

Where the Mind is Without Fear

A. Answer these questions.

1. How would one benefit if the mind was without fear?

Ans. If the mind was without fear, the people would be creative, they would be able to think and the country would prosper.

2. What does the speaker mean when he says that the world has been broken up into fragments?

Ans. The world has been broken up into fragments by this the speaker means to say that the traditions divided this world on the basis of caste, creed, races, religion and so many other division. These forces cause social backwardness. In this poem the poet wishes for a world without discrimination.

3. How would one speak if words came out from the depths of truth?

Ans. One would speak honestly and clearly when one speaks from the depths of truth.

4. What is the similarity between reasoning and a clear stream?

Ans. The poet says that the Almighty should

lead him into a world where the clear stream has not lost his its way, so, the faculty of reasoning in a man is like a clear stream of water. In other words, a clear thought which does good to others is like a stream of water that is transparent without being dirty.

5. Who does the speaker refer to as 'thee'. How would 'thee' lead us forward.

Ans. The poet refers to God as 'thee'. The poet prays to God to lead his countrymen to a comfortable society. The society is free from all social evils, people think and do good things and live in harmony.

B. Answer these questions with reference to the context.

1(a) Which 'world' has the speaker referred to?

Ans. The speaker has referred the world which should not be discriminated on the basis of caste, creed, colour or religion.

(b) Why is the world broken up into fragments?

Ans. The world is broken into fragments by division on the basis of religion, caste

class, race and colour in societies all over the world.

C. What do mean by 'domestic walls'?
Ans. "Domestic walls" means discrimination on the basis of caste, creed, colour or religion.

2(a) Who is 'thee' in the first line?
Ans. 'thee' is God.

(b) How is the mind led forward?
Ans. When the Almighty God leads his countrymen on a path where the mind is without fear and can think freely the mind will be led forward.

(c) What does the speaker wish to convey by these lines?

Ans. By these lines the poet wish to Almighty God to his countrymen on a path where the mind is without fear and can think freely; the nation is progressive without the chains of outdated discriminating forces like caste, religion and superstitions.

The expression (be) going to is used to talk about events likely to happen soon or in the near future, as there is much evidence. It also shows intention. For example:

- He is going to be scolded soon for his behaviour.
- The students are going to request the Principal for a canteen.
- I am going to buy a new bicycle soon.

(be) going to + the base form of the verb
 Present forms of be verb:
 am, is, are

A. Use the will / shall or the going to form of the verbs in brackets.

1. We are going to rent (rent) a car for our trip next month.
2. My father will get (get) angry when he sees the mess.
3. The shopkeeper will help (help) you choose suitable paints.
4. I shall call (call) the ambulance right away.
5. Mira is going to receive (receive) her driving licence tomorrow.
6. If we do not have rains this season, there is going to be (be) a drought.
7. Jafar will listen (listen) to his favourite songs only at the party.
8. We shall set (set) the alarm so that we wake up on time.
9. The guard will lock (lock) the gates at 11 p.m. sharp.
10. Pollution is going to be (be) the greatest risk to health in the years to come.



B. What do you think will have happened by the year 2050? Use the future perfect tense to write ten predictions. Use the clues from the box and some of your own. The first one has been done for you.

cure for cancer found robot teachers invented solar power harnessed
 forest cover reduced seafood disappeared cars upgraded to fly
 private flights to the moon made possible pavements mechanised to move

By the year 2050, all cars will have been upgraded to fly.

C. Use the **future perfect** or **future continuous** form of the verbs in brackets.

1. The tailor will have stitched (stitch) my dress by Tuesday.
2. We will be driving (drive) to Udaipur in our new car.
3. The court will have decided (decide) the case by evening.
4. The helpers will have cleared (clear) the road by evening.
5. Keth will be preparing (prepare) for the scholarship next year.
6. The girls will be waiting (wait) outside if they do not find the key.
7. All shops will have closed (close) if we do not rush now.
8. I will have completed (complete) the job by evening, so I can join you.
9. We will be enjoying (enjoy) our vacations soon.
10. The police will be examining (examine) the fingerprints to identify the criminal.



D. Use the **present continuous**, **future continuous** or **future perfect continuous** form of the verbs in brackets.

1. The only flight to Kullu will be leaving (leave) early in the morning.
2. My father will have been teaching (teach) for 12 years by April this year.
3. My father will have sailed (sail) for six months by March.
4. The Mughal Gardens will be opening (open) tomorrow to public.
5. The old man will be preparing (lie) in the cold if we do not inform the police now.
6. By 6 p.m., the child will have been sleeping (sleep) for three hours.
7. The players will be flying (fly) for the World Cup next month.
8. The army will be arriving (arrive) tomorrow to help the flood victims.
9. It will have been raining (rain) nonstop for 24 hours by noon.
10. By evening, the inverter will have been running (run) for 12 hours.



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E. Use suitable *future time* expressions of the verbs given in brackets.

1. The assembly will begin (begin) immediately after the Chief Guest arrives.
2. My mother will be working (work) the night shift tonight; so I will have to cook.
3. I hope you are going to keep (keep) your promise for tomorrow.
4. The sailors will have been docking (dock) the ship for seven days at Alaska on Wednesday.
5. The forecast says it is going to (snow) tomorrow.
6. The mechanic says he will have repaired (repair) my car in three days.
7. By the end of the day, I shall have walked (walk) four kilometres.
8. By March, they will have been living (live) here for six years.
9. I am going to start (start) training for the marathon from next week.
10. It seems the team will lift (lift) the World Cup.



F. Complete these sentences using different *future time* expressions.

1. As soon as my phone is repaired, I will call you.
2. While we are away, our pet will be living in the kennel.
3. I will help you when I will have finished my homework.
4. Eat your meal before Rahul asks for it.
5. We will be visiting the palace when we are in Jaipur.
6. Do you know when the flight will be taking off?
7. You must tidy your room before mother wakes up.
8. Soon after we have landed, I will be visiting my grandma.
9. I must tell you that your son is going to be a great man.
10. After my exams get over, we will be joining the piano classes.

Lesson - 7

Structure of the present perfect continuous

has been / have been + the -ing form of the verb

We often use time expressions like *for an hour, for a few weeks, all day, all winter* and *since Monday* with the present perfect continuous.

A. Complete these sentences about a challenge you took up. Use the *present perfect continuous tense*. The first one has been done for you.

I have been solving (solve) crossword puzzles since age ten. My friends have been challenging (challenge) me to attempt a difficult one. So, I have been trying (try) to solve a difficult crossword puzzle since this morning. I have been reading (read) the clues backwards too. I have been thinking (think) of possible synonyms and antonyms. I have been referring (refer) to the thesaurus. My mother too has been suggesting (suggest) words to me. Somehow, all my efforts have been failing (fail) me!

The Past Perfect Continuous

The *past perfect continuous* is used to talk about actions that started in the past and were still in progress till another time or action in the past.

For example:

- ♦ I had been working on my project till late last night.
- ♦ Kiran had been playing outside till it started raining.

Structure of the past perfect continuous

had been + the -ing form of the verb

We often use time expressions like *when, before, after, for two hours* and *for a long time* with the *past perfect continuous*.

B. Complete these sentences about how a bird taught an important lesson to the narrator. Use the *past perfect continuous tense*. The first one has been done for you.

This happened to me last year. I had been watching (watch) from my window a blackbird build its nest for many days. It had been collecting

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(collect) twigs, scraps of cloth and paper. It also had been bringing (bring) soft feathers to make it cosy.

I had been using (use) my binoculars to closely observe the blackbird at work. So, I actually saw how it had been working

(work) hard to weave the nest. At the same time, it had been keeping (keep) an alert eye for any hawks that might attack its nest. All the while I was observing the bird, I had been learning (learn) important lessons from it—not to lose focus and not to waste anything.



Negative Sentences Using the Perfect Continuous

The negative form of the perfect continuous tense takes a negative word *not* or *never* after the helping verbs *has*, *have* or *had*.

For example:

- ♦ The patient **has not been** following the diet prescribed by the doctor.
- ♦ We **have not been** receiving any calls on our landline since we got the mobile.
- ♦ The clock **had not been** working for days till Dad fixed it.

Negatives using the perfect continuous

has / have / had + not / never + been + the -ing form of the verb

C. Rewrite these sentences in the negative form using *not* or *never*.

1. It has been snowing in the hills this winter.
2. Hema had been learning English for a long time when she left for England.
3. The guard had been reporting for duty on time for the past few days.
4. I had been practising the guitar for years when I was nominated.
5. He has been cheating people of their money.
6. Sania had been talking on the phone the whole day.



Lesson - 7

Interrogative Sentences Using the Perfect Continuous

Interrogative sentences start with the helping verb *has*, *have* or *had*; the helping verb *been* and the main verb are used after the subject.

For example:

- ✦ Has Ansh been attending all the classes?
- ✦ Have you been trying to call me?
- ✦ Had you been keeping a watch on the cars when I asked you?

Interrogatives using the perfect continuous

has / have / had + the subject + *been* + main verb (+ object)

D. Rewrite these sentences in the *interrogative form*.

1. He had been waiting for you for an hour.
2. The police have been checking all the cars.
3. Vehicles have been polluting the Delhi air.
4. Nitin had been jogging for an hour when he hurt himself.
5. People had been poaching animals for ages.
6. The gardeners had been trying to grow grass here for two years.



E. Complete these sentences using the *present perfect continuous tense*.

1. He has been leaving (live) a luxurious life.
2. The mason has been building (build) this wall for several days now.
3. My grandfather has been driving (drive) his old Morris for ages.
4. I have been watching (watch) horror films since I was 16.
5. The students have been donating (donate) their old books and toys every year.
6. I have been requesting (request) my neighbours to visit us on some Sunday.
7. A mobile library has been visiting (visit) the slums every Wednesday.
8. The balloon seller has been selling (sell) balloons in our colony for years now.
9. The tall waves have been crashing (crash) against the rocks all day.
10. Fida has been climbing (climb) mountains ever since she was 10.



Mullah Nasreddin and the Nail

A. Answer these questions.

1. Who was Mullah Nasreddin? Why was he considered mysterious?

Ans. Mullah Nasreddin was a poor priest in a village. He was different from other people. He was so busy in remembering god that he didn't care about anything. So, he was considered mysterious.

2. Why was Mullah Nasreddin forced to sell his ancestral house?

Ans. Mullah borrowed heavy money from people to fulfill his need but didn't pay back. Now nobody wanted to lend him more. So, he was forced to sell his ancestral house.

3. Who wanted to buy the house? How did he get it from Mullah?

Ans. Nasreddin's clever neighbour wanted to buy the house. He offered him a very low price because he knew that Mullah was in great need. Mullah Nasreddin handed him a contract with a little clause mentioned in it. The neighbour agreed with the clause and signed it. Thus he got the house from Mullah.

4. What clause did Nasreddin add to the contract?

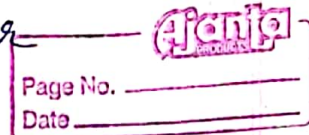
Ans. According to the clause Mullah Nasreddin would be allowed to keep ownership of a nail that was sticking on the wall of the living room and do whatever he wanted with it.

5. Why was the neighbour's wife angry with him?

Ans. After a month of selling his house Mullah Nasreddin came to worship his nail and hung his turban on it. Next week he hung his scarf and a week later he returned and hung his coat. The next day he had come to hang a sack full of cow dung. Neighbour's wife couldn't tolerate this and became angry with him.

6. Why did a neighbour call for a meeting with the council of elders? What ruling did they give?

Ans. When the neighbour objected Mullah for hanging the objects on the nail, he reminded him of the clause of the agreement. Then the neighbour decided to call for a meeting with the council of elders. The elders studied the contract and pronounced that Mullah was legally doing as he wished with his nail.



G. How did Mullah Nadreddin get his house back?

Ans. After a month of sell the Mullah starts coming to worship the nail time to time and starts hanging his belongings also on his nail. It really irritates neighbour and his wife. The matter is taken to before the council of elders in the village. According to the agreement it is found that the nail belongs to Mullah and he is free to do anything with it. ~~When~~ Now the neighbour has no option. He sells the house back to the Mullah at lower price than he bought. Thus, the Mullah got his house back.

B. Answer these questions with reference to the context.

1. My father ~~be~~ never had the chance to finish hammering it in.

a. What is being referred to here by the speaker
Ans. The speaker refers to a nail.

b. Why is the speaker's father not able to complete the job?

Ans. The speaker's father had a heart attack and died. So, he is not able to complete the job.

A

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Ch - 5

c. Why does the speaker mention it now?

Ans. Speaker's house was sold and he wants to worship the nail whenever he wish. So, he mentions it now.

2. '... this is going too far, we cannot have that.'

a. Who says this to whom?

Ans. The neighbour says to the Mullah.

b. What has the listener done?

Ans. The listener has hung a sack full of cow dung on his nail.

c. Does the listener stop what he is doing? why?

Ans. No, the listener doesn't stop because according to the contract he is free to do anything with his nail.

— X —

Subject Teacher

Renu Verma

Emmanuel School

Class - VI

Subject : English

Teacher : Mrs. Renu

[25.06.2020]

Lesson 5

9. What class had you attended before you went for the English class?
10. What will you have done by 9 p.m. today?

E. Complete these sentences using the past perfect tense.

1. Yesterday, they had left for London by 7 a.m.
2. I had already done my project last Wednesday.
3. Robin and Mahab had woken up before the alarm buzzed.
4. She said that she had reported about the crime.
5. Before I joined this school, I had made a few friends.
6. I read the book grandmother had bought for me.
7. Mother had filed her taxes in March last year.
8. We had finished renovating the house when you visited us last year.

Lesson - 6

The present perfect is used to talk about

1. situations that started in the past and continue till now.

For example:

- We have lived in this house for five years now.

2. things that have happened up till now, and may be repeated after the present moment.

For example:

- I have attended many weddings.

3. past events still relevant or connected with the present.

For example:

- The children have pledged to plant trees, so they are organising a fundraiser.

- A. Fill in the blanks with the form of the verbs in brackets, as instructed.

1. I usually play (play) outdoor games. (simple present)
2. We cannot leave right away as it is raining (rain). (present continuous)
3. The teacher is checking (check) our notebooks. (present continuous)
4. The Principal has not announced (not announce) a holiday tomorrow. (present perfect)
5. Bozo hates (hate) to be disturbed when he is chewing bones. (simple present)
6. My father has already packed (already pack) his suitcase for his travel tonight. (present perfect)

Structure of the present perfect

has / have + the past participle form of the verb

Remember

Verbs that express feelings (*disagree, love, dislike, hate*), thoughts (*mean, remember, think, recall*), sense (*smell, feel, hear, see*) and possession (*own, need, belong*) do not have a continuous form.

For example:

- I am thinking it will rain today. ✗
I think it will rain today. ✓
- They are needing some help immediately. ✗
They need some help immediately. ✓

Lesson - 6

7. Kitty's parents have rented (rent) a house near the school.
(present perfect)
8. We are waiting (wait) in the queue for the author's autograph.
(present continuous)
9. I have never participated (participate) in a calligraphy competition before. (present perfect)
10. Birds migrate (migrate) to warmer countries during winter. (simple present)



Past Tense

The simple past is used for finished actions or situations that began and ended before now, or to express a past habit.

Example:

We **locked** the door and **left** for the party. (past activity)

Children **liked** to play outdoors in those days. (past habit)

Recap

The past form of regular verbs is formed by

1. adding **-ed** at the end. (*called, asked, needed, reached*)
2. adding **-d** to verbs ending in **-e** or **-ee**. (*baked, hated, liked, freed*)
3. changing the **-y** in words ending in a consonant and **-y** to **i** and adding **-ed**. (*cried, fried, hurried, worried*)
4. adding **-ed** to words ending in a vowel + **-y**. (*obeyed, annoyed, stayed, prayed*)

The past form of some irregular verbs

1. remains the same. (*cut, beat, hit, cost, hurt, put, set*)
2. is formed by a change in form, or a change in the vowel and / or endings. (*ate, gave, took, made, awoke, built, spent, forgot, bought, brought*)

Lesson 6

The past continuous is used

1. to express an action that was going on at some time in the past when something else happened.

For example:

- He was eating nuts when he choked on them.
- They were building the house when a wall collapsed.

The longer action is expressed in the past continuous form, while the shorter action is usually expressed by using the simple past.

2. to talk about actions that were happening or were in progress at a particular time in the past.

For example:

- It was raining yesterday.
- I was reading a book when you came.

The past perfect is used to express a past action that happened before another past action or time in the past. The past perfect is used for the earlier action and, usually, the simple past is used for the action that happened later.

For example:

- She had wanted a gold medal, but she won silver.
- I had learnt to swim by the time I was six.

Structure of the past continuous

was / were + -ing form of the verb

Structure of the past perfect

had + the past participle form of the verb

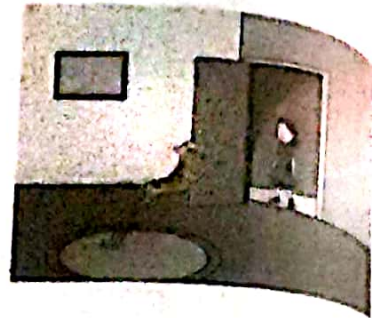
B. Fill in the blanks with the form of the past tense as instructed.

1. I presented (present) my project last week. (simple past)
2. My father had already fixed (already fix) the tap before the plumber arrived. (past perfect)
3. When the shopkeeper called him, he had left (left) already. (past perfect)
4. The animals were behaving (behave) oddly as they had sensed an earthquake. (past continuous)
5. The company shifted (shift) its office two years ago. (simple past)

It does not matter which action appears first in the sentence. The action that happened first takes the past perfect tense.

Lesson 6

6. Suddenly, I realised somebody was knocking (knock) at the door.
(past continuous)
7. They reported that the driver had crashed (crash) into a parked truck.
(past perfect)
8. The actor was shooting (shoot) for the film when the accident happened. (past continuous)
9. The moment I opened (open) the door, my dog jumped to greet me. (simple past)
10. They had harvested (harvest) the crop just before the monsoon arrived. (past perfect)



The Future Tense

The simple future is used to talk about actions yet to take place.

For example:

- ♦ My mother will buy me a new school bag.
- ♦ Rohtang Pass will close in the winter months.

The future continuous is used to express what will be happening at a particular time in the future.

For example:

- ♦ I shall be meeting my friends in the evening.
- ♦ Our school will be hosting the annual quiz soon.

The future perfect is used to talk about actions which will happen before a particular time or action in the future.

For example:

- ♦ We will have crossed the border by noon.
- ♦ My father will have left by the time I reach home this evening.

Lesson - 6

C. Fill in the blanks with the form of the future time as instructed.

1. The show will be starting (start) in a few minutes now. (future continuous)
2. I will be appearing (appear) on the music channel on Saturday. (future continuous)
3. Wait! You will have (have) your turn soon. (simple future)
4. I will have seen (see) the doctor by 8 o'clock. (future perfect)
5. I can hear thunder and am sure it will rain (rain) soon. (simple future)
6. The minister will be announcing (announce) the new taxes next week. (future continuous)
7. The staff will arrive (arrive) before the Chief Guest. (simple future)
8. I will carry (carry) the big bag, while you lock the door. (simple future)
9. The doctors will be treating (treat) patients for free at the camp. (future continuous)
10. The team will have won (win) six matches in a row if they win this one too. (future perfect)



Forming the Negative

The negatives *not* and *never* often go between the helping verb and the main verb.

For example:

- I do not like dishonest people.
- The dogs are not barking now.
- They had not been recording it till recently.
- Sheena has never spoken rudely to anyone.
- The team will not have checked in by 5 p.m.

Forming the Interrogative

The interrogative is formed by using the helping verb *do* for most sentences in the simple past and the simple present form, or by using the helping verbs *am, is, are, was, were, has, have, had* or *will* before the subject.

Lesson 6

For example:

- Do we want to watch this show?
- Did the police solve the case?
- Have they returned the books they had borrowed?
- Will they have parked the car safely?

D. Fill in the blanks with the correct form of the verbs in brackets.

1. Today, she does not travel (not travel) to her village as her parents no longer live there.
2. The children will be tired (tire) after playing the whole day.
3. As soon as they receive her phone call, they will leave (leave).
4. My mother is well-informed because she reads (read) the newspaper every day.
5. They have practised (practise) this for three hours already and still they are not satisfied.
6. The astronauts are ready and will be traveling (travel) in the spacecraft to the moon.
7. I am sure Jim will not have complete (not complete) the task before we reach.
8. They are working (work) in the field right now, but soon they will return for lunch.
9. The engineers are fixing the fault. They will have fixed (fix) it by the end of the day.
10. We were watching (watch) the hockey match when we heard a loud thud outside.



E. Write interesting answers to these questions using the clues in brackets. Write complete sentences and use the correct tense.

1. What ended in the year 2012?
The year 2011 ended in the year 2012. (the year 2011)
2. What had Jane done to make the egg roll?
Jane had pushed the egg to make it roll. (pushed it)
3. Which tables have no legs?
Multiplication tables have no legs! (multiplication tables)

Lesson 6

4. What had Jane asked Sir Isaac Newton when she met him?

Jane asked Sir Isaac Newton not to sit under the apple tree again (not to sit under the apple tree again)



5. What will you do if you get caught in the rain on your way to school?

I will splash in the puddles if I get caught in rain (splash in the puddles)

6. How do you think Renu survived without sleeping for days?

Renu survived without sleeping for days because she slept at night (slept at night)

7. Why was the truck driver going down the wrong lane not fined?

The truck driver was going down the wrong lane because he was walking on the foot path (walk on the footpath)

8. How had the shepherd shot all his 200 sheep together?

The shepherd had shot all his 200 sheep together with a camera (with a camera)

Class VI English Ques. And Answer

Questions Answers of Ch: 4
The Malgudi Cricket Club

A. 1. Who had recently moved from one school to another? Name the person and the schools.

Ans. One amongst the three students, named Swaminathan had recently moved from Albert Mission School to the Board School.

A. 2. What was Swaminathan doing when Rajam arrived?

Ans. When Rajam arrived, Swaminathan was trying to make a camera with a cardboard box and a spectacle lens.

3. Rajam was better at coming up with names for the team. The two boys wanted to beat the teams of Board School named "Scholl Eleven" team.

4. Where was Rajam going to order cricket bats from?

Ans. Rajam was going to order cricket bats from the shop Messers Binns.

5. Why did Rajam want to buy three bats? Who objected to it and why?

Ans. Rajam wanted to buy three bats because he believed that if during the match if one bat breaks, we can

exchange. But, Mani objected to it because he ~~th~~ believed that opponents have also their bats. So, buying three bats is only waste of money.

6. What were Mani's objections to the letter? Was it changed finally? Why not?

Ans. Mani objected that it is not perfect to call any strangers by addressing - "Dear Sir". It must be said "sir" - But Rajam refused to call "sir" as he believed that it is said only by a clerk and he is not Binns' clerk. Finally it was not changed.

B.1 a. 'What! The Board School mugs think that! We shall thrash them. Oh, yes.'

a. Who said this and to whom?

Ans. Rajam said this to Swaminathan.

b. What does the word 'thrash' mean in this context?

Ans. In this context the word 'thrash' mean beat.

c. What did the 'Board School mugs' think?

Ans. They thought they can't be beaten.

English Reader
Questions Answers of ch-4

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2. Swaminathan noted down on a paper.
'Vilord June-ear bat. And looking up
asked, 'How many'?

a. What had Swaminathan written down?
Had he written it accurately?

Ans. Swaminathan had written down the
type of bat. No, he had not written
it accurately.

b. How did Rajam and Mani respond to his
question?

Ans. Rajam said we need three bats but
Mani said, "Two will do."

c. What were the three boys discussing
and why?

Ans. The three boys wanted to buy sports
goods for their cricket team and
were discussing about the number of
bats that they had to buy.

Subject Teacher

Renu Verma

Solved Exercise of Class VI
English Grammar Ch: 1 to 4

A. Add suitable *adjectives* to complete these sentences.

1. The tomato soup tastes delicious.
2. The flowers smell nice.
3. The glass is clean.
4. The tunnel was short and narrow.
5. The car drove up a rough path.
6. The grass is denser here though it is not so green.
7. Brown hair makes her look older!
8. I do not like solid medicines.
9. Earthworms are harmless creatures that one usually sees in the rainy season.
10. Super fast trains need to have powerful brakes.



B. Identify the kind of each underlined adjective.

1. Watching a football match was a wonderful experience. quality
2. The stadium had only 70 spectators. number
3. I had never seen such a crowd before. demonstrative
4. The whole stadium looked so festive. quantity
5. Both teams seemed confident of winning. quality
6. Each team had 15 players. distributive
7. All the players had many fans. quantity
8. The people of the winning team cheered their team loudly. possessive
9. I was disappointed because my country lost the match. quality
10. Which team would you have supported—the home team or the visiting one? interrogative

C. Complete these sentences with the kinds of adjectives mentioned in brackets.

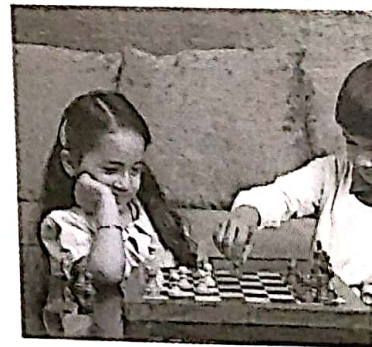
1. Hema made a lame excuse. (quality)
2. Twelve months make a year. (number)
3. Those villas are for sale. (demonstrative)
4. She has little love for animals. (quantity)
5. Each shirt was ironed and packed. (distributive)
6. Which chapter are you reading?
(interrogative)
7. I like his handwriting. (possessive)
8. We will be travelling with them in their car. (possessive)



9. There is enough work to keep you all busy. (quantity)
10. Empty vessels make most noise. (quality)

D. Complete these sentences using the correct *degrees of comparison* of the words given in brackets. Do not forget to use *than* or *the*, as appropriate.

1. My shoe size is bigger than (big) yours.
2. Hot air is lighter than (light) cold air.
3. The air in the hills is the freshest (fresh) of all.
4. A stream is narrower than (narrow) a river.
5. Goldilocks found the baby bear's bed the softest (soft) of all.
6. K2 is the highest (high) peak in India.
7. Sachin Tendulkar is one of the best (good) batsmen in the world.
8. We find playing chess more enjoyable than (enjoyable) watching TV.
9. A sleeping bag will be more useful than (useful) just a mat.
10. Villas are the costliest (costly) among houses.



E. Complete these riddles using the correct *degree of comparison* of the adjectives in brackets.

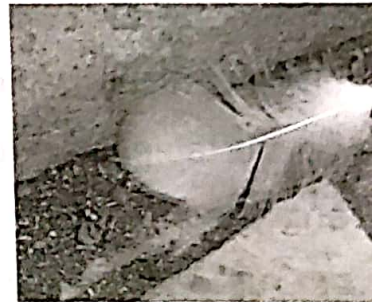
1. What gets wetter (wet) as it dries?
2. What is the easiest (easy) way to double your money?
3. What gets sharper (sharp) the more you use it?
4. What starts tall but gets shorter (short) the longer it stands?
5. Which is heavier (heavy)—a pound of bricks or a pound of feathers?
6. What is as light as air, yet the strongest (strong) man cannot hold it for more than five minutes?
7. Which moves faster (fast)—hot air or cold air?
8. Which is the biggest (big) letter that contains the most water in the world?
9. What is the longest (long) word in the dictionary?
10. What is more colourful (colourful) than black but still the least (colourful) thing in the world?

Did You Know?

At times, we can use the comparative without stating the other thing if it is understood.

For example:

✦ You have certainly grown taller.



2. a noun phrase (a group of words that functions as a noun).

For example:

- ♦ **The howling wind** frightened us all.
(a group of words with the head word as a noun)

3. a pronoun.

For example:

- ♦ **They** entertained us all.

A. Underline the subjects in these sentences.

1. My favourite movie is *The Jungle Book*.
2. My mother bakes delicious ginger biscuits.
3. We are collecting funds for the show.
4. The route through the forest is very exciting.
5. Roses and jasmines smell so good!
6. You are our leader.
7. They have scaled many Himalayan peaks.
8. Stars twinkled in the dark sky.
9. The Indian national flag has three main colours.
10. Hansel and Gretel escaped from the Witch.

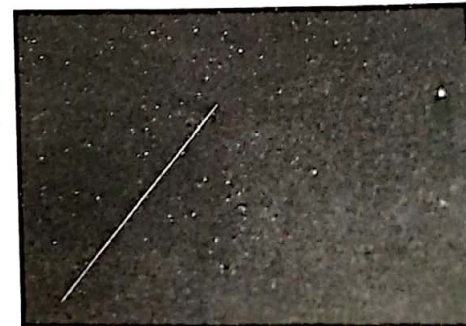
B. Complete these sentences with suitable subjects. Use a mix of nouns, noun phrases, compound nouns (nouns that consist of more than one word) and pronouns.

1. My father painted a beautiful landscape using water colours.
2. The nursery teacher always brings sandwiches for everyone.
3. All my toys are inside the cupboard.
4. My friend has a lot of patience playing the game.
5. The magician performed a trick.
6. That is a shooting star.
7. Aliens are supposed to be living on Mars.
8. Neha's cousins like going to classical music concerts.

A subject may be made up of two or more nouns, noun phrases or pronouns joined together by a conjunction. These form the compound noun.

For example:

- ♦ **Oxen and donkeys** are beasts of burden.
- ♦ **My elder brother or younger sister** might come along.
- ♦ **He and I** have common friends.



9. These are domestic animals.
10. The dinosaurs are now extinct.

Noun as Object

The subject is usually the doer of the action conveyed by the verb in a sentence. Look at this sentence.

✦ A florist sells flowers.

Here, a *florist* is the subject and *sells* is the verb. The action conveyed by the verb *sells* is performed by the subject *a florist*.

Sometimes, the action performed by the subject in a sentence affects or is received by a noun, noun phrase or a pronoun.

In this sentence, the action indicated by the verb *sells* is received by the noun *flowers*.

The noun (here *flowers*), noun phrase or the pronoun that is affected by or receives the action indicated by the verb in a sentence is the **object** of the verb.

The object of a verb normally follows the verb.

Subject (expresses what the sentence is about)	Verb (expresses the action)	Object (receives the action or is affected by it)
The bank	loaned	some money.
The elves	have made	them.

C. Identify and underline the *objects* in these sentences.

- The President addressed the nation.
- I shared my sandwiches with Alice.
- The scouts helped the flood victims.
- My aunt has lost her watch.
- I bought some fresh milk.
- She spoke five languages fluently.
- The team won the match.
- The chauffeur drove the car responsibly.
- The ship hit a huge iceberg.
- The children told the truth.

Self-help



To find the object, ask *whom* or *what* after the verb in the sentence.

For example:

- ✦ Siya cooked some food.
cooked *what*?
some food (*object*)
- ✦ The woman hugged the baby.
hugged *whom*?
the baby (*object*)

D. Complete these sentences by adding suitable objects.

1. My mother bought new school uniforms for all of us.
2. The Principal asked my name.
3. I offered my seat to the old man.
4. The bird was carrying a dead lizard in its beak.
5. Please tell us a bedtime story.
6. Please hand me your answer sheet for correction.
7. The farmer gave some dry grass to the buffalo.
8. My grandfather explained this poem to my brother.



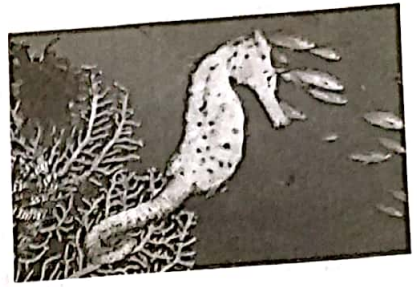
E. Complete this story by filling in the subjects and objects, as required. You may use nouns, noun phrases and pronouns.

This little monkey always greets me by sitting on my shoulder. Though I know it means no harm, it still gives me the creeps. I usually feed it breadcrumbs and bananas to keep it occupied as soon as I see it leaping towards me. But, the monkey wants all the bananas at once. One day, it crept up behind me and took away my ball with the goodies from my hand. I offered the monkey some banana. Nay! It knew my intentions better! Rather, it squealed at me. Then, it climbed up a tall tree and perched on one of its branches. But, in no time, it was back on my shoulder. My family watched us. They all stood by giving me sympathetic looks, but no one dared to stop the monkey.



B. Underline the *adjectives* in these sentences. Then, rewrite the *adjectives* in the correct order.

1. The queen wore a silken beautiful evening gown.
2. Sea horses grasp their food with their helpful curly flexible tails.
3. Somebody picked up my brown leather new shoes.
4. An electric big red bus took us around the city.
5. Lobsters have large sharp claws.
6. I tucked myself under my velvet brown soft quilt.
7. We ran in the park on the circular paved dusty path.
8. My mother surprised me with a black little cuddly kitten.
9. My father has a small silver fancy key ring to keep his car keys.
10. We asked for a Spanish cheesy hot omelette.



C. Use at least three *adjectives* in the correct order to complete these sentences. The first one has been done for you.

1. I like the city of Jaipur because it is warm, ancient and colourful.
2. I like my school because it is beautiful, big and new.
3. I like my house because it is comfortable, cosy and wooden.
4. I like spinach because it is healthy, green and leafy.
5. I like my school uniform because it is elegant, comfortable and cotton.
6. I like flowers that are fresh, fragrant and yellow.
7. I like dolphins because they are friendly, cute and sleek.
8. I like monkeys because they are naughty, mall and funny.
9. I like apple because it is healthy, juicy and sweet.
10. I like computers because they are communicative, controllable and new.



D. Underline the *adjectives* that describe the sea creatures. Then, use commas between the adjectives, wherever required.

1. Sea manatees eat algae, weeds and water grasses.
2. The white sharks generally prey on sea lions, seals, small-toothed whales, sea turtles and carrion.
3. The common octopus has a massive bulbous head, large eyes and eight arms.
4. The beautiful, sparkling angelfish can lay up to 1000 eggs at a time.
5. The most poisonous, deadliest and meanest of all the jellyfish is the box jellyfish.
6. Tuna is a popular, sleek and active game fish.
7. The endangered weighty green turtles come onto land to sunbathe.
8. Dolphins are the most intelligent, friendly and playful sea creatures.
9. Corals have hard protective limestone skeletons which form the structure of coral reefs.
10. The calcium-rich oysters also provide us iron and protein.



Sea manatee

A. Fill in the blanks using the articles a, an or the.

My family and I were heading out to a beach. As we neared the sea, we saw a caravan in the park. The caravan was a buggy pulled by a tired-looking horse. The old man sitting by the window of the caravan saw our curious looks. He invited us inside to take a look at his caravan. The caravan looked heavy and old outside; but once inside, we were surprised! It was an air-conditioned den with all the comforts of a home. There was a comfortable bed, a cosy seater, a kitchenette set up behind the driver's seat, and a washing area with water-heating facility.



B. Fill in the blanks with *the* wherever required. If you think no article is required, mark a cross (X).

1. The Crown Prince of Abu Dhabi was the Chief Guest for Republic Day 2017.
2. There are X clouds in the sky and the sun is not so bright today.
3. My grandparents live in the Netherlands, but my uncles are in X Denmark.
4. We are friends with the Mohantys next door.
5. The manager and the engineer from the company makes home visits to fix X malfunctioning computers.
6. I was talking on the phone when it slipped and fell off the balcony.
7. The strongest among them will win the gold medal.
8. I learn X French on Mondays and the harmonium on X Fridays.
9. The Indian Ocean is the third largest ocean in the world.
10. We celebrate X Christmas in December, just before the New Year.



C. Fill in the blanks with the articles—*a, an or the*.

The B M Birla Science Museum in Hyderabad was inaugurated in September 1985 by the late Chief Minister of the state.



The museum has a planetarium with the latest and the most trendy equipment. The planetarium offers a virtual tour of the stars and the solar system. The experience transports the visitors into a new world, as they watch the large dome of an open sky, full of shining stars looking down upon them.

The newest addition to the planetarium is the Dinosaurium. It is a unique Natural History gallery. It has a rare and magnificent fossil of the Kotasaurus, belonging to the Jurassic Age. One can also see a collection of small fossils of dinosaur eggs, marine shells and fossilised tree trunks.



You must plan a trip to the museum. It offers a different kind of entertainment along with an opportunity for learning.

Summary of the poem "Ode to a Butterfly"

In this poem "Ode to a Butterfly", the poet is addressing to a butterfly. He says that a butterfly is the spark of life. She goes here and there flying over the flowers. She has beautiful wings in which the secret of nature are hidden. The children like her and want to catch her. She is confident and free to fly every where. No one can stop her. She has a relationship with the flowers that is why she is found in the garden. The poet says that her wings seem to be drawn by the heavenly colours and even the setting sun's rays make her shades of colourful wings mysterious. These last rays of the sun wants to float on her wings for little while. The poet says the birds have nests and field mice have their home but the butterfly free to wonder, she does not have home. She has a party in the gardens. She sucks the nectar of flowers. The party is full of manners as she drinks only a drop of honey. When the man sees a butterfly, he finds a new life as a butterfly is symbol of life.

Subject Teacher

Renu Verma

Help for Assignment-3

B-1 What is the spark of life?

Ans. The spark of life here is beautiful butterfly.

2. What makes the butterfly different from the birds?

Ans. The birds have their nest to live where they can stay and look after their young ones but the butterfly are free in the nature. They have no limits.

3. What does the speaker imagine the flowers might also do?

Ans. The speaker imagines that the flowers might also take flight and soar like butterfly.

4. Where does the butterfly get its luster from?

Ans. The butterfly gets its luster from heavenly colours, from impressive piece of sky and from setting sun's rays.

5. What does man seek in the butterfly?

Ans. Man seeks hope and brightness of life in the butterfly.

Subject Teacher

Renu Verma

class - VI

English Reader (course book)

c-1-a) Ans - 'they' are flowers in the first line.

(b) Ans - 'Thee' in the second line is butterfly.

(c) Ans - The speaker uses the word 'soar' to relate the flight of the butterfly. It describes the flying of butterfly.

c-2-(a) Butterfly is nature's freeman.

(b) The speaker is describing that butterflies can fly anywhere in nature. They are free to wander in nature.

(c) The speaker compares the butterfly to the birds and fieldmouse.

Subject Teacher

Renu Verma

Class-VI
English Course book (Literature)

Assignment-1

A. Read the lesson carefully and underline the unfamiliar words and find out their meanings.

B. Answer these questions.

1. What did Tom wish to be on a Monday morning?
2. How did Tom try to get Sid's attention?
3. How did Aunt Polly react to Tom's condition?
4. What ailments did Tom consider having?
5. What did Aunt Polly want to do to ease Tom's toothache? Why did Tom stop her from doing so?

C. Answer these questions with reference to the context.

1. He generally began that day with wishing he had had no intervening holiday, it made the going into captivity and fetters again so much more odious.

- a. Which day does the speaker mention here?
- b. What is the word 'captivity' being used to describe here?
- c. What does this line tell you about

Class-VI
English Course book (Literature)

Assignment-1

the protagonist of this story?

2. 'Tom, why didn't you wake me sooner?

- a. Who said this and to whom?
- b. What was making the speaker frightened?
- c. What was the speaker doing before saying this?

Subject Teacher's Name

Renu Verma

Class - VI
English Course book (Literature)

Assignment - 2

1. Read the lesson "The Overcoat" thoroughly.
Underline the difficult words. Write down their meaning and memorise them.

2. Answer these questions

- (i) What was Akaky Akakievich employed as?
- (ii) What was Akakievich good at doing?
- (iii) How did the young officials treat Akaky Akakievich?
- (iv) Why did Akaky Akakievich take the overcoat to the tailor?
- (v) Who was Petrovich? How did he help Akaky Akakievich?
- (vi) How did Akaky Akakievich save money for the overcoat?

3. Answer these questions with reference to the context.

1. It would be difficult to find another man who lived so entirely for his duties.

- a. What were Akakievich's duties?
- b. What was the man's attitude to his work?
- c. What was the speaker's tone in those lines?

Class - VI
English Course book (Literature)
Assignment - 2

2. When he went into the street, he must walk as lightly as he could.

- a. Who was being talked about here?
- b. Why did 'he' need to be careful in this way?
- c. How did 'he' save up?

Subject Teacher
Renu Verma

Class-VI
English Coursebook (Literature)

Assignment-3

A. Read the poem "Ode to a Butterfly" loudly.
Learn new words and infer their meanings.

B. Answer these questions.

1. What is 'the spark of life'?
2. What makes the butterfly different from the birds?
3. What does the speaker imagine the flowers might also do?
4. Where does the butterfly get its lustre from?
5. What does man seek in the butterfly?

C. Answer these questions with reference to the context.

1. Will they too soar with the completed hours,
Take flight, and be like thee
 - a. Who are 'they' in the first line?
 - b. Who is 'thee' in the second line?
 - c. Why does the speaker use the word

Class-VI
English Coursebook (Literature)

Assignment-3

'soar' here? What does it describe?

2. But thou art Nature's freeman, - free to stray
 - a. Who is Nature's freeman?
 - b. What activity is the speaker describing here?
 - c. What other animal does the speaker compare the butterfly to?

Subject Teacher

Renu Verma

Help for Assignment-1

1. What did Tom wish to be on a Monday morning?

Ans. On a Monday morning Tom Sawyer lies awake in bed, unhappy because it's the start of a new week at school. He wished he could escape the "captivity and fetters" of school. Tom wishes that he were sick so that he could remain at home.

2. How did Tom try to get Sid's attention?

Ans. Sid was sleeping nearby and Tom tried to get his attention initially by groaning. But Sid did not move. Then he groaned louder panting with exertions and fancied having great pain.

3. How did Aunt Polly react to Tom's condition?

Ans. Aunt Polly cried and laughed a little as she knew Tom was trying to fool her.

4. What ailments did Tom consider having?

Ans. Tom considered having colicky symptoms, loose teeth, sore toe.

5. What did Aunt Polly want to do to ~~ess~~ ease Tom's toothache? Why did Tom stop?

Ans. Aunt Polly wanted a piece of coal from the fire because she planned to tie a string to Tom's tooth and then bring the coal near Tom's face, so that when Tom shook his head away the tooth would fall out. Tom stopped her because he knew it would pain.

C-1-(a) Ans-Monday

(b) Ans-Captivity here means restricted.

(c) Ans. The line tells us that the young boy had Monday blues. He literally disliked going to school on a Monday morning.

Subject Teacher
Renu Verma

C-2-(a) Ans. Sid said to Tom:

(b) Ans. The speaker was frightened looking at the miserable condition of Tom.

(c) Ans. The speaker was sleeping.

Help for Assignment-2

2 (i) What was Akaky Akakievich employed as?
Ans. Akaky Akakievich was employed as an official who used to copy documents.

(ii) What was Akakievich good at doing?
Ans. He was a hardworking employee, he was good at copying multiple documents.

(iii) How did the young officials treat Akakievich?
Ans. The young officials laughed at and made fun of him and strewed bits of paper on his head.

(iv) Why did Akaky Akakievich take the overcoat to the tailor?
Ans. Akaky took the overcoat to the tailor because it was in miserable condition. He wanted to repair it as he did not have money to buy a new one.

(v) Who was Petzovich? How did he help Akaky Akakievich?
Ans. Petzovich was a tailor. He helped Akaky by designing an amazing overcoat for him.

(vi) How did Akaky save money for the overcoat?
Ans. He cut down his ordinary expenses like less tea, burning no candles, gave laundress tittle to wash as possible.

Subject Teacher
Renu Verma

Assignment - 2

1. Read the lesson "The Overcoat" thoroughly. Underline the difficult words. Write down their meaning and memorise them.

2. Answer these questions

(i) What was Akaky Akakievich employed as?

(ii) What was Akakievich good at doing?

(iii) How did the young officials treat Akaky Akakievich?

(iv) Why did Akaky Akakievich take the overcoat to the tailor?

(v) Who was Petrovich? How did he help Akaky Akakievich?

(vi) How did Akaky Akakievich save money for the overcoat?

3. Answer these questions with reference to the context.

1. It would be difficult to find another man who lived so entirely for his duties.

a. What were Akakievich's duties?

b. What was the man's attitude to his work?

c. What was the speaker's tone in those lines?

Class - VI
English Reader (Course book)

Page - 3

1. (a) Ans - He used to copy the important documents of officials.
- (b) Ans - Nothing existed for him outside this copying. Amid all the annoyances in office, he never made a mistake in any letter.
- (c) Ans - The speaker was somewhere proud of him and respected him.
2. (a) Ans. Akaky was being talked about.
- (b) Ans. He need to be ~~careful~~ as he had to walk on the stones, upon tip toe in order not to wear ~~his~~ his heels.
- (c) Ans - He cut down his ordinary expenses like less tea, burning no candles, gave laundress little to wash as possible.

Subject Teacher

Renu Verma

Assignment - 2

1. Read the lesson "The Overcoat" thoroughly. Underline the difficult words. Write down their meaning and memorise them.

2. Answer these questions

(i) What was Akaky Akakievich employed as?

(ii) What was Akakievich good at doing?

(iii) How did the young officials treat Akaky Akakievich?

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