between    in    over  
across    under    inside

Did You Know

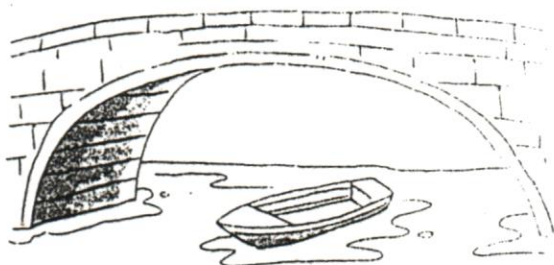
A preposition usually has a noun or pronoun after it.



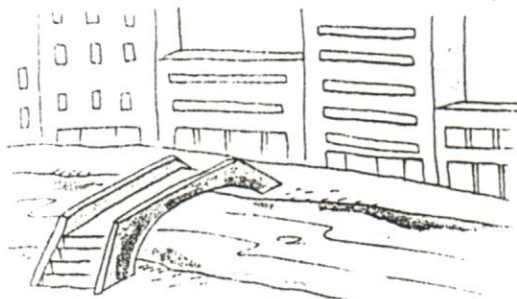
1. The parachutist landed \_\_\_\_\_ the circle.



4. They are staying \_\_\_\_\_ the house because of the rain.



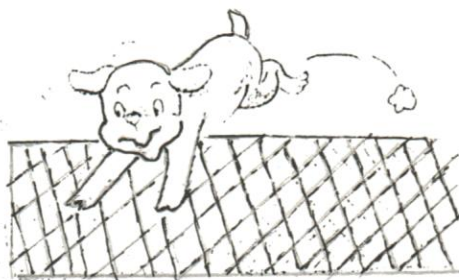
2. There is a boat \_\_\_\_\_ the bridge.



5. There are a lot of buildings \_\_\_\_\_ the river.



3. The goalkeeper is standing \_\_\_\_\_ the poles.



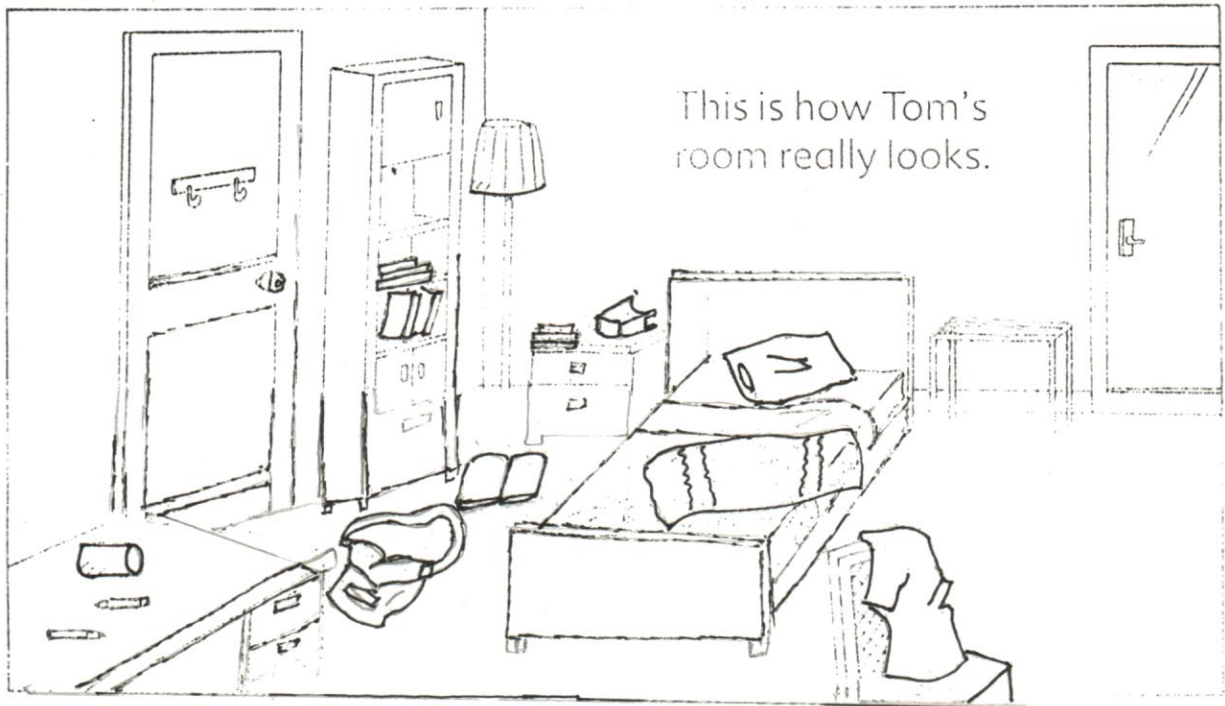
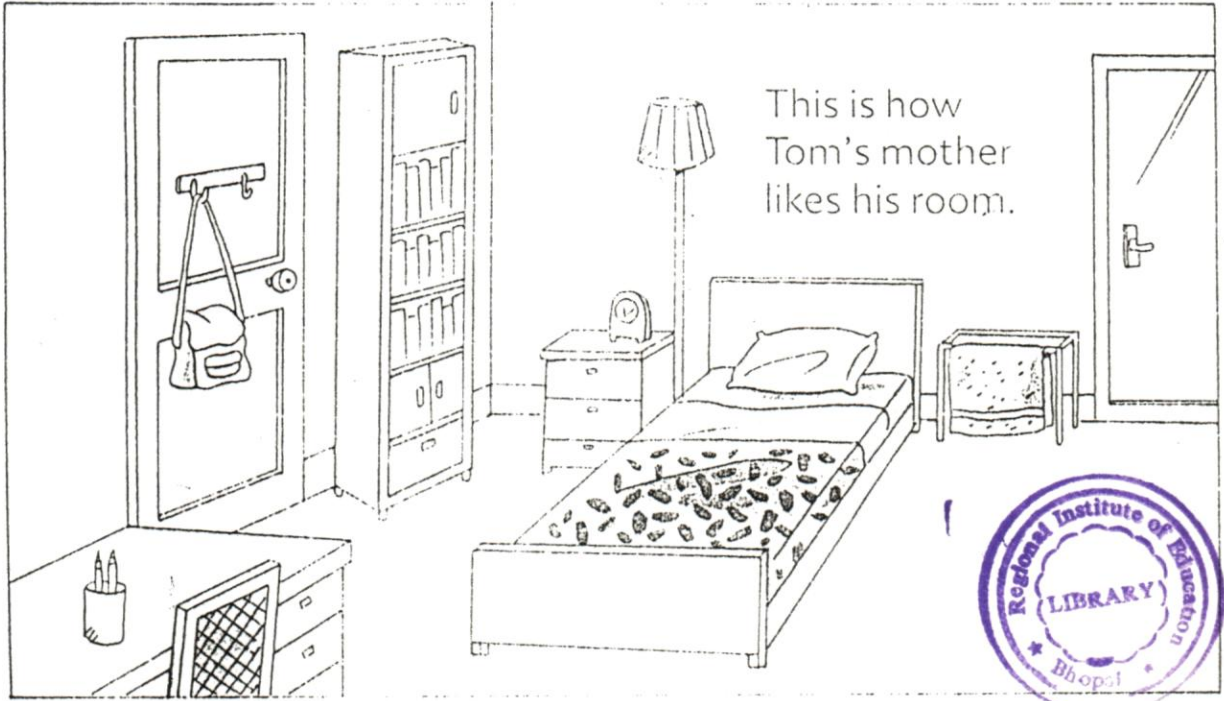
6. The dog jumped \_\_\_\_\_ the fence.

# Preposition



Where are Tom's things? Compare the two pictures and complete the sentences on page 37 using suitable prepositions of position.

behind in on over under next to



## Preposition

Where should Tom's things be?

1. His pillow should be \_\_\_\_\_

\_\_\_\_\_

2. His books should be \_\_\_\_\_

\_\_\_\_\_

3. His chair should be \_\_\_\_\_

\_\_\_\_\_

4. His towel should be \_\_\_\_\_

\_\_\_\_\_

5. The lamp should be \_\_\_\_\_

\_\_\_\_\_

6. His pencils should be \_\_\_\_\_

\_\_\_\_\_

7. The clock should be \_\_\_\_\_

\_\_\_\_\_

8. His school bag should be \_\_\_\_\_

\_\_\_\_\_

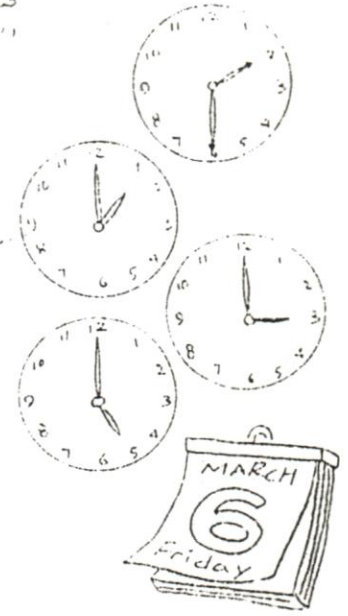
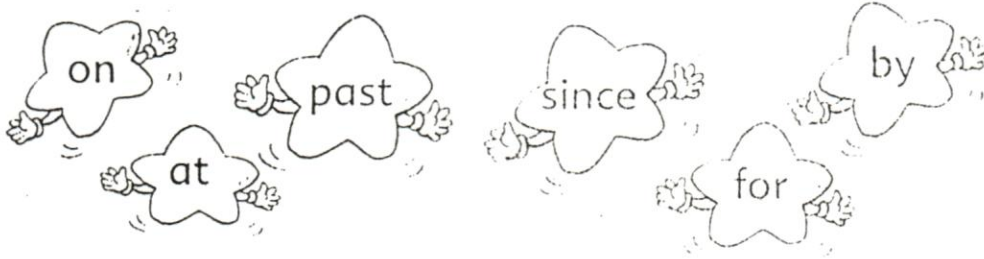


# Preposition



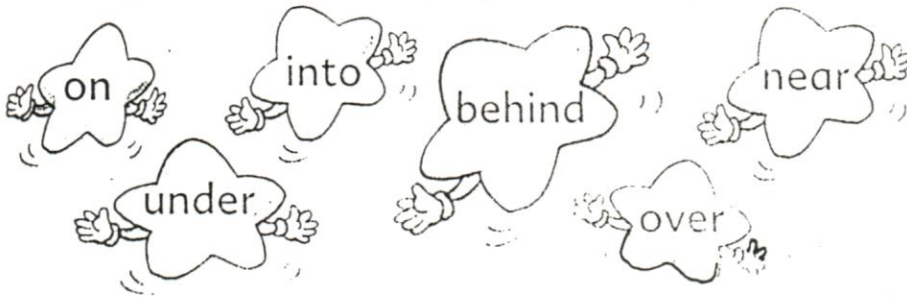
C Fill in the blanks with suitable prepositions.  
The pictures will help you.

Prepositions that tell you about time.



- The time is half \_\_\_\_\_ two.
- I have been waiting \_\_\_\_\_ **one o'clock**.
- Let's meet \_\_\_\_\_ three o'clock.
- He will be here \_\_\_\_\_ 5 o'clock.
- It is my birthday \_\_\_\_\_ **Friday**.
- I had to wait \_\_\_\_\_ **three hours**.

Prepositions that tell you about position.



Did You Know

Prepositions are placed before nouns and pronouns.

- The **lizard** is \_\_\_\_\_ the rock.
- The lizard is \_\_\_\_\_ the rock.
- The lizard is \_\_\_\_\_ the rock.
- The lizard ran \_\_\_\_\_ the rock.
- The lizard fell \_\_\_\_\_ the mud.
- The lizard dug \_\_\_\_\_ the rock.



# Preposition



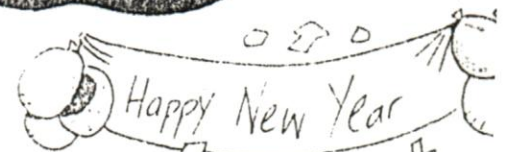
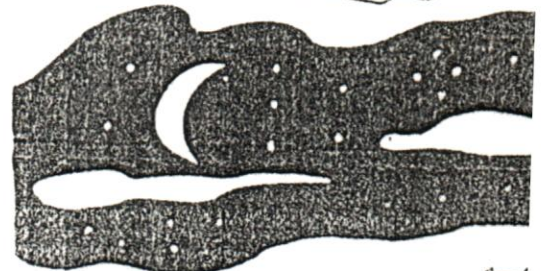
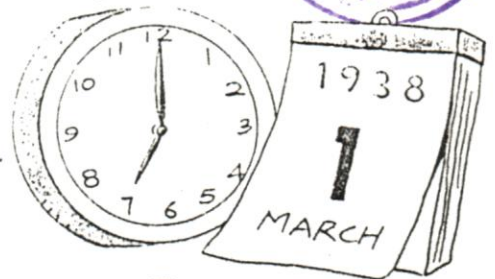
Prepositions can tell us about time. Fill in the blanks with suitable prepositions of time from the box. Some of them will be used in more than one sentence.

at    on    before    after    in

1. Dad finishes work \_\_\_\_\_ half past five.
2. We reach school \_\_\_\_\_ 7.00 a.m. every day.
3. All the shops close \_\_\_\_\_ New Year's Day.
4. It's hot \_\_\_\_\_ the afternoon.
5. Uncle Simon was born \_\_\_\_\_ 1938.
6. Most animals hunt \_\_\_\_\_ the day and sleep \_\_\_\_\_ night.
7. There is a public holiday \_\_\_\_\_ Wednesday.
8. Trains stop running \_\_\_\_\_ midnight.
9. I will drive you home \_\_\_\_\_ school.
10. We will take a shower \_\_\_\_\_ our swimming practice.

## Did You Know

Prepositions are small words that **help** to link nouns and pronouns to **other** words in a **sentence**.

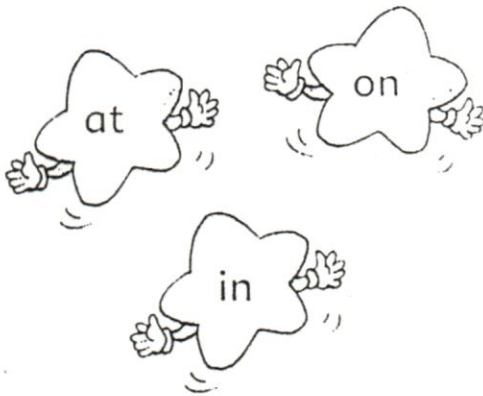


# Preposition



Fill in the blanks with prepositions of place or time.  
You can use some of them more than once

## Time



## Place



1. The concert started \_\_\_\_\_ 8.00 pm.
2. Grandpa and Grandma were married \_\_\_\_\_ 1939.
3. Our exams begin \_\_\_\_\_ Monday.
4. The boys like paddling \_\_\_\_\_ the stream.
5. He saw a lot of animals \_\_\_\_\_ the zoo.
6. We went rowing \_\_\_\_\_ the lake.
7. The monkey is riding \_\_\_\_\_ the back of the tiger.
8. He met his friend \_\_\_\_\_ the bus stop.
9. The team is leaving \_\_\_\_\_ Singapore next week.
10. The bird flew \_\_\_\_\_ the roof of the house.



## Did You Know

Prepositions are words that tell you about position or time. Most prepositions are quite small words.

## Preposition



Read this story and fill in the blanks with the correct prepositions. You will have to use some prepositions more than once.



### The Fox and the Grapes

Fox was hungry. At noon, he went out \_\_\_\_\_ a walk and saw some grapes hanging down \_\_\_\_\_ a high vine. He started to jump as high as he could \_\_\_\_\_ the air, snapping \_\_\_\_\_ the grapes \_\_\_\_\_ him, but still he could not reach them. After trying \_\_\_\_\_ a long, long time, Fox gave up and, looking up \_\_\_\_\_ the grapes, he said. "Well, I don't care \_\_\_\_\_ those grapes. They are probably **sour anyway.**"



This is how the saying "sour grapes" started. Whenever you hear somebody criticizing something that you know they have no chance \_\_\_\_\_ getting, you can say it is a case \_\_\_\_\_ sour grapes.



# Preposition



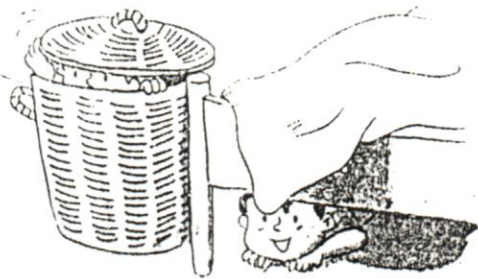
Read the story below.

Then underline the prepositions in the story.



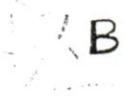
## Did You Know

Prepositions are words that tell you about position or time. Most prepositions are quite small words.



The children were playing hide and seek. Tom hid under the bed. Sean hid between the wardrobe and the wall. Jane hid behind the door and Kim hid in the laundry basket.

Penny didn't know where to find them. She stood by the TV and thought carefully. Then she went to find them.



Choose three prepositions in the story and form sentences with each of them.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_





# Preposition

5. Where are the children?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

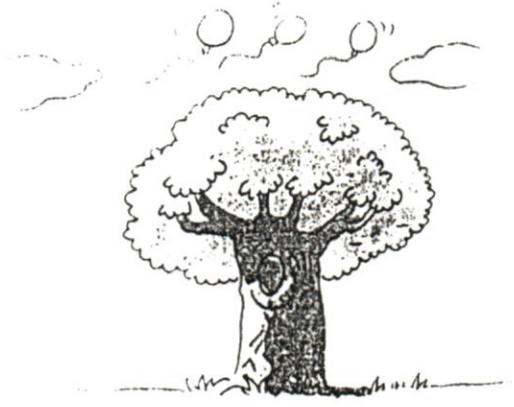


6. Where are the balloons?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



7. Where is the squirrel?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

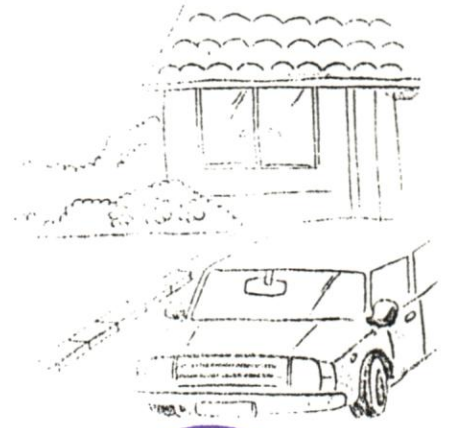


8. Where is the car?

\_\_\_\_\_









\_\_\_\_\_

\_\_\_\_\_



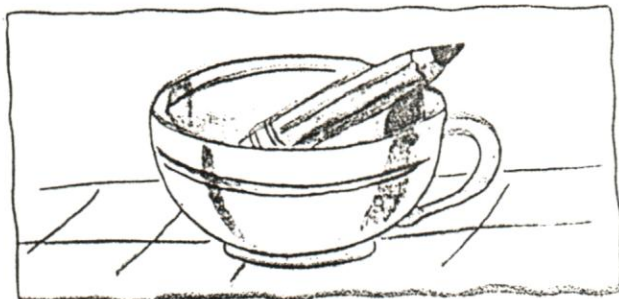
# Preposition

Complete the sentences about the pictures. Use *in*, *at* or *on* with the words below the pictures.

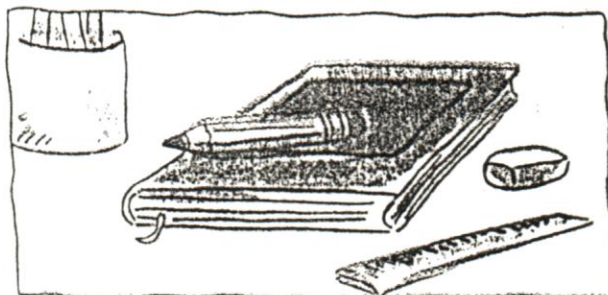
<p>1</p>  <p>(the airport)</p>	<p>2</p> <p>DAVE</p>  <p>(a train)</p>	<p>3</p>  <p>TESSA</p> <p>(a conference)</p>	<p>4</p> <p>MARTIN</p>  <p>(hospital)</p>
<p>5</p>  <p>JUDY</p> <p>(the hairdresser)</p>	<p>6</p>  <p>MARY</p> <p>(her bicycle)</p>	<p>7</p>  <p>(New York)</p>	<p>8</p>  <p>(the National Theatre)</p>

- 1 You can hire a car *at* the airport.  
 2 Dave is .....  
 3 Tessa is .....  
 4 Martin is .....  
 5 Judy is .....  
 6 I saw Mary .....  
 7 We spent a few days .....  
 8 We saw a play .....

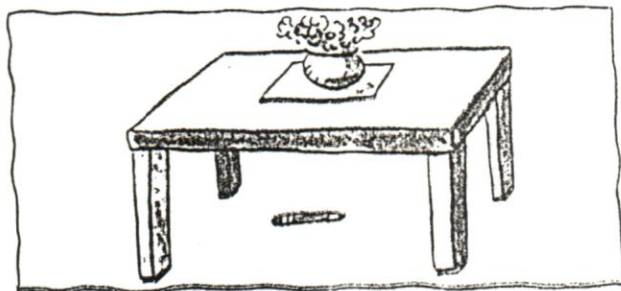
Where is the pencil?



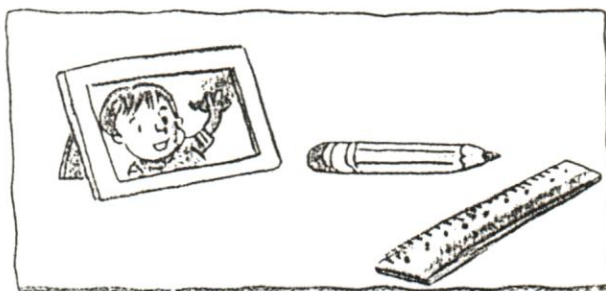
a. ....



b. ....



c. ....



d. ....



# Preposition

Some customers in the supermarket can't find what they want. You are the assistant. Complete the sentences.

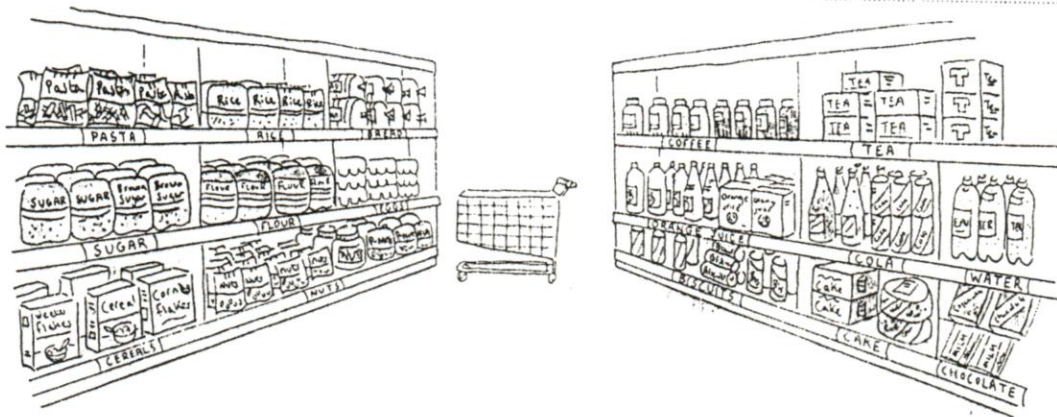
- 1 I can't find the cereals.  
YOU: They're on the left, on the bottom shelf, below the sugar.
- 2 Where's the rice, please?  
YOU: It's ..... the left, ..... the top shelf, ..... the pasta and the bread.
- 3 Where are the biscuits, please?  
YOU: They're ..... the right, ..... shelf, ..... the nuts.
- 4 Where's the water, please?  
YOU: It's ..... the right, ..... shelf, ..... the cola.
- 5 I can't find the tea.  
YOU: It's ..... the right, ..... shelf, ..... the cola.
- 6 And the cakes?  
YOU: They're ..... the cola, ..... shelf, ..... middle, ..... the biscuits and the chocolate.

Now you say where the coffee is.

7 The coffee is .....

And the flour?

8 The flour is .....



Answer the questions about the pictures. Use in, at or on with the words below the pictures.

1  (bottle)	2  (traffic lights)	3  (arm)	4  (door)	5  (Paris)
6  (wall)	7  (top/ bottom /stairs)	8  (gate)	9  (end/queue)	10  (beach)

- 1 Where's the label? On the bottle.
- 2 Where is the car waiting? .....
- 3 Where's the fly? .....
- 4 a Where's the notice? .....
- b Where's the key? .....
- 5 Where's the Eiffel Tower? .....
- 6 Where are the shelves? .....
- 7 a Where's the woman standing? .....
- b And the cat? .....
- 8 a Where's the man standing? .....
- b Where's the bird? .....
- 9 Where's Tom standing? .....
- 10 Where are the children playing? .....

# Look For Them Under His Pillow

It is morning. Sonia and Rohit are having breakfast. Mrs Shah and Mr Shah are on the verandah. The newspaper is in Mr Shah's hand.

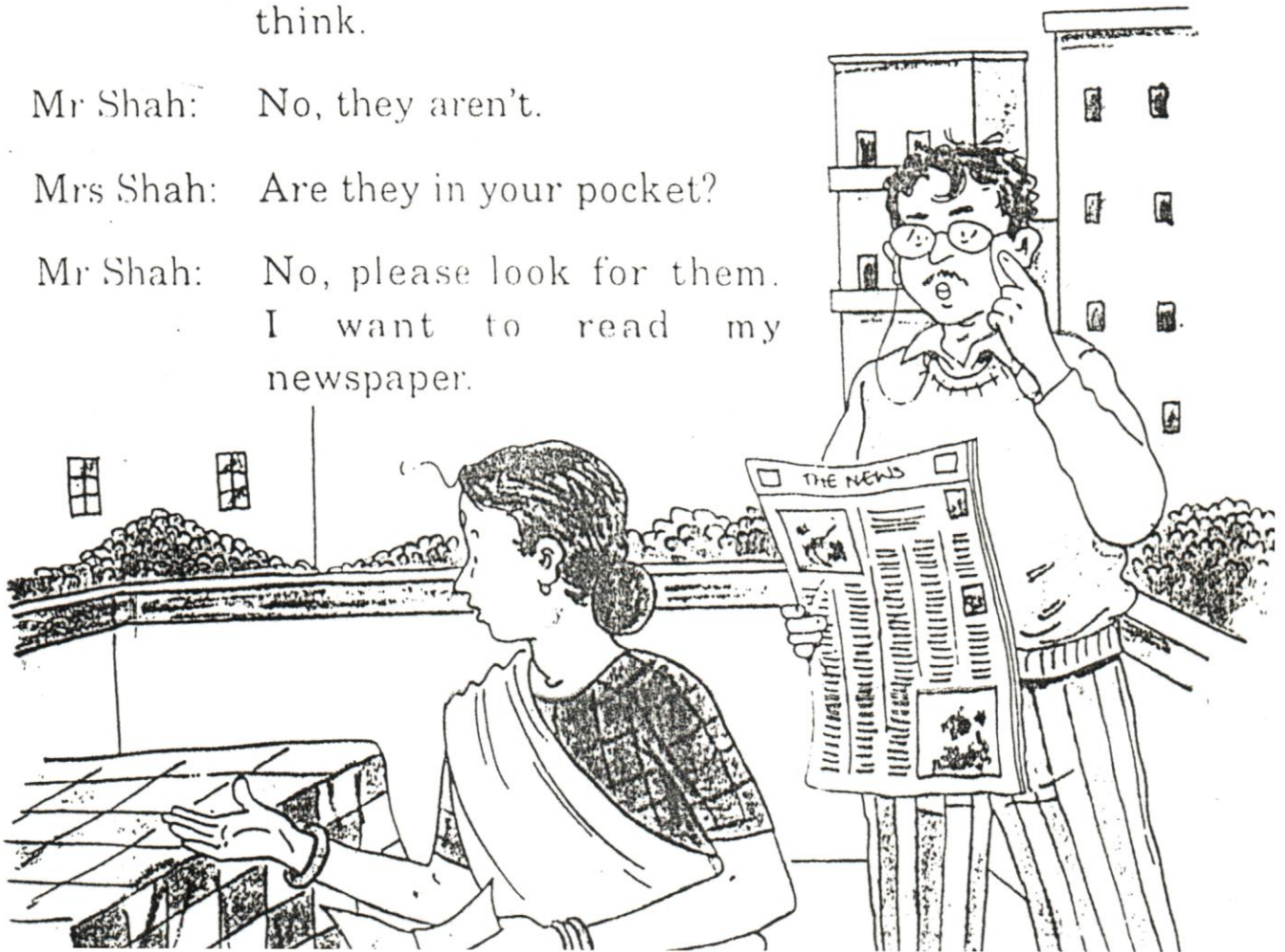
Mr Shah: Where are my glasses?

Mrs Shah: They are on the table, I think.

Mr Shah: No, they aren't.

Mrs Shah: Are they in your pocket?

Mr Shah: No, please look for them. I want to read my newspaper.



## Preposition



Mrs Shah is going to the bedroom.

Mrs Shah: (*from the bedroom*) They are not on your bed.

Rohit: Mother, look for them under his pillow.

Sonia: Mother, aren't they in front of the mirror?

Mrs Shah: No, they aren't. They aren't in front of the mirror. They aren't behind the mirror. They aren't under his pillow. Where are they?



Mrs Shah is going to the verandah.

Mrs Shah: Aren't they on the table?

Mr Shah: No. Please find them. I want to read my newspaper.

# Preposition

Where were they . . . ?  
When were they . . . ?

In  
AT

Sandy

96



bed  
7.50

Sandy  
and Billy

97



class  
9.15

Mother  
and father

98



town  
10.25

The thief

99



prison  
12.0

At  
ON

The children

100



church  
Sunday

The family

101



home  
Monday

Sandy and Sue

102



school  
Tuesday

Father

103



work  
Wednesday

In  
ON

Sue

104



the country  
January 1st

The children

105



the village  
February 2nd

Sue

106



the classroom  
10th March

Father

107



the park  
21st April

At  
IN

Sue

108



the dentist's  
May

The children

109



the stationer's  
June

The children

110



the funfair  
July

The children

111



the seaside  
August

In  
IN

Sandy

112



London  
1967

Sandy and Sue

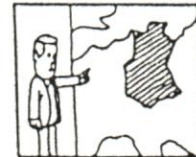
113



Paris  
1968

Father

114



Germany  
1969

Mum and dad

115



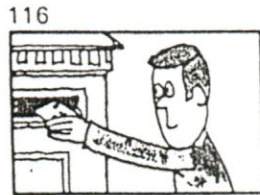
Italy  
1970



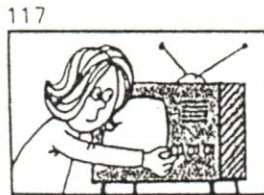
# Preposition

What time/day/date/month/year did they . . . ?

AT



posted  
6.30



turned on  
8.10

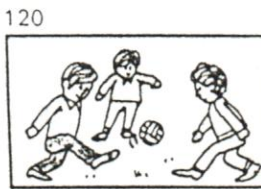


finished  
5.35

ON



visited  
Thursday



played  
Friday



washed  
Saturday

ON



paid  
September 4th



stayed  
10th October



remembered  
27th February

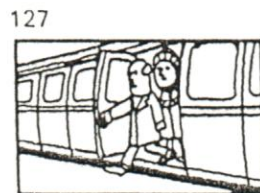
IN



rained  
December



snowed  
January



arrived  
February

IN



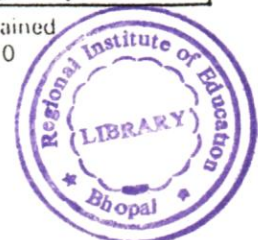
travelled  
1968



moved  
1969



remained  
1970



# *In/At/On*

---

Teacher look at the picture No. 96,

Teacher : At what time sandy was in bed?

Class : Sandy was in bed at 7:50.

Teacher : Look at the Picture No. 97,

Where were sandy and Billy at 9:15?

Class : Sandy and Billy are were in class at 9:15.

Teacher : Look at the picture No. 98

At what time mother and father were in town?

Class : Mother and father were in town at 10:25.

Teacher : Look at the picture No. 99

Where was the thief at 12:00.

Class : The thief was in the prison at 12:00.



Teacher : Look at the picture No. 100

Where were the children on Sunday?

Class : The children were at Church on Sunday.

Teacher : Look at the picture No. 10.

Where were the members of the family on Sunday?

Class : The members of the family were at home on Sunday.

Teacher : Look at the picture No. 102

Where did Sandy and sue meet on Tuesday?

Class : Sandy and Sue met at school on Tuesday.



Teacher : Look at the picture No. 103  
Where was father on Wednesday?  
Class : Father was at work on Wednesday?

Teacher : Look at the picture No. 104  
Where was Sue on January 1<sup>st</sup>?  
Class : Sue was in the country on January 1<sup>st</sup>.

Teacher : Look at the picture No. 105  
Where were the children on February 2<sup>nd</sup>?  
Class : The children were in the village on February 2<sup>nd</sup>.

Teacher : Look at the picture No. 106  
Where was Sue on 10<sup>th</sup> March?  
Class : Sue was in class room on 10<sup>th</sup> March.



Teacher : Look at the picture No. 107  
Where was father on 21<sup>st</sup> April?  
Class : Father was in the park on 21<sup>st</sup> April.

Teacher : Look at the picture No. 108  
Where was Sue in May?  
Class : Sue was at the dentist's Clinic in May.

Teacher : Look at the picture No. 109  
Where were children in June?  
Class : The children were at stationer's shop in June.

Teacher : Look at the picture No. 110  
Where were the children in July?  
Class : The children were at funfair in July.

Teacher : Look at the picture No. 111  
Where were the children in August ?  
Class : The children were at the seaside in August.

Teacher : Look at the picture No. 112  
Where was Sandy in 1967?  
Class : Sandy was in London in 1967.

Teacher : Look at the picture No. 113  
Where were Sandy and Sue in 1968?  
Class : Sandy and Sue were in Paris in 1968.

Teacher : Look at the picture No. 114  
Where was father in 1969?  
Class : Father was in Germany in 1969.

Teacher : Look at the picture No. 115  
Where were Mum and Dad in 1970?  
Class : Mum and Dad were in Italy in 1970.



# Over and Under

---

When over and under are presented, care is need to sse that, over is not confussed with on. 'Over' should be presented when the idea of 'on' is already made clear.

Use a simple blackboard sketch that shows a table. Draw a bag, on the table, an electric lamp suspended from the ceiling over the table and a basket under the table.

Start by naming the objects, and then make statements about their positions.

*What's this ?* (it is a bag)

*What's this ?* (it is a basket)

*What's this ?* (It is a lamp)



Now the following questions, should be asked, providing the word 'over' and 'under'.

1. Where is the bag ?

It is on the table.

2. Where is the basket ?

It is under the table.

3. Where is the lamp ?

It is over the table.

Give numerous repetitions. Then ask questions and answer then yourself.

It is the bag on the table / or under the table?

It is on the table.

Is the basket under / or over the table ?

It is under the table.

Is the lamp over / or under the table?

It is over the table.



2. A simple blackboard sketch of a bridge over a river be useful. Draw a boat under the bridge.

This is river. This a boat. The boat is on the river. Look at this. What is it? It is a bridge. The bridge is over the river. Where is the boat ?

It is under the bridge.

3. Take a rope and say.

Look at that rope. I'm going to jump over it. What have I just done? I've jumped over the rope call a student.

David jump over the rope, ask students the question, what is David just done? David has jumped over the rope.

Tie the rope some where over the head, ask the student to come and stand under it.

Is Robert standing under / or over the rope ?

Similarly other available equipment can be used, for giving ample practice of over and under for example, in the school garden to jump over the small plants, and standing / or sitting under the tree.

The use of 'over' for 'more than' is easy to understand and easy to illustrate. For example.

How old are the pupils in the class? You are all over (ten). How old am I? You do not know, do you? Am I over twenty (Yes, you are). Am I over (sixty)? No, you're not.) I'm over twenty, and I'm, under sixty.

### **Between :**

1. Taking a clock or drawing it on the blackboard, depicting the long hand between two 9 and 10, the teacher can ask.

Where is the longhand? Is it at nine ? No, Is it at ten No, it isn't where is it? It is between nine and ten.

2. Taking three books of different colours, say far red, green, blue, and then keeping the red book between green and blue books, Where is the red book? It is the between the green and blue book.

## *By/With*

---

Taking a lock and key opening the lock with the key, Teacher-the lock is opened with the key by me.

Taking a fruit and a knife, cutting the fruit with knife. Teacher, 'the fruit is cut by me with the knife.

By for next to / beside.

Calling a student, David come here and sit by me (Teacher) then, David is sitting by me.

Where is the light switch? Is it by the door? Yes the switch is by the door.

Preposition of Travel :

I come to school on bike, John Do you come to school by bus or by bicycle? I come by bus, David do you come to school by bus or on foot. I come on foot. Roger do you come by bus, No, I come in a taxi.



## Determiner

**F** Read the story. Underline the words *few, some, many, much and any*.

Jack was sitting in a park looking very unhappy. There were not many people in the park. An old man sat down next to him and asked Jack why he was so sad.

"I want to see a movie, but I don't have any money. My mum says that she doesn't have very much money to spare."

"When I was young," said the old man, "we didn't have much money either. We had few treats. My friends made some money by washing cars, so that we could all go to the movies together. I guess very few people share what they have these days."

"Maybe I could ask some neighbours if I could help them wash their cars. Then I might have enough money to take someone to the movies with me. Would you like to come?" asked Jack.

### Did You Know

Special adjectives like *few, some, many, much or any* are called *determiners*. You can use these determiners to talk about amounts.



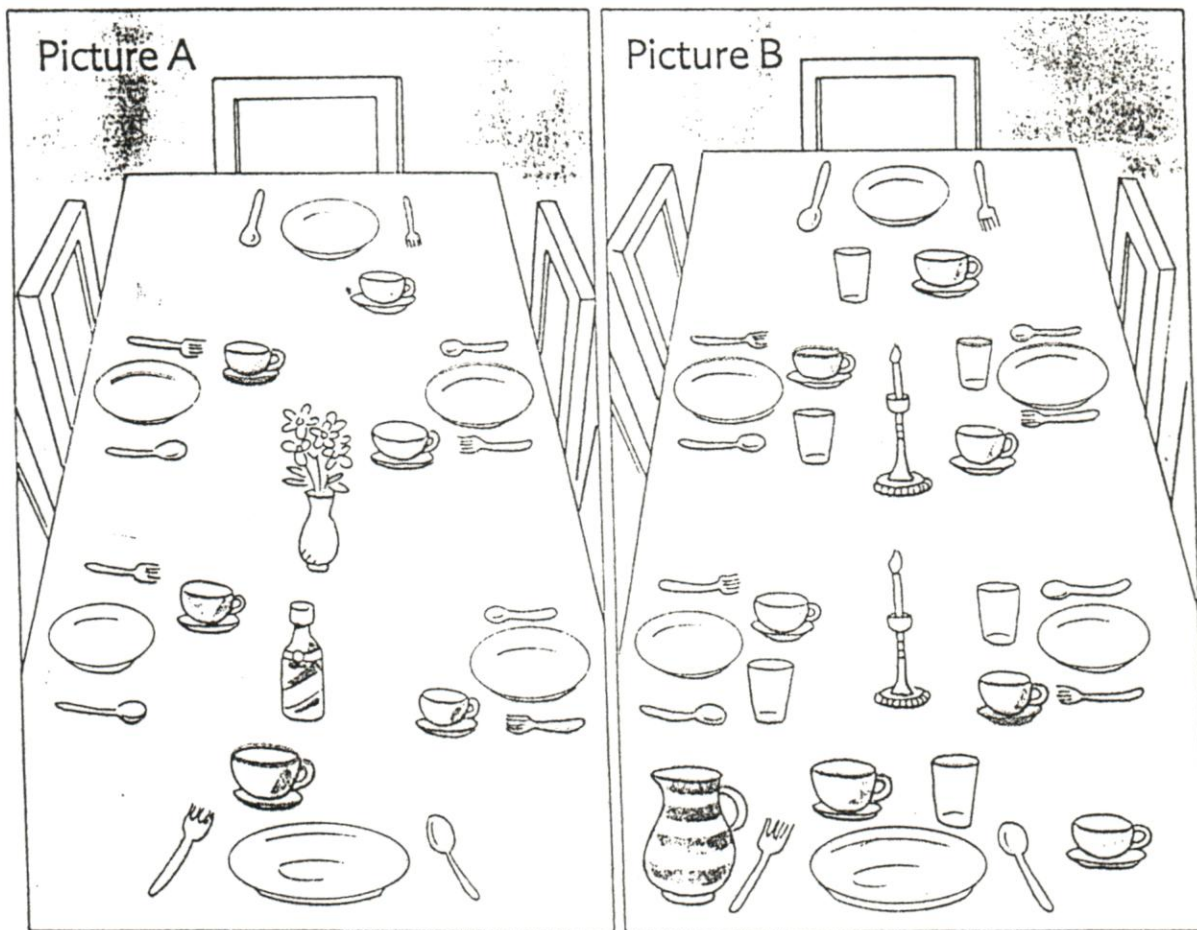
The words you have underlined are determiners that describe how much or how many. Write all the nouns that they describe in the story.

Determiners	Nouns
1. few	treats, people
2. some	
3. many	
4. much	
5. any	



## Determiner

Compare the two pictures. Write sentences to show what is different in picture B. Use *isn't* or *aren't* any in your sentences.



In Picture B ...

1. There **aren't** any flowers on the table.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# Determiner

Look and say:

There is not much ---

There is very little ---

There is a lot of ---

NOT MUCH  
LITTLE  
LESS

MONEY



HAND

1. — money in my hand.

A LOT OF  
MUCH  
MORE

MONEY



TABLE

2. — money on the table.

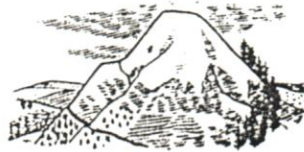
SNOW



LOW HILL

3. — snow on the low hill.

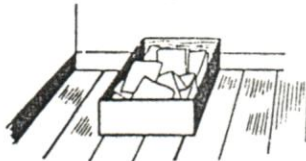
SNOW



HIGH HILL

4. — snow on the high hill.

PAPER



BOX

5. — paper in the box.

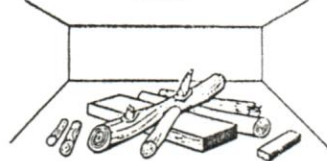
PAPER



FLOOR

6. — paper on the floor.

WOOD



ROOM

7. — wood in the room.

WOOD



GARDEN

8. — wood in the garden.





# Determiner

Look and say:

There are not many —

There are very few —

There are a lot of —

NOT MANY  
FEW

BOOKS



CHAIR

1. — books on the chair.

TREES



FIELD

2. — trees in the field.

SHIPS



RIVER

3. — ships on the river.

FLOWERS



POT

4. — flowers in the pot.

A LOT OF  
MANY  
MORE

BOOKS



TABLE

5. — books on the table.

TREES



FOREST

6. — trees in the forest.

SHIPS



SEA

7. — ships on the sea.

FLOWERS



GARDEN

8. — flowers in the garden.



Aditya and Shyamolie have decided to cook something. Fill in the blanks with **more**, **some**, **any**, **much** or **many** to complete their conversation. (The first two have been done for you.)

Aditya : Let's make *some*..... brownies.

Shyamolie : Have you ever made *any*..... ?

Aditya : No, but my friend Kaizad wrote to me about how he made ..... last weekend.

Shyamolie : How does he make them?

Aditya : He says to take ..... butter, flour, sugar, chocolate and walnuts—if you have .....—and mix them thoroughly before baking in an oven. Easy!



Shyamolie : How ..... of each?

Aditya : I don't know. Just ..... of each.

Shyamolie : Okay, let's take five or six tablespoons of flour. How ..... butter?

Aditya : The same? Oh no, that's too ..... Let's take one tablespoon.

Shyamolie : And one tablespoon of sugar? Or .....?

Aditya : Oh, let's put two tablespoons at least.

Shyamolie : And a teaspoon of baking powder. I've seen my mother put ..... when she bakes.

Aditya : How ..... cocoa?

Shyamolie : Not too ..... It will make it bitter.

Aditya : Is this ..... condensed milk all right?



Shyamolie : Not so ..... It'll be all gooey.

Aditya : How ..... walnuts?

Shyamolie : Just a few.

Aditya : No, put in some ..... I like them. Now stir it all up.

Shyamolie : I'll put ..... oil on the tray.

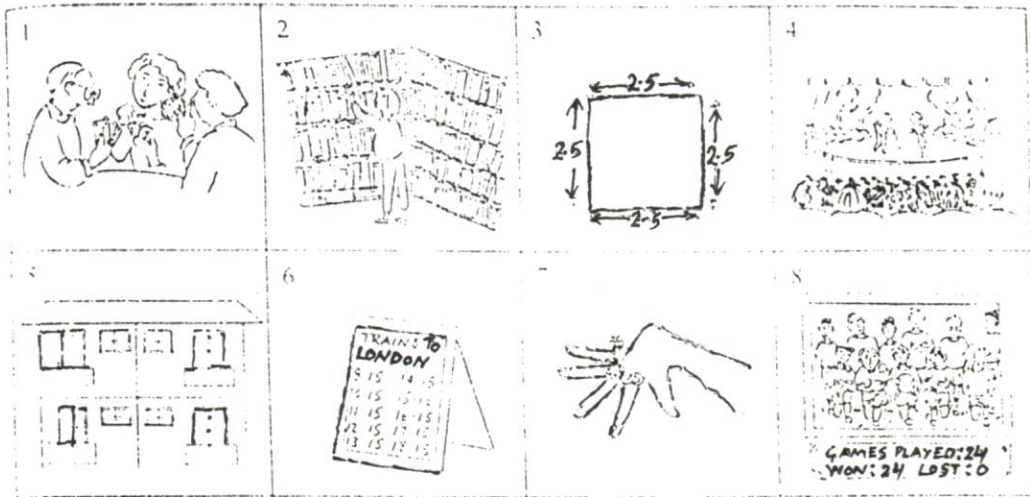
Aditya : And pour the mixture in. I wonder how ..... we will have.

Shyamolie : You've left ..... in the bowl.

Aditya : Not ..... Just a bit to lick while the brownies are baking. Want .....?

# Determiner

Look at the pictures and complete the sentences with: each or every.



- |  |  |
|--|--|
| 1 Each... player has three cards.              | 6 There's a train to London ..... hour.  |
| 2 Carol has read ...every book in the library. | 7 She was wearing four rings – one on<br>..... finger.                             |
| 3 ..... side of a square is the same length.   | 8 Our football team has been very successful.<br>We've won ..... game this season. |
| 4 ..... seat in the theatre was taken.         |  |
| 5 ..... apartment has a balcony.               |  |



# *Many/few/much/little*

---

Do you speak French? No, not many people speak French in our country, very few people speak French.

Do you play Cricket? Yes, Do you play Boxing? Yes/No, in our country, very few people play Boxing.

For much we need materials such as water, sand, rice, salt (or any other substance that can be poured or easily transferred from one container to another).

(Taking Jug and a glass).

Look, this is a jug. This jug has water in it. There's a lot of water in this jug. The jug is full.

Look at this glass. This glass is empty. There is nothing in it.

(Now pouring some of the water into the glass).

What I have I just done? I've poured some of the water into the glass. Is there much water in the glass? No there isn't. There is lot of water in the jug. There's not much water in the glass.

(showing an almost empty milk bottle or Coca-Cola bottle).

Is there much ink (milk etc.) in this battle? No there isn't much milk (ink etc.) in this bottle.

(Taking a bag of rice or whatever else is convenient and available, Pouring or tipping it out into a bowl or on to a dish).

How much sand is there in this box? There's a lot, How much of the sand is in the bowl now?

Not much of the sand is in the bowl.



## *Some and any*

---

A teacher can draw some vertical lines on the blackboard and make a statement there are some vertical lines on the blackboard. Are there any horizontal lines ? Students response would be no! Teacher's statement so, there aren't any horizontal lines.

A teacher write some English word on the blackboard, and make a statement, there are some English words on the board. And asks, are there any words of Hindi or Sanskrit, students response would be no! then teacher would provide sentences like, there aren't any sanskrit words.

A teacher can keep some pieces of chalks in left and nothing in the right hand, the teacher can make statement that there are some pieces of chalks in left hand. There aren't any pieces of chalks in right hand.





**E** Use *a, an or the* to finish each story.

### The Three Little Pigs

Have you heard \_\_\_\_\_ story of \_\_\_\_\_ Three Little Pigs?

\_\_\_\_\_ first little pig built \_\_\_\_\_ house of straw.

\_\_\_\_\_ second little pig built \_\_\_\_\_ house of sticks.

\_\_\_\_\_ third little pig built \_\_\_\_\_ house of brick.

Along came \_\_\_\_\_ ugly wolf. He wanted to eat \_\_\_\_\_ three little pigs.



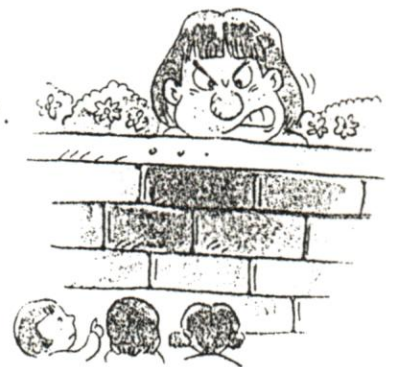
### The Selfish Giant

Once there was \_\_\_\_\_ large and beautiful garden.

In \_\_\_\_\_ garden there lived \_\_\_\_\_ selfish giant.

\_\_\_\_\_ giant didn't want anyone to play in \_\_\_\_\_

garden, so he built \_\_\_\_\_ strong wall around it.



### Jack and the Beanstalk

I like \_\_\_\_\_ story of Jack and \_\_\_\_\_ Beanstalk.

Jack got some magic beans from \_\_\_\_\_ old man.

He planted \_\_\_\_\_ beans and they grew up to \_\_\_\_\_ clouds.

Jack climbed **up and stole** \_\_\_\_\_ goose from \_\_\_\_\_ giant

**because he saw it lay** \_\_\_\_\_ egg of gold.



Which story do you like the best?

Write the title **here**.

### Did You Know

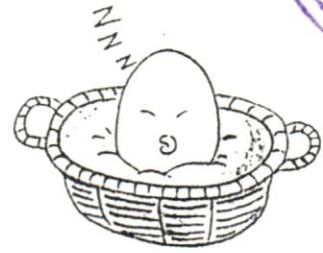
You must use a capital letter to begin each important word in a story title.

# Article

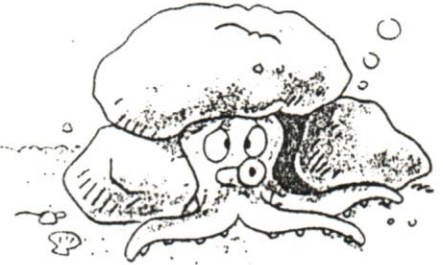


Fill in the blanks with *a* or *an*.

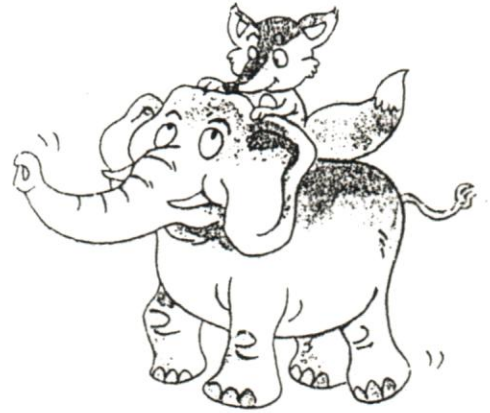
1. \_\_\_\_\_ egg sleeping in \_\_\_\_\_ basket .



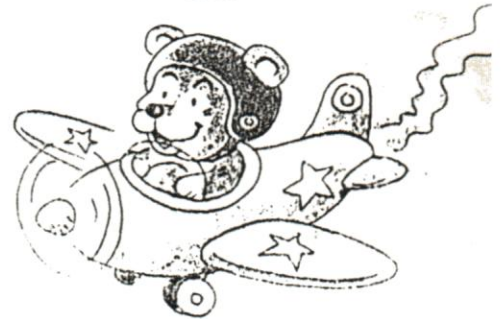
2. \_\_\_\_\_ octopus hiding under \_\_\_\_\_ rock .



3. \_\_\_\_\_ fox riding on \_\_\_\_\_ elephant .



4. \_\_\_\_\_ bear flying \_\_\_\_\_ aeroplane .



5. \_\_\_\_\_ monkey holding \_\_\_\_\_ umbrella .



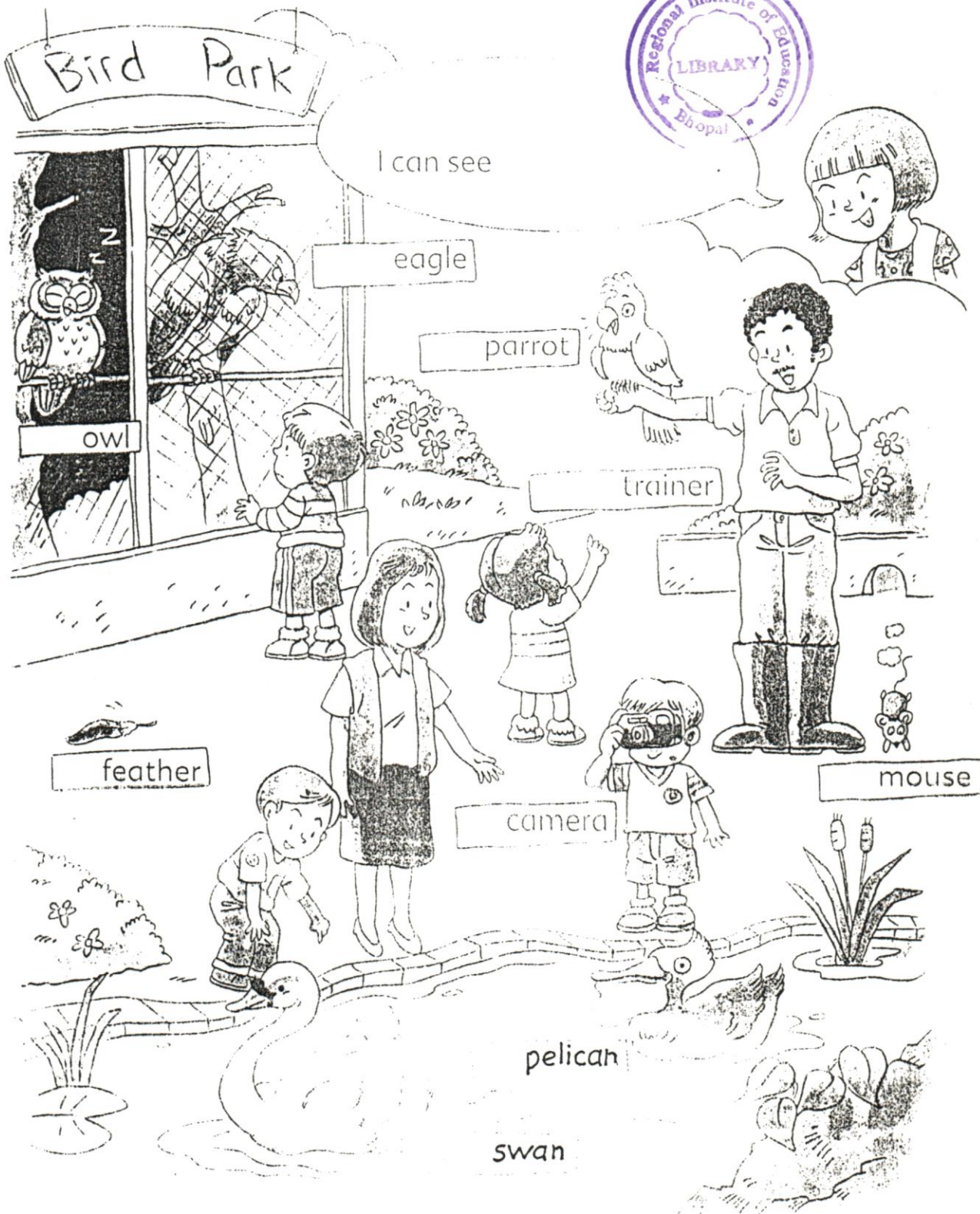
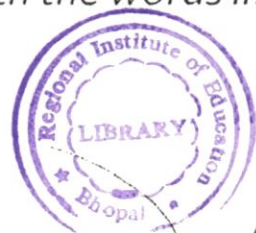
6. \_\_\_\_\_ owl working at \_\_\_\_\_ computer .



# Article



What can you see in this picture?  
Put **a** or **an** before the words in the boxes.  
Then read them aloud together with the words in this bubble.





**A** Read the story and underline *a*, *an* and *the*.



### The Gingerbread Man

Once there was an old man and an old woman. They lived in a little house on top of a hill.

One day the old woman had an idea. She took an egg and a cup of flour and some other things. Then she made an unusual little man out of gingerbread. She put the little man on an upper shelf of the oven to bake. When she opened the oven to get him out, the Gingerbread Man jumped up and ran out of the house and down the hill. With an ache in her heart the old woman watched him run away.

**B** Make your own rules. Fill in the blanks with *a*, *an* or *the*.

1. Use \_\_\_\_\_ before words that begin with a vowel.
2. Use \_\_\_\_\_ before words that begin with a consonant.
3. Use \_\_\_\_\_ when it is clear which one you mean.

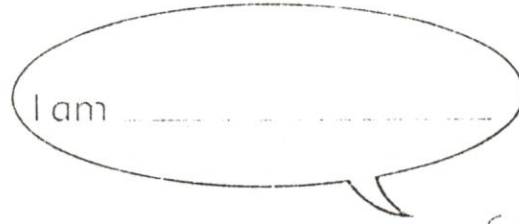
## Article



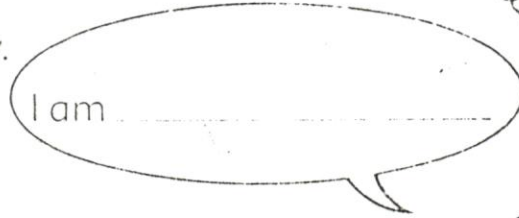
Solve the riddles. You will find the answers in the box below.

What am I?

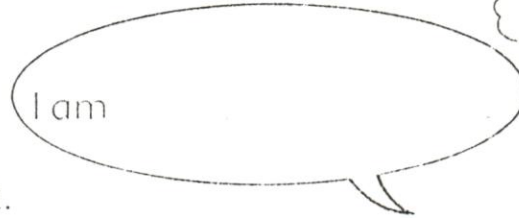
1. I am an animal.  
I live in water.  
I look like a snake.  
I'm very slippery.



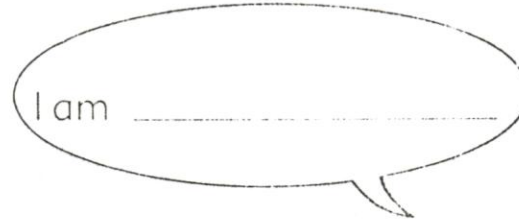
2. I am a fruit.  
I can be green, red or yellow.  
I grow on a tree.  
Some people say I keep the doctor away.



3. I am something you wear.  
I am made of leather.  
I have a buckle.  
I am worn around the waist.



4. I am an animal.  
I swim fast.  
I live in water.  
I have fins and scales.



5. I am something you wear.  
I can keep you warm.  
I can be made from wool.  
I am worn around your neck.



Select your answers from here.

an apron    a shoe    an eel    a mango    a tortoise  
an apple    a crab    an orange    a fish    an overcoat  
a glove    a belt    a shark    a scarf    a banana



## Article

**D** Write **a**, **an** or **the** in the blanks to complete the sentences.

- \_\_\_\_\_ ant is \_\_\_\_\_ insect.
- \_\_\_\_\_ bear is \_\_\_\_\_ large animal that lives in \_\_\_\_\_ cave.
- There's somebody at \_\_\_\_\_ door.
- He is wearing \_\_\_\_\_ old pair of shoes.
- Susan borrowed \_\_\_\_\_ book from \_\_\_\_\_ library.
- John missed \_\_\_\_\_ bus, so he took \_\_\_\_\_ taxi.
- Mother bought \_\_\_\_\_ eggplant, \_\_\_\_\_ box of chocolates and \_\_\_\_\_ kilo of grapes from \_\_\_\_\_ supermarket.
- There is \_\_\_\_\_ old church in \_\_\_\_\_ town of Hamelin.
- \_\_\_\_\_ Amazon River is \_\_\_\_\_ longest river in South America.
- Do you know \_\_\_\_\_ name of \_\_\_\_\_ tallest building in \_\_\_\_\_ world?

### Did You Know

The is also used for special names like the Indian Ocean, the Singapore River.

**E** Read these two sentences and look at the words in bold.

- The little elephant walked a long way until he came to a river.
- The little elephant walked a long way until he came to **the** Amazon River

Why is **a** used in the first sentence and **the** in the second one?  
Write your reason here.



## Article



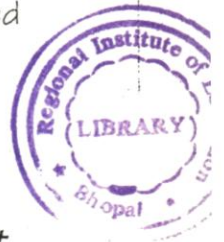
*Penny is in Mr Han's pet shop.  
Complete their conversation with a, an or the.*



- Penny : I want to buy (1) \_\_\_\_\_ cat, please.  
 Mr Han : Do you want (2) \_\_\_\_\_ young kitten  
 or (3) \_\_\_\_\_ older kitten?  
 Penny : I want (4) \_\_\_\_\_ orange-coloured  
 kitten.  
 Mr Han : (5) \_\_\_\_\_ orange kitten in this cage is sold.  
 (6) \_\_\_\_\_ old man bought it.  
 Penny : Then, can I have (7) \_\_\_\_\_ black one  
 in (8) \_\_\_\_\_ cage over there?  
 Mr Han : Certainly, you've made (9) \_\_\_\_\_ very  
 good choice. He's (10) \_\_\_\_\_ active kitten.

### Did You Know

The, an and a are called articles.



*Read the conversation again and find the words that follow a, an or the. List them in the correct box.*

a ... cat	an ... older kitten	the ... orange-coloured kitten
--------------	------------------------	--------------------------------------

*Write a and an to complete these rules:*

1. We use \_\_\_\_\_ before nouns and words that begin with vowels.
2. We use \_\_\_\_\_ before nouns and words that begin with consonants.

### Remember

*You use the before a noun when people know which thing or person you mean.*

# Language Game 1

---

Language : Asking questions and making statements, with the use of 'some and 'Any'.

Skills : Listening and Speaking

Control : Controlled

Level : VI

Time : 3-5 minutes to do the trick 20 minutes for all students to learn the trick.

Materials : Match boxes and matches, rubber band.

Preparation: You need two match boxes. One of them should be half-full of matches and placed inside your right sleeve. you may have to fasten it to your forearm with rubber band. The other box, also half full of matches, should be on the table in front of you.

For pair work you will need the same material for each pair. If this proves difficult, then you will only be able to let a few learners try the trick.

Procedure : Class work leading to pair work. Hold up the box on the table and shake it.

Teacher : Are there any matches in the box?

Class : Yes.



Teacher : (Pointing at one learner). Do you think there are any matches in the box?

Learner : Yes

Teacher : (Open the box and take the matches out). Are there any matches in the box now?

Class : No!

Teacher : (Shake the closed box with left hand). Are there any matches in it now?

Class : No!

Teacher : (Shake the box with your right hand. There will seem to be matches in it because the ones inside your sleeve will be rattling!)

Are there any matches in it?

Class : No.! .... Yes!

Teacher : (Open the box in your hand).  
Are there any matches in it?

Class : No (there aren't).

Teacher : Now shake it first with your left then with your left then with your right hand. Ask the question each time. Finally the students will realise that you have a match box up your sleeve. Reveal it and remove it. Are there any matches in this box?

Class : Yes!



Teacher : (Open the box and show the matches) Yes, there are some matches in it.  
(Show the empty box) there aren't any matches in this box. But there are some in this one.

Show one or two students how to do the trick and what to say. Then organise the activity as per work. It would be helpful if you put the following sentences on the board.

Are there any ..... in this box?

Yes, there are.

No, there aren't

There aren't any ..... but there are some....



## *Language Game 2*

### *Hiding and Finding in/on/at*

---

Language : Asking questions using 'Is it + preposition + place example. Is it on the cupboard? Suggestion by teacher, using "Let's + verb + object + preposition + place.

Example : Let's hide the watch on the cupboard.  
Guess by the student.  
Is it under the table?

Skills : Listening and Speaking

Control : Guided

Level : VI

Time : 15 minutes

Material : A small objects which can be hidden.

Preparation : None

Procedure : One or two students should be sent outside the room.  
The class then discuss what small object would be hidden and where it should be hidden e.g.

Class : Let's hide this watch.  
Let's hide this coin.



Let's hide it under the box of chalk.

Let's hide it on a shelf.

Let's hide it in the drawer of the table.

When the object is hidden call the student) in and tell him/her/them to find the object by asking questions e.g.

student I : Is it in your pocket?

Class : No.

student II : Is it hidden at the back of the class room?

Class : No.

student I : Is it under the table?



Class : No.

student II : Is it on the shelf?

Class : Yes, it is on the shelf then another students would be sent -out.

Again : Let's hidge the key.

## *Language Game 3*

### *By providing sentences, particulars, emphasis on Prepositions*

---

Skills : All

Control : Controlled

Level : VI

Time : 10 to 20 minutes

Materials : Paper and pencil for yourself and each learner.

Preparation: Make the proper seating arrangement, according to the formatting of groups make 3-4 groups according to strength, not more than 10-12 students in a group.



Procedure : Tell the students, that they have to draw pictures, according to the meaning of the sentences, given by you (teacher), within the time limit.

Then write down the sentences and, ask students to note them, and draw pictures.

The sentences, could be:

1. The road goes under the bridge.
2. A hut in the park.
3. A table by the bed.
4. A boy is jumping into the river.
5. A jug on the table.
6. A man at the bust stop
7. A hut between two big house.
8. A girl is cutting an apple with a knife.
9. A tree near the house. Students are in the last, asked to show their pictures, and read out the sentences.



# Language Game 4

---

Teaching Point	- Article
Level/Class	- VI, (a/an/the)
Time	- 30 Min.

## Preparation :

The teacher will prepare a list of sentences which will be taken in this game. He will also make a score board on the blackboard.



## Procedure :

### Step I

The teacher will divide the class into four groups (according to strength) as Team A, Team B, Team C and Team D.

### Step II

The teacher will explain the following rules and the process of the game to the students.

- (a) The teacher will speak out a sentence and the learners are asked whether it is correct or not. Each student of each team will have to answer teamwise.
- (b) If a team gives the correct answer, it will get two marks, if it doesn't give or give wrong answer, the question will be passed on to the next team and will be given one bonus mark, if they answer correctly.
- (c) The answer given first will be the final.
- (d) In every round, each team will have a chance to double the score. If a team gives correct answer its marks will be doubled but if the team gives incorrect answer, its score would be half of the obtained score.
- (e) Students will get only one chance to answer. Before

answering they can discuss within the group but no-one will be given the chance twice.



### Step III (Actual Game)

1. The teacher will appoint a scorer.
2. There will be three rounds. After each round the marks will be added up.
3. The teacher will speak out a sentence, and a student from team A will answer, whether the sentence/statement is correct or not.

Ex. I eat an apple-correct.

4. After speaking out the sentence the teacher will ask other team to decide whether he is correct or not.
5. If he is right, the scorer will give two marks to team A.
6. If he is not right, the teacher will pass the question to the next team.
7. If team B gives correct answer, the scorer gives one bonus mark to team B.
8. After a round, the teacher will ask Team A is they want to double the score. The team can double it or quit the chance. If, they are ready to answer, the teacher will speak a sentence and the team will give answer.
9. If the team gives correct answer the score will be double otherwise it will be half of the obtained score. This question will not be passed on to another team.

#### SCORE BOARD

Round	Team'A'	Team'B'	Team'C'	Team'D'
1.				
2.				
3.				
Total				

## List of Sentences:

1. Dog is a animal. (an animal)
2. Tiger is a fierce animal (correct)
3. Please open the door. (correct)
4. My brother is a officer. (an officer)
5. He has seen the Taj-ul-Masjid. (correct)
6. This is a best book on this subject. (the best)
7. Mr. Jayant is a M.Sc. student from Raipur University. (an M.Sc.)
8. She is good girl (a good girl)
9. Mr. Khan works in a office. (an office)
10. Where is a pen, I bought yesterday. (the pen)
11. Mrs. Anjali used to read Navbharat daily. (the Navbaharat)
12. English is a easy language. (an easy)
13. An inkpot is useful thing. (a useful thing)
14. I saw a child, the child was crying. (correct)
15. This is the class where I teach you. (correct)
16. A Sailor is a man who works in a ship. (correct)
17. She is very beautiful girl. (a very)
18. Mr. Sinha is an oldest man in the village. (the oldest)
19. The people of Gujrat are in trouble now a days. (correct)
20. The television is gift of Science. (a gift)
21. He received a message on the wireless. (correct)
22. Tendulkar is the best player of the Cricket team. (correct)
23. I will catch the next train. (correct)
24. The Mahabharata was written by the Vedvyas. (incorrect-Vedvyas).



# Exercise 1.

## Write at/on/in

---

1. \_\_\_\_\_ 1977.
2. \_\_\_\_\_ September.
3. \_\_\_\_\_ 24 September.
4. \_\_\_\_\_ Friday.
6. \_\_\_\_\_ 1984.
7. \_\_\_\_\_ half past two.
8. \_\_\_\_\_ Christmas day.
9. \_\_\_\_\_ Winter.
10. \_\_\_\_\_ the morning.
11. \_\_\_\_\_ Monday morning.
12. \_\_\_\_\_ Saturday night.
13. \_\_\_\_\_ night.
14. \_\_\_\_\_ Christmas.
15. \_\_\_\_\_ the weekend.
16. \_\_\_\_\_ Tuesday afternoon.
17. \_\_\_\_\_ the end of my holiday.



# Exercise 2

## Write at/on/in

---

- (1) Goodbye ! see you on Friday.
- (2) Where were you \_\_\_\_\_ 28 February?
- (3) I go up \_\_\_\_\_ 8'O clock this morning.
- (4) I like getting up early \_\_\_\_\_ the morning.
- (5) My sister got married \_\_\_\_\_ May.
- (6) Mamta and I first met \_\_\_\_\_ 1979.

- (7) Did you go out \_\_\_\_\_ Friday?
- (8) Did you go out \_\_\_\_\_ Friday evening.
- (9) Do you often go out \_\_\_\_\_ the evening.
- (10) Lets meet \_\_\_\_\_ 7.30 tomorrow evening.
- (11) I'm starting my new job \_\_\_\_\_ 3 June.
- (12) We often go to the beach \_\_\_\_\_ summer.
- (13) George isn't here \_\_\_\_\_ the moment.
- (14) Julia's birthday is \_\_\_\_\_ January.
- (15) Do you work \_\_\_\_\_ Saturdays.
- (16) I will send you the money \_\_\_\_\_ the end of this month.
- (17) \_\_\_\_\_ autumn, the leaves fall from the trees.
- (18) The company started \_\_\_\_\_ 1969.
- (19) I often go away \_\_\_\_\_ the weekend.
- (20) I like looking at the stars in the sky \_\_\_\_\_ night.



### *Exercise 3*

## *Draw a line under the most suitable preposition in the brackets*

- 
- (1) The carriage is (on,at,in) the door.
- (2) Father is not (on,in,at) home.
- (3) There is a bridge (on,over,at) the river.
- (4) Open the book (on,at,from) page 12.
- (5) What is the time (in,by,from) your watch.
- (6) Children are fond (about,for,of) sweets.
- (7) She is afraid (about, from,of) dogs.
- (8) Write (with,in,from) ink.

- (9) The policeman is (at,on,about) duty.
- (10) Listen (about,to,on) me, please.
- (11) She looked (at,on,about) her lover.
- (12) She laughed (at,on,with) my face.
- (13) The house is (at,on,with) fire.
- (14) I met her (in,on,by) the way.
- (15) Pour this lemonade (in,into,over) the glasses.
- (16) You must reply (at,to,for) my letter.
- (17) Please explain (at, to, for) me what this means.
- (18) He writes (about,to,for) his parents regularly.
- (19) Has the train arrived (on,at,near) the station?
- (20) What is the matter (about, between, with) you?
- (21) She is busy (in,with,about) her work.
- (22) The pot is full (of,with,from) water.
- (23) Full this bucket (of,with,from) water.
- (24) We waited (about,for,at) the train.
- (25) She searched (for,about,at) her ring everywhere.
- (26) She acted (about,on,with) my advice.
- (27) I cannot agree (on,to,about) your plan.
- (28) He quarrelled (with, about,from) his friends.
- (29) The house is (for,on,at) sale.
- (30) She is proud (of,about,from) her beautiful face.





## *Exercise 4*

### *Appropriate Preposition given in brackets in the following sentences*

---

- (1) Someone is knocking \_\_\_\_\_ the door.  
(at,on)
- (2) Health is preferable \_\_\_\_\_ wealth.  
(than,to)
- (3) Some one is knocking \_\_\_\_\_ the window.  
(at,on)
- (4) She comes \_\_\_\_\_ a noble family.  
(of,from)
- (5) She died \_\_\_\_\_ fever.  
(of,from)
- (6) They congratulated us \_\_\_\_\_ our success in the  
examination.  
(on, with)
- (7) I differ \_\_\_\_\_ you on this point.  
(from,with)
- (8) We all agreed \_\_\_\_\_ her proposal.  
(with,to)
- (9) The addition is very different \_\_\_\_\_ the other.  
(to,from)
- (10) He as born \_\_\_\_\_ a small village \_\_\_\_\_ Malabar.  
(in,at)
- (11) She came and sat \_\_\_\_\_ her husband.  
(beside,besides)

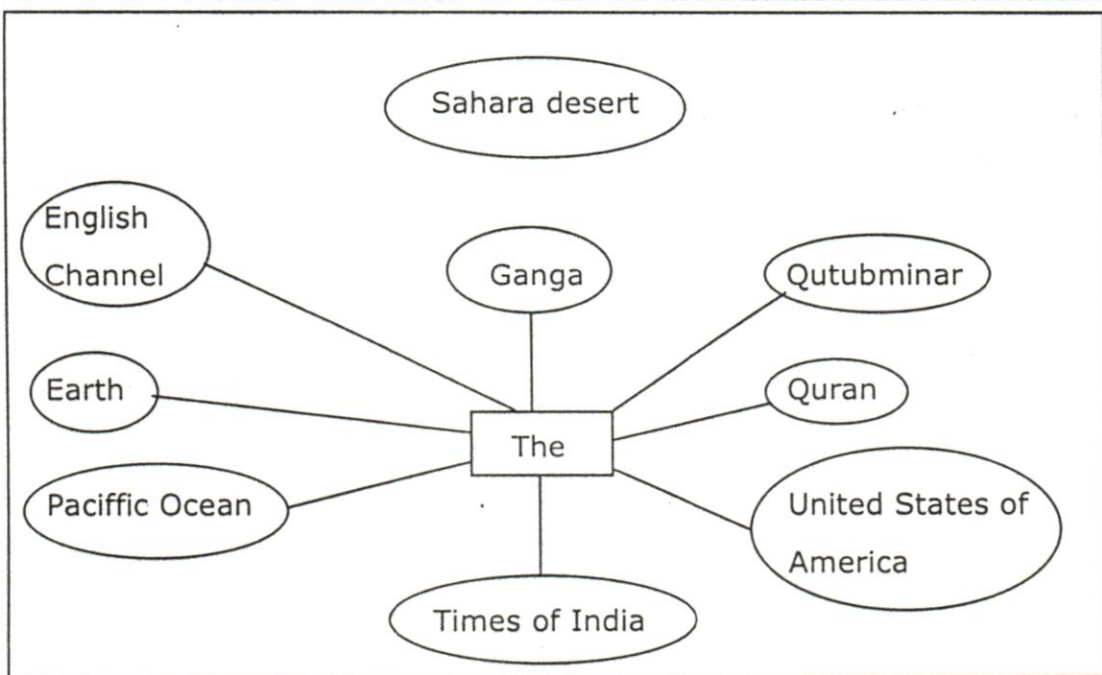


- (12) \_\_\_\_\_ being fined, he was sent to prison.  
(beside,besides).
- (13) Your statement does not correspond \_\_\_\_\_ here.  
(to,with).
- (14) She is married \_\_\_\_\_ her cousin.  
(with,to).
- (15) He is not \_\_\_\_\_ home just now.  
(in,at).
- (16) The train is \_\_\_\_\_ time.  
(in,on).
- (17) We are sorry \_\_\_\_\_ your mother's illness.  
(about, for).
- (18) I do not approve \_\_\_\_\_ her action.  
(about,of)
- (19) She parted \_\_\_\_\_ her husband in tears.  
(with,from).
- (20) He hates to part \_\_\_\_\_ his money.  
(in,by).
- (21) They are very proud \_\_\_\_\_ their success.  
(of, about)



**Exercise 5**

**Use definite article in a proper way and make sentences of items given below**



1. is the biggest ocean of the world.
2. falls in the bay of Bengal.
3. was built by Qubuddin Aibak.
4. is most famous English newspaper.
5. is one of the member of solar system.
6. was crossed by Mihir sen.
7. is the biggest desert of World.
8. is known as a powerful country in the world.
9. is a religious book of Muslim.

Ex.Ans. : The Pacific Ocean is the biggest ocean of the world.



## *Exercise 6*

*Make meaningful sentences with the help of clues words. Using definite article 'the'*

- 
- |     |               |   |                   |           |
|-----|---------------|---|-------------------|-----------|
| 1.  | Shahjahan     | - | Tajmahal          | (build)   |
| 2.  | Valmiki       | - | Ramayana          | (write)   |
| 3.  | Sun           | - | East              | (rise)    |
| 4.  | You           | - | Bible             | (read)    |
| 5.  | They          | - | Hindustan Times   | (read)    |
| 6.  | You           | - | Effel Tower       | (read)    |
| 7.  | Ganga         | - | through Haridwar  | (flow)    |
| 8.  | Man           | - | Moon              | (conquer) |
| 9.  | King of Nepal | - | India             | (come)    |
| 10. | Asia          | - | biggest continent | (is).     |

Ex.Ans: Shahjahan built the Tajmahal.



# Exercise 7

Look at the following table and make sentences with the use of a/an



**Table "A"**

He	is	an	English	Man	
	isn't		Indian	Girl	
She	is not	a	American	boy	
I	am		French	man	
	am not	Japanese	woman		
			fat		
			tall		
			short		

Read the table and make meaningful sentences

**Table : B**

There are not	many	books	on the shelf
There aren't		stones	in that box
Are there		flowers	in the garden
		pupils	in this school

Is there	much	ink in that bottle
There isn't		water in that jug
There is not		sand in that box
		sugar in this bag
		money in his pocket

# Kamala Nehru Public Higher Secondary School Bhopal

## Pre - Test

Name : .....

Class : VI

### Question No. 1

Fill in the blanks with the appropriate "Article" ("A", "An" and "The")

1. A spider is not ..... insect.
2. Which is ..... largest river in the world.
3. She has ..... toothache at this time.
4. My uncle is ..... M.A.
5. .... homeless were provided shelter.
6. .... baby deer can stand as soon as it is born.



### Question No. 2

Fill in the blank by using the options given in the bracket.

1. Rajesh has bought ..... mangoes. (**any, some, much**)
2. Do you play ..... game in the morning? (**many, some, any**)
3. .... side of a square is the same length. (**much, each, every**)
4. Yesterday I went to the book fair, there ..... book was wonderful (**much, each, every**).
5. They did not ask me ..... questions. (**much, many, little**)
6. There is not ..... milk in the glass. (**many, few, much**)
7. ....boys took part in games. (**any, few, little**)

### Question No. 3

Fill in the blank with the appropriate prepositions given in the bracket.

1. Anup was born .....1996. (**at, in, on**)
2. I will be there .....5 A.M. (**on, in, at**)
3. The teacher will return .....Sunday. (**in, on, at**)
4. My friend lives ..... Kolkota. (**on, at, In**)
5. Place the book ..... the table. (**on, in, at**)
6. We study ..... school. (**in, at, on**)
7. We travel..... bus. (**on, by, in**)
8. We travelled ..... a coach. (**in, by, on**)
9. We travel .....a bike. (**in, on, by**)

### Question No. 4

Fill in the blank by using the preposition given in the bracket.

1. The rope was cut.....him. (**by with, on**)
2. Do not cut rope ..... knife. (**by, with, on**)
3. The boys jumped ..... the river. (**in, into, on**)
4. There is a big stone ..... the river. (**in, into, on**)
5. A cat was setting .....the table. (**on, upon, with**)
6. Rohit sits ..... Anand and Prakash. (**from, between, many**)

### Question No. 5

Fill in blank with appropriate preposition.

1. The bridge is built .....the river. (**on, over, under**)
2. A man is standing ..... the shadow of a tree . (**on, over, under**)

**Question No. 3.**

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Fill in the blanks with the appropriate preposition given in the bracket.

1. India won the freedom ..... 1947. (**at,in,on**)
2. The train will arrive ..... 9 P.M. (**on,at,in**)
3. We will meet ..... Monday. (**on,at,in**)
4. My brother lives ..... America, (**in,at,on**)
5. Why don't you sit ..... the bench. (**in,on,at**)
6. Dinesh may be ..... home at this time. (**in,on,at**)
7. The Prime Minister travels ..... air. (**on,by,in**)
8. We travelled ..... a horse wagon. (**in,by,in**)
9. I went to temple ..... scooter. (**in,by,on**)



**Question No. 4.**

Fill in the blank by using the preposition given in the bracket.

1. The buffalo is tied ..... a rope. (**by,with,on**)
2. The letter is written ..... Marry. (**by,with,on**)
3. Translate the sentence ..... Hindi. (**into,in,on**)
4. Students are sitting ..... room. (**in,into,at**)
5. The airport is ..... my house. (**near, between, among**)
6. In 1971 a battle was fought ..... India and Pakistan . (**between, among, many**)

**Question No. 5.**

Fill in blank with the appropriate preposition.

1. We can save ourselves from rain ..... the umbrella. (**under,over,on**).
2. The plane flew ..... the mountains (**on,over,under**)