APPENDIX A

Appendix A-1 (I) – A-1 (V): Self Instructional Modules

Appendix A-2 (I): Achievement Test

Appendix A-2 (II): Achievement Test

Appendix A-3(I) – A-3 (V): SI values of Formative Tests

Appendix A-4(I) – A-4 (V): SI values of Summative Tests
APPENDIX A-1 (I)

SELF-LEARNING MODULE
ON
ENGLISH GRAMMAR
CLASS –IX

THE DETERMINERS

DEVELOPED BY
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As the title implies the modules on English grammar have been designed to help the students of class IX understand the intricacies involved in developing skills through these self-learning modules.

By the end of this Module, you will be able to:

1. Define Determiners
2. Explain the concept of the Determiners
3. Describe different Determiners
4. Identify the importance of Determiners in English Grammar.

However, these skills need to be further developed by you through practices.

Turn for the Contents of Module...
Objectives

By the end of this module, you will be able to

1. Understand the concept of Determiners.
2. Use the Determiners accurately and appropriately.
3. Identify Determiners in extended practice.

CONTENTS OF MODULE I

This module has been divided into five units, each of which is presented in a separate section. The titles of these units are as follows:

OVERVIEW

- UNIT I Introduction to the Determiners
- UNIT II Use of Articles A, an, the
- UNIT III Use of Demonstratives this, that, these, those
- UNIT IV Use of Possessives my, her, his, him, our, their etc.
- UNIT V Use of Quantitative, much, many, some, any one, two, first, both, none, few, each etc.

How to use this module

For getting maximum benefit from this module you need to follow all the instructions carefully. For the proper use of this module you need to familiarize with its key.

- This module is divided into three sections. Each unit is presented as a separate booklet.
- Pages are numbered according to the module and unit.
- On the inside cover of every unit you will find its content
- On the first page in each unit you will find the general and specific objectives for that unit. Read them carefully.
- Each unit has a sequence of activities:

OBJECTIVES

These are general and specific objectives for that unit.

INPUT

This contains new information for you to learn.

PRACTICE TASK

Here you are presented with a series of tasks (based on the input), which you must complete.
FEEDBACK TO THE PRACTICE TASK

This contains the correct answers to the practice task.

• You must work through each unit in the sequence in which it is presented. After going through the INPUT do the PRACTICE TASK. Look at the FEEDBACK TO PRACTICE TASK page only after you have completed the PRACTICE TASK.

• Begin working on the next unit in the module only after you have completed the previous unit and you are confident that you have achieved the objectives of the unit.

• When you have successfully completed every unit in this module, obtain the POST TEST. After you have completed the POST TEST compare your answers with the feedback provided. The POST TEST will indicate an acceptable level of performance. If you reach the acceptable level of performance, proceed to the next module. If you do not reach the level, work through this module again.

DO NOT MARK THIS MODULE IN ANY WAY. YOU WILL BE GIVEN SEPARATE PRACTICE TASK SHEETS BY YOUR RESOURCE PERSON. USE THE SEPARATE SHEET FOR WRITING.
DETERMINERS

OBJECTIVES
Learners will be able to achieve the following objectives after reading this self learning module.

GENERAL OBJECTIVES
Understand the concept of Determiners and its thorough use.

SPECIFIC OBJECTIVES
1. Describe the concept of Determiners and its various types.
2. Use the Determiners accurately and appropriately.
3. Identify Determiners in extended practice.

INPUT

1.0 Pre requisites at Entry Level

Earlier you must have gone through the concept of noun. Observe the following:

1) Ashoka was a wise king.
2) Sita is a very nice girl.
3) My horses are hungry.
4) I've got some dollars.
5) Have you got any pen?
6) Please add some sugar in the milk.

In the above sentences the bold words are nouns and they come under the different kinds of noun. Observe the following:

<table>
<thead>
<tr>
<th>Kind of Noun</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common noun</td>
<td>King, girl, horses,</td>
</tr>
<tr>
<td>Proper noun</td>
<td>Ashoka, Sita</td>
</tr>
<tr>
<td>Countable noun</td>
<td>Pen, girl, horses, dollars, pen</td>
</tr>
<tr>
<td>Uncountable noun</td>
<td>Milk, sugar</td>
</tr>
</tbody>
</table>

In the above table in the 1st column kinds of noun are shown and in the 2nd column the examples are given.
Common Noun:
A common noun is a noun that refers to a person, thing and place. Examples: dog, house, picture, computer.
- Common nouns are represented in the singular and plural form.
- Common nouns are represented by lower case letters.

Examples
- The red book is on the table.
- The black dog is in my yard.
- The computers are new.

Proper nouns:
A proper noun is a specific name of a place, a person, or a thing. The first letter of a proper noun is always represented by a capital letter.

<table>
<thead>
<tr>
<th>Proper Nouns in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name of the Month and Day</td>
</tr>
<tr>
<td>2. Names of People</td>
</tr>
<tr>
<td>3. Names of Places</td>
</tr>
<tr>
<td>4. Names of Books, Newspapers, Plays etc.</td>
</tr>
</tbody>
</table>

Countable nouns:
A countable noun is a type of noun that can be:
- presented in both the singular form and the plural form
- represented by a number, such as two cats, five books

Examples of Countable Nouns:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Nouns In The Singular Form</th>
<th>Nouns In The Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>The dog is big.</td>
<td>The dogs are big.</td>
</tr>
<tr>
<td>boy</td>
<td>The boy is tall.</td>
<td>The boys are tall.</td>
</tr>
<tr>
<td>car</td>
<td>Our car is green.</td>
<td>All the cars at work are white.</td>
</tr>
<tr>
<td>window</td>
<td>The window is big.</td>
<td>The windows are clean.</td>
</tr>
</tbody>
</table>
Uncountable Nouns:
Nouns that can not be represented in the singular form or the plural form, such as water, air, coffee, tea are some examples of nouns that can only be represented in the singular form. Nouns that can not be represented by a number are called uncountable nouns. It is not possible to say I need 4 air, or 6 sugar.

PRACTICE TASK 1.0
Observe the following and say whether they are countable or uncountable nouns:
Salt, Book, pen, apple, boy, honesty, city, country, crowd, doctor

FEEDBACK 1.0

<table>
<thead>
<tr>
<th>Kind of Noun</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countable noun</td>
<td>Book, pen, apple, boy, city,</td>
</tr>
<tr>
<td></td>
<td>country, doctor</td>
</tr>
<tr>
<td>Uncountable noun</td>
<td>Salt, Honesty, Crowd</td>
</tr>
</tbody>
</table>

UNIT - I Introduction to the concept of Determiners

INPUT

Look at the sentences given below carefully:
1) You take an apple everyday.
2) I have little money to help you.
3) Our team won the match.
4) Each boy got a packet of sweets.
5) I do not see any sense in going there now.

In all these sentences the words in bold type indicate that a noun is going to be used. These words determine the position of a noun. Such words are called Determiners.

Determiners are used in front of nouns to indicate whether you are referring to something specific or something of a particular type. Singular nouns always need a determiner. In plural nouns the determiner is optional. Determiners may or may not be used with uncountable nouns depending upon the context.
For example:-
1) The dog barked at the boy.
2) These apples are rotten.
3) Their bus was late.
4) Each of the children wants to win the prize.
5) Either of the alternatives is acceptable.
6) I saw some birds in the park.
7) I had a little time to consider the situation.
8) I see a dog in the street.
9) A car has four wheels.
10) The Lion is a wild animal.

PRACTICE TASK 1.1
1.1 Read the following and underline the determiners:
1) A bird in the hand is worth two in the bush.
2) There is no smoke without fire.
3) Don't put all your eggs in one basket.
4) Many hands make light work.
5) Any time means no time.
6) Every cloud has a silver lining.
7) More haste, less speed.
8) Too many cooks spoil the broth.
9) All roads lead to Rome.
10) One man's meat is another man's poison.

1.2 Fill in the blanks with some or any.
1. There are ______ goats in your garden.
2. You haven't done ______ work yet.
3. Did you see ______ birds in the park?
4. I would like ______ more rice, please.
5. Is there _____ ink in the pen?
6. He borrowed _____ sugar from her.
7. The fishermen didn't catch _____ fish.
8. Kim didn't borrow _____ money from me.
9. There is _____ petrol in the tank.
10. I don't want _____ more food.

FEEDBACK

1.1
1. A bird in the hand is worth two in the bush.
2. There is no smoke without fire.
3. Don't put all your eggs in one basket.
4. Many hands make light work.
5. Any time means no time.
6. Every cloud has a silver lining.
7. More haste, less speed.
8. Too many cooks spoil the broth.
9. All roads lead to Rome.
10. One man's meat is another man's poison.

1.2
1. There are some goats in your garden.
2. You haven't done any work yet.
3. Did you see any birds in the park?
4. I would like some more rice, please.
5. Is there any ink in the pen?
6. He borrowed some sugar from her.
7. The fishermen didn't catch any fish.
8. Kim didn't borrow any money from me.
9. There is some petrol in the tank.
10. I don't want any more food.

UNIT II Use of Articles (A, an, the)

INPUT
Before going ahead now you should know the various kinds of determiners which are presented before you in the shape of a table on the following page:

Kinds of Determiners

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Determiner</th>
<th>Nouns In The Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Articles</td>
<td>a, an, the</td>
</tr>
<tr>
<td>2</td>
<td>Demonstratives</td>
<td>this, that, these, those, which etc.</td>
</tr>
<tr>
<td>3</td>
<td>Possessives</td>
<td>my, your, our, their, his, hers etc.</td>
</tr>
<tr>
<td>4</td>
<td>Quantifiers</td>
<td>few, a few, many, much, each, every, some, any etc.</td>
</tr>
<tr>
<td>5</td>
<td>Numerical</td>
<td>one, two, three, twenty, forty, first, second, 1st 2nd, 3rd, last, next, etc.</td>
</tr>
<tr>
<td>6</td>
<td>Wh-words</td>
<td>What(ever), Which(ever), Whosoever, whose etc</td>
</tr>
</tbody>
</table>

First of all you will learn articles.

ARTICLES

Articles are used to clarify if a noun is specific or not. They are used before the nouns or adjective. There are 2 kinds of articles. But before you come to know about its kinds observe the following sentences:

1) Raman met the teacher.
2) I saw a girl.
3) I ate an orange.

In the 1st sentence Raman met a particular teacher and that is why the Article the is used whereas in the 2nd and 3rd sentence do not refer to any particular person or thing as I might have seen any girl or ate any orange.

So the Articles which do not refer to something specifically are known as Indefinite Articles and the articles which refer to something specific are known as Definite Articles.
Observe the following examples in order to differentiate between definite and indefinite articles:

1) Anil dropped the pen.
2) His mother is a doctor.
3) The children were not at home.
4) Birds fly high in the sky.
5) It is a lovely day.
6) What an unusual sight!

In the first, third and fourth sentence specific thing is referred to while the remaining three sentences do not refer to something specific. So in the first, third and fourth sentence **Definite** article is being used and in the remaining three **Indefinite** articles is used.

**Difference between Articles ‘A’ and ‘An’**

Now the question arises where to put ‘A’ and where to place ‘An’. The choice between them is determined by sound. When a word begins with a **vowel sound** article ‘an’ is used and in other cases article ‘a’ is used. Vowel sound does not mean a word starting from vowels (a,e,i,o,u) rather the sound of these vowels in the beginning of the word. For example

‘Europe’ and ‘University’ starts with alphabets ‘e’ and ‘u’ but article ‘a’ will be used with both of these as while pronouncing both these words some other sound is produced. While on the other side with some words like ‘honesty’, ‘hour’ etc. article ‘an’ is used as while we pronounce these words the vowel sounds of ‘o’ and ‘a’ is being produced respectively.

In order to understand the difference in a better manner, observe the following examples:

1) A Unit officer
2) An Engineer
3) An Uprightman
4) A Camera man
PRACTICE TASK 2.1

2.1 Fill in the blanks with a, an, the. Write none where they are not necessary

1. He described the unpleasant situation in ______ euphemistic language.
2. They live in ______ European country.
3. The dead were given ______ honorable burial.
4. He is ______ hospitable man.
5. The man, who escaped from prison, lived in ______ hourly dread of discovery.
6. A writer must have ______ original mind.
7. What ______ rotten luck!
8. The durian is a fruit with ______ rough skin.
9. She takes offence at ______ slightest thing.
10. He was elected with ______ unanimous vote.
11. He is an Indian leader with ______ uncertain temper.
12. An educated person is ______ useful member of society.
13. They made ______ united effort to keep ______ streets clean.
14. We received news of the event from ______ unimpeachable source.
15. If you continue to behave in the way I disapprove, I shall be driven to ______ extremities.

2.2 Complete the sentences by circling the correct article in brackets.

1. I thought I saw a cat creeping into the bedroom but when I looked (-/a/an/the) cat wasn't there.
2. Many thousands of people died of (-/a/an/the) plague in the Middle Ages.
3. During (-/a/an/the) day he often spends a lot of time writing.
4. She used to be (-/a/an/the) bank clerk.
5. Shawn was learning how to play (-/a/an/the) trumpet.
6. She says her favourite animals are (-/a/an/the) horses.
7. Everyone was exhausted and ready for bed by (-/a/an/the) nightfall.
8. The material my mother bought for her new gown cost $50 (-/a/an/the) meter.
9. The dispute over (-/a/an/the) Spratley Islands can be solved by sensible discussion.
10. We were all invited over to their house for (-/a/an/the) dinner the next day.
11. They are building (-/a/an/the) 18-hole golf course just down the road from my house.
12. Her birthday is on (-/a/an/the) August 13th.
13. Turn (-/a/an/the) TV on. There's a good program starting soon.

2.3 Fill in the articles a/an or the, where necessary or leave the space empty if no Article is necessary

1. She wrote ___ letter.
2. The sea was calm when ___ boat we saw sank, after it got into trouble.
3. You must tell ___ truth, if you are to be excused.
4. Are you seeking ___ quarrel with the man who insulted you yesterday?
5. Come and see ___ sights of Kuala Lumpur.
6. Please do ___ needful before you get into another mess.
7. Is that the book you bought written by ___ author who visited us that day?
8. I can't get anyone to do ___ work properly.

2.4 COMPLETE THE PARAGRAPH

1. ___ dog and 2. ___ eagle once had 3. ___ quarrel over 4. ___ piece of meat. 5. ___ eagle was cleverer and swifter than 6. ___ dog. It picked up 7. ___ piece of meat and flew away. 8. ___ poor dog was heart-broken.
FEEDBACK
2.1
1. He described the unpleasant situation in none euphemistic language.
2. They live in a European country.
3. The dead were given an honorable burial.
4. He is a hospitable man.
5. The man who escaped from prison, lived in none hourly dread of discovery.
6. A writer must have an original mind.
7. What none rotten luck!
8. The durian is a fruit with a rough skin.
9. She takes none offence at the slightest thing.
10. He was elected with a unanimous vote.
11. He is an Indian leader with an uncertain temper.
12. An educated person is a useful member of society.
13. Tea is a/the usual drink of an Englishman.
14. They made a united effort to keep the streets clean.
15. We received none news of the event from an unimpeachable source.
16. If you continue to behave in the way I disapprove, I shall be driven to none extremities.

2.2
1. I thought I saw a cat creeping into the bedroom but when I looked the cat wasn't there.
2. Many thousands of people died of the plague in the Middle Ages.
3. During the day he often spends a lot of time writing.
4. She used to be a bank clerk
5. Shawn was learning how to play the trumpet.

6. She says her favorite animals are horses.

7. Everyone was exhausted and ready for bed by nightfall.

8. The material my mother bought for her new gown cost $50 a meter.

9. The dispute over the Spratley Islands can be solved by sensible discussion.

10. We were all invited over to their house for dinner the next day.

11. They are building an 18-hole golf course just down the road from my house.

12. Her birthday is on August 13th.

13. Turn the TV on. There's a good program starting soon.

UNIT III

Use of Demonstratives this, that, these, those

Observe the following sentences:

1) This is a bed.
2) That is a car.
3) These are oranges.
4) Those are boys.

In the above sentences four demonstratives 'that', 'this', 'these' and 'those' are used to state the distance from the speaker. The distance can be either psychological or physical. The difference between the demonstratives distance (near and far) and singular and plural.
• "This" is used for singular nouns that are close to the speaker.
• "That" is used for singular nouns that are far from the speaker.
• "These" is used for plural nouns that are close to the speaker.
• "Those" is used for plural nouns that are far from the speaker.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
<th>Close</th>
<th>Far</th>
</tr>
</thead>
<tbody>
<tr>
<td>This</td>
<td>x</td>
<td>-</td>
<td>x</td>
<td>-</td>
</tr>
<tr>
<td>That</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td>These</td>
<td>-</td>
<td>x</td>
<td>x</td>
<td>-</td>
</tr>
<tr>
<td>Those</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>x</td>
</tr>
</tbody>
</table>

Examples of English Demonstratives

<table>
<thead>
<tr>
<th>Demonstratives</th>
<th>Demonstrative Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>That</td>
<td>That is the place. That restaurant is really good.</td>
</tr>
<tr>
<td>This</td>
<td>This is really good. This book is really good.</td>
</tr>
<tr>
<td>These</td>
<td>These are a lot of fun. These games are a lot of fun.</td>
</tr>
<tr>
<td>Those</td>
<td>Those are really good English books Those English books are really good.</td>
</tr>
</tbody>
</table>

PRACTICE TASK 3.1
Fill in the blanks with "this, that, these, those"

1) ______ is a present from my uncle.
2) ______ are merely excuses.
3) ______ are books.
4) ______ are balls.
5) ______ is the Red Fort.
6) ______ books are new.
7) ______ are the noises of a city at work.
8) It’s quite warm for ___ time of the year.
UNIT IV
Use of Possessives

Observe the following sentences:

1. Sumit has got a new car. Its colour is red.
2. 'Where is Rohan?' 'He's washing his hands.'
3. Sunita is doing her homework.
4. They are going to the cinema tonight. They have already got their tickets.
5. 'What are you doing?' 'I'm helping my friends.'
6. Don't forget to take your raincoat. It's raining cats and dogs.

In the above sentences observe the bold italic words. All these words are determiners and these in specific terms can be expressed as possessive determiners.

A determiner used in front of a noun to express possession or belonging (as in "his hands"). The possessive determiners in English are my, your, his, her, its, our, and their.

For example
- This is Tom. It's his birthday today.
- I am a boy. My name is Sam.
- We are friends. This is our school.
- This is Mike. He is my friend.
- This is a classroom. It is my classroom.

The possessives of various personal pronouns as subject are as follows:
Fill in the table with the possessive determiners.

<table>
<thead>
<tr>
<th>subject personal pronoun</th>
<th>possessive determiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>its</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
</tr>
</tbody>
</table>

PRACTICE TASK 4.1

1. 'I can't find ____umbrella.
2. We live in this house. It's ____.
3. Swati has taken ____car to the garage to be repaired.
4. I share the room with ____sister.
5. The teacher is angry because the students haven't done ____homework.
6. I have my notebook but Rohit has lost ____.
7. Chunmun, is this money ____?
8. Whose hat is this? It's ____sister's hat.
9. This is my book, where is ____?
10. These are the pupils' bikes. They're ____.

PRACTICE TASK 4.2

Use each of the following ten possessive adjective words only once: her, his, its, my, our, our, their, their, your.

1. We borrowed some books for ____homework
2. He has waited a long time for ____turn.
3. I have ____ reason for not going.
4. ____sister and mine are doing the same degree at the university.
5. The cat is licking ____paw.
6. Don't they know they have to bring ____calculators?
7. She is eating _____ lunch.
8. It is important that we preserve _____ natural resources.
9. Everyone is entitled to _____ own opinion.
10. I am sure you don't want to listen to all _____ problems.

FEEDBACK 4.1
(1) My (2) Ours (3) Her (4) My
(5) Their (6) His (7) Yours (8) My
(6) Yours (10) their

FEEDBACK 4.2
(1) our (2) his (3) my (4) your (5) its (6) their
(7) her (8) your (9) their (10) my

UNIT V
USE OF QUANTITATIVES

Observe the following sentences
1. How much material can be expected to read in one week?
2. Many books are not in the library.
3. I've had much headache already because of stress.
4. I'm afraid it's rained few times this summer, and the grass is turning brown and dying.
5. It didn't seem to do my lawn much good.
6. They say a little knowledge is a bad thing.
7. I'm having a lot of trouble pacing my driving exam.

In the above sentences observe the bold italic words. All these words one determiners and three are quantifiers. These are words that precede and modify nouns. They tell us how many or how much.

The quantifiers in English are a few, a little, a lot, a lot of, much of, many, some, enough, several, any.

Practice task 5.1
Fill in the blanks with suitable words i.e. few, little, a lot, a lot of, much, more, many, enough, several, any, some etc
1. It didn't seem to do my lawn ______ good.
2. Know ______ instances where that proves true.
3. I’ve got to solve _____ match problems before I go to sleep.
4. In _____ countries you have to pay for the medical treatment.
5. There aren’t ____ students in the library.
6. My mother doesn’t drink ____ coffee.
7. What would you like to have an apple or ____ graphs?
8. He has not done ____ work today?
9. I have __ books at my house.
10. He has suffered ____ hardships.
11. He has ___ supporters.
12. The boy has broken ____ cups.
13. Have ____ food.
14. ____ women can lift such a heavy load.
15. There should not be ___ compulsion.
16. You come atleast when you have ___ time.
17. She has won ____ medals in sport.
18. We will have to walk ___ distance to catch an auto for Connaught place.
19. The film showing at PVR Saket has ___ inspiring dialogues.
20. I wrote to all my friends, but only ______of them replied.

FEEDBACK  5.1

1. much  2. a few  3. some  4. many  5. many
6. much  7. some  8. any  9. many  10. a lot of
11. few  12. several  13. enough  14. few  15. any
16. some  17. many  18. a little  19. a lot of  20. a few
POST TEST

EXERCISE 1

Fill in the appropriate “Determiners”

1. There are _______ books in the library.
2. I often go to _______ bed late.
3. Have you ever had _______ operation?
4. In _______ countries, you have to pay for the medical treatment.
5. The patient takes _______ prescription to the chemist.
6. _______ people think that development is modernization.
7. Only _______ houses were spared by earthquake.
8. You must learn _______ English every day to improve your language.
9. There are not _______ people in the street.
10. Sometimes, _______ patience and advice help more than medicine.
11. My father has just bought _______ new car.
12. They have taken _______ measures to avoid violence in the stadiums.
13. We have _______ apple trees in our garden.
14. There isn’t _______ bread in that tin.
15. Is there _______ ink in the bottle?

EXERCISE 2

Fill in the correct Determiners.

1. Could you bring me _______ books I left in the garden?
2. _______ Sun rises from the East.
3. The doctor advised me to eat _______ apple every morning.
4. There aren’t _______ students in the library.
5. I haven’t got _______ pictures in my bedroom.
6. She gave a cookie to _______ child.
7. I’ve got to solve _______ math problems before I go to sleep.
8. (With a bowl of cherries on your lap) cherries are delicious!

9. My mother doesn't drink coffee.

10. I always keep money in my wallet for emergencies.

EXERCISE 3

Fill in the blank with the correct word chosen from the pair given in brackets.

1. I have three winter coats, but ______ of them are new. (neither, none)

2. He owns twelve cows. ______ of them are Jerseys. (All, Both)

3. She has painted dozens of pictures. Have you seen ______ of them? (any, either)

4. I found all of the questions difficult. Did you answer ______ of them correctly? (any, either)

5. Two wrist watches were left here. Is ______ of them yours? (any, either)

6. Several of my friends ______ present. (was, were)

7. Each of her friends ______ a university degree. (has, have)

8. Both of the children wanted to finish ______ work early. (his, their)

9. Few of her ideas ______ as intriguing as this one. (are, is)

12. There are ________ girls waiting for you.

13. My mother prepared a lot of food for the party, but ______ of it was eaten.

14. Let's take a few days off work and go to the countryside.

15. The doctors said that there is little they can do for her.

10. Neither of my uncles ______ to us often. (write, writes)

11. Every girl clapped ______ hands. (her, their)
EXERCISE 4

Complete the following sentences by filling in the blanks with no, none or not, another, others, other, else, such as, too as appropriate.

1. I have _______ finished reading the book.
2. We did _______ tell anyone the secret.
3. He is _______ ready.
4. I want to borrow _______ book from the library.
5. Three people moved out, and two _______ moved in.
6. Who _______ knows the secret?
7. There are several _______ possibilities.
8. She sang _______ soothing lullabies that the baby was soon asleep.
9. He owned _______ many books that his walls were lined with bookcases.
10. The boys were _______ excited to sit still.

FEEDBACK POST TEST

EXERCISE 1

1. There are _______ books in the library.
2. I often go to _______ article bed late.
3. Have you ever had _______ operation?
4. In _______ countries, you have to pay for the medical treatment.
5. The patient takes _______ prescription to the chemist.
6. A _______ of people think that development is modernization.
7. Only _______ houses were spared by earthquake.
8. You must learn _______ English every day to improve your language.
9. There are not _______ people in the street.
10. Sometimes, _______ patience and advice help more than medicine.
11. My father has just bought _______ car.
12. They have taken _______ measures to avoid violence in the stadiums.
13. We have _______ apple trees in our garden.
14. There isn't _______ bread in that tin.
15. Is there _______ ink in the bottle?

EXERCISE 2
1. Could you bring me those books I left in the garden?
2. The sun rises from the east.
3. The doctor advised me to eat an apple every morning.
4. There aren't many students in the library.
5. I haven't got any pictures in my bedroom.
6. She gave a cookie to each child.
7. I've got to solve some math problems before I go to sleep.
8. (With a bowl of cherries on your lap) These cherries are delicious!
9. My mother doesn't drink much coffee.
10. I always keep some money in my wallet for emergencies.

EXERCISE 3
1. none 2. all 3. any 4. any 5. either 6. were 7. has 8. their 9. are
10. writes 11. her 12. a few 13. little 14. a few 15. little

EXERCISE 4
10. Too.
APPENDIX A-1 (II)

MODULE II
OVERVIEW

SELF-LEARNING MODULE
ON
ENGLISH GRAMMAR
CLASS -IX

THE MODALS

DEVELOPED BY
DEEPALI SINGLA

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH

xxv
As the title implies the modules on English grammar have been designed to help the students of class IX understand the intricacies involved in developing skills through these self-learning modules.

By the end of this Module, you will able to:

1. Define A Modal
2. Explains the Concept of the Modals
3. Describe different Modal Forms
4. Identify the importance of Modals in English Grammar.

However, these skills need to be further developed by you through practices.

Turn for the Contents of Module II

xxvi
CONTENTS OF MODULE

This Module has been divided into three units each of which is presented in a separate section. The titles of these units are as follows:

OVERVIEW

- UNIT I Objectives of the Modal.
- UNIT II Definition and illustrations exemplifying the Modals
- UNIT III Varied uses of Modals

POST TEST

HOW TO USE THIS MODULE

For getting maximum benefit from this module, you need to follow all the instructions carefully.

For the proper use of module you need to familiarize with its key

- This module is divided into three units or sections each unit is presented as a separate booklet.
- Pages are numbered according to the module and unit.
- On the inside front cover of every unit, you will find the content for that unit.
- On the first page in each unit you will find the general and specific objectives for that unit. Read them carefully.
- Each unit has a sequence of activities.

OBJECTIVES

These are the general and specific objectives for this unit.

INPUT

This contains new information for you to learn.

PRACTICE TASK

Here you are presented with a series of tasks (based on the input) which you must complete.
FEEDBACK TO PRACTICE EXERCISE

This contains the correct answers to the practice tasks

- You must work through each unit in the sequence in which it is presented. After going through the INPUT do the PRACTICE TASK. Look at the FEEDBACK TO PRACTICE TASK page only after you have completed the practice task.

- Begin working on the next unit in the module only after you have completed the previous unit, and you are confident that you have achieved the objectives of the unit.

- When you have successfully completed every unit in this module, obtain the POST-TEST. After you have completed the post-test, compare your answers with the feedback provided. The post-test will indicate an acceptable level of performance. If you reach the acceptance level, proceed to the next module. If you do not reach the level, work through this module again.

DO NOT MARK THIS MODULE IN ANY WAY. YOU WILL BE GIVEN SEPARATE PRACTICE TASK SHEETS BY OUR RESOURCE PERSON. USE THE SEPARATE SHEETS FOR WRITING.
THE MODALS

OBJECTIVES

Learners will be able to achieve the following objectives after reading this self-learning module.

GENERAL OBJECTIVES:

Understand the concept and thorough use of modals.

SPECIFIC OBJECTIVES

1.1 Define the Modal through recall correctly.
1.2 Distinguish between the modals and auxiliary verbs.
1.3 Describe the different Modal forms.
1.4 Highlight the importance of Modals in a basic structure of grammatical items.

By the end of this unit, you will be able to use the modals in the basic structure of grammatical items.

Try for Solution of Module – II
INPUT

1.0 Prerequisites at Entry Level

In your earlier classes, you must have known how to frame a simple sentence. Let us see the making of some simple sentences as:

1. I am a student.
2. You are a student.
3. John is a student.
4. My brother was a student.

These sentences can be written as:

<table>
<thead>
<tr>
<th>SUBJECT (S)</th>
<th>VERB (V)</th>
<th>OBJECT (O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>a student</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>a student</td>
</tr>
<tr>
<td>John</td>
<td>is</td>
<td>a student</td>
</tr>
<tr>
<td>My brother</td>
<td>was</td>
<td>a student</td>
</tr>
</tbody>
</table>

Can you interchange the verbs and subjects?

Can you write ‘I are a student’ or ‘You is a student’? Obviously ‘No.’ There is, therefore, a definite connection or link between a subject and a verb.

PRACTICE TASK 1.0

Select the subject from column A and link it with the verb in column B and then make a complete sentence. First one is done for you.

<table>
<thead>
<tr>
<th>Col. A</th>
<th>Col. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT (S)</td>
<td>VERB (V)</td>
</tr>
<tr>
<td>I</td>
<td>are</td>
</tr>
<tr>
<td>We</td>
<td>am</td>
</tr>
<tr>
<td>You</td>
<td>is</td>
</tr>
<tr>
<td>Mary</td>
<td>was</td>
</tr>
<tr>
<td>They</td>
<td>were</td>
</tr>
<tr>
<td>The boy</td>
<td></td>
</tr>
<tr>
<td>His father</td>
<td></td>
</tr>
</tbody>
</table>

FEEDBACK TO PRACTICE TASK (1.0)

1. I am brave.
2. We are/were brave.
3. You are /were brave.
4. The boy is brave.
5. Mary is brave.
6. They are/were brave.
7. His Father is/was brave.

1.1 Definition through recall

As you are aware of the use of 'is, are, was, were, do, did' etc., let us frame a few sentence here to familiarize ourselves with what we have already learnt:

1. I am a boy.
2. We are playing.
3. You don't read a book.
4. He was not present yesterday.
5. She was absent in the class.
6. We didn't go to market.
7. Ram does not work.

In the above sentences, the pattern followed is that basic forms of primary auxiliaries like 'is, are, am, do have, was, were etc. change according to the particular subjects. We can't interchange the helping verbs in sentences 1 and 2 i.e. it is wrong to say 'I am a boy.' We am a boy.

**PRIMARY AUXILIARIES CHANGE ACCORDING TO THE SUBJECT.**
**THERE IS A SET RULE OF SUBJECT – HELPING VERB COMBINATION**

Now observe the following sentences:

1. I can read.
2. She can read well.
3. I will play football.
4. You will play football.
5. We will play football.
6. They will play football.
7. She may not do this work.
8. I may not do this work.
9. The children may not do this work.
10. Your mother may not do this work.
In the above sentences you can well observe a pattern i.e. the helping verbs ‘can, will, may’ etc. do not change with the changing subjects. These are interchangeable. Such helping verbs, which do not change with the subjects, are known as MODALS OR MODAL AUXILIARIES.

MODALS OR MODAL AUXILIARIES DO NOT CHANGE WITH THE CHANGE OF SUBJECTS

PRACTICE TASK (1.1)

A. Mark whether the following statements are True or False. T/F
   1. Be, is, am, are primary auxiliaries. T/F
   2. The primary auxiliaries do not change with the changing subject. T/F
   3. Primary auxiliaries take particular subjects with them. T/F
   4. is, are, was shall, may, might are modals. T/F
   5. can, will, shall, may, might are modals. T/F
   6. One modal cannot be used with different modals. T/F
   7. Helping verbs are either Primary Auxiliaries or Modal Auxiliaries. T/F
   8. A sentence cannot take Primary and Modal Auxiliaries together. T/F

B. Against each sentence, according to the use of helping verbs, Tick (✓) P for Primary Auxiliaries and M for Modal Auxiliaries.
   1. They are playing. P/M
   2. May I come in? P/M
   3. I am not feeling well. P/M
   4. You must respect your teachers. P/M
   5. It might rain. P/M
   6. He is an intelligent boy. P/M
   7. You will go to school. P/M
   8. You need not worry for unexpected things. P/M

FEEDBACK TO PRACTICE TASK (1.1)

A. True - 1,3,5,7,8
   False - 2, 4, 6

B. Primary Auxiliaries - 1,3,6
   Modals - 2, 4,5,7,8
1.2 The Modals and the Primary Auxiliaries

Helping verbs in English are of two types-

1.2.1 Primary Auxiliaries and

1.2.2 The Modals

1.2.1 Primary Auxiliaries

There are three major types of Primary Auxiliaries: Be, Have, Do.

These types have following forms:

<table>
<thead>
<tr>
<th>BE</th>
<th>HAVE</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>Has</td>
<td>Does</td>
</tr>
<tr>
<td>Is</td>
<td>Had</td>
<td>Did</td>
</tr>
<tr>
<td>Are</td>
<td>Having</td>
<td>Done</td>
</tr>
<tr>
<td>Was</td>
<td></td>
<td>Doing</td>
</tr>
<tr>
<td>Were</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Been</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Primary Auxiliaries change their forms according to the person and number of subject. They have s-forms, ing-forms and participles.

Examples

1. I am a girl.
2. She is a working lady.
3. They were playing.
4. You were absent.
5. She has a camera.
6. They have prepared well.
7. He does his duty.
8. I have done my home work.
9. Ram did not go to Delhi yesterday.
10. His work was being done by his friend.
1.2.2 The Modals are a set of 13 helping verbs –

FORMS OF THE MODALS

<table>
<thead>
<tr>
<th>Affirmative Form</th>
<th>Shortened Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>Can't</td>
</tr>
<tr>
<td>Could</td>
<td>Couldn't</td>
</tr>
<tr>
<td>Shall</td>
<td>Shan’t</td>
</tr>
<tr>
<td>Should</td>
<td>Shouldn’t</td>
</tr>
<tr>
<td>Will</td>
<td>Won’t</td>
</tr>
<tr>
<td>Would</td>
<td>Wouldn’t</td>
</tr>
<tr>
<td>May</td>
<td>Mayn’t</td>
</tr>
<tr>
<td>Might</td>
<td>Mightn’t</td>
</tr>
<tr>
<td>Must</td>
<td>Mustn’t</td>
</tr>
<tr>
<td>Dare</td>
<td>Daren’t</td>
</tr>
<tr>
<td>Need</td>
<td>Needn’t</td>
</tr>
<tr>
<td>Used</td>
<td>Usedn’t</td>
</tr>
<tr>
<td>Ought</td>
<td>Oughtn’t</td>
</tr>
</tbody>
</table>

A modal hardly has a meaning of its own. In fact it gets its meaning in the mode or manner we use it. e.g. ‘I can write in English’ means that I have that ability to write in language called English. I should respect my teachers shows a kind of obligation one has towards one’s teachers. Here ‘can’ or ‘should’ have no meaning without the context.

MODALS DIFFER FROM THE OTHER AUXILIARIES (DO, BE, HAVE) IN THE MANNER THAT THEY HAVE NO S-FORMS, ING-FORMS OR PARTICIPLES

PRACTICE TASK (1.2.2)

A. Out of three statements given below only one is correct. Please check the correct one with (✓) mark.

1. (a) ‘Is’ ‘are’ ‘am’ are the forms of ‘be’ [ ]
    (b) ‘Is’ ‘are’ ‘am’ are the forms of ‘have’ [ ]
    (c) ‘Is’ ‘are’ ‘am’ are the forms of do [ ]

2. (a) Has is a modal auxiliary [ ]
    (b) Doing is a modal auxiliary [ ]
    (c) Can is a modal auxiliary [ ]

3. (a) The modal auxiliaries take with them second forms of the verb. [ ]
    (b) The modal auxiliaries take with them first forms of the verb. [ ]
    (c) The modal auxiliaries take with them third forms of the verb. [ ]
4. (a) The modal auxiliaries change according to the subject.
(b) The primary auxiliaries change according to the person and number of subject
(c) The primary and modal auxiliaries change according to the person and number of the subject.
5. (a) The modal auxiliaries do not take the infinitive form as ‘to will’ or ‘to must’ etc.
(b) The modal auxiliaries do not take the infinitive form as ‘to go’ or ‘to laugh’ etc.
(c) Both the auxiliaries take the infinitive form ‘to’ with the verb

B. **Tick () True or False against statements given below:**

1. I has a book.  
2. You may go home now.  
3. How will you do this?  
4. Maria will probably learn English.  
5. Work hard lest you should fail.  
6. Would that I was rich.  
7. Everyone must grow and perish.  
8. I told him that he could pass.  
9. Can I come in sir?  
10. If you have a ticket, you can go inside.

**FEEDBACK TO PRACTICE TASK (1.2.2)**

A. 1 a, 2c, 3b, 4b, 5a.
B. True – 2,3,5,7,10  
False – 1, 4,6,8,9
1.3 Use of different Modal Forms

In plain English Modal Auxiliaries express ideas such as request, ability permission, probability or such other mixed forms. Let us think of some example as –

a) Will you come for the meeting? (Request or offer)
b) I can do this work (Ability)
c) You must obey the orders (Obligation)
d) May I go there? (Permission)
e) Could I have a look at your certificate? (Probability)
f) He needn’t do this act (Mixed)

1.3.1 Ability (can, could, will be)

The use of the modals can and could – expresses the manner of ability in different ways. In other words, the use of the modals can well be expressed. In present, past and future as

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PAST</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>Could</td>
<td>Will be (able to)</td>
</tr>
<tr>
<td>Can't</td>
<td>Could have</td>
<td>Could be</td>
</tr>
<tr>
<td></td>
<td>Couldn't have</td>
<td>Won't be (able to)</td>
</tr>
</tbody>
</table>

Now observe the use of modals can/ could expressing the manner of ability in the following sentences in present, past and future.
<table>
<thead>
<tr>
<th>TENSE</th>
<th>POSITIVE ABILITY</th>
<th>NEGATIVE ABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Ability</td>
<td>I can go there.</td>
<td>I can't go there.</td>
</tr>
<tr>
<td>Past Ability</td>
<td>I could go there.</td>
<td>I couldn't go there.</td>
</tr>
<tr>
<td>Future Ability</td>
<td>I will go there.</td>
<td>I won't go there.</td>
</tr>
</tbody>
</table>

PRACTICE TASK 1.3.1

I. Mark the sentences with Present Ability (A) Past ability (B) and Future Ability (C)

1. I couldn’t say no to him [ ]
2. We can’t post pone our visit. [ ]
3. I can’t allow you to go. [ ]
4. I couldn’t take my cycle for repairs [ ]
5. If we don’t reach there on time the receptionist will cancel our [ ] appointment
6. Your voice will be very sweet. [ ]
7. Could we start the interview? [ ]

II. Select the sentences with Present, past and Future negative ability

1. I couldn’t borrow your pen.
2. Your can’t use the cell phones on the campus
3. I won’t be going to Delhi Tomorrow
4. I can’t carry your books.
5. They won’t be reaching their destination in time.
6. He couldn’t cross that river
7. I can’t smell a fire.

III. Fill in the blanks in the following sentences with appropriate modals expressing ability:

1. I knew that I ______ borrow his car.
2. She _____ run as fast as you.
3. He _____going to America next week.
4. He _____attend the meeting
5. They _____make or mar business opportunity.
6. If you don’t turn off the radio, your brother_____ able to hear what you say.
7. If you had worked hard, you_____ achieved better result.
FEEDBACK TO PRACTICE EXERCISE 1.3.1

I. A Present Ability - 2, 4
   B Past Ability - 1, 5, 7
   C Future Ability - 3, 6

II. Present negative Ability - 2, 4, 7
    Past negative Ability - 1, 6
    Future negative Ability - 3, 5

III. 1. could 2. can’t 3. will be 4. couldn’t
     5. can 6. won’t be 7. could have

1.3.2 Requests and Offers (would, could)

Observe the following sentences:-

1. Will you please pay a little attention towards me?
2. Would you like to take coffee?
3. He wondered how he could befool the crow.
4. I shall need a glass of Water.
5. Would it be possible for you to join immediately?
6. If I were you I would do it.

PRACTICE EXERCISE 1.3.2

I. (A) Put (X) marks against the statement with polite request.

1. Can you bring me a glass of water? [ ]
2. Will you bring me a glass of water? [ ]
3. Would you bring me a glass of water? [ ]

(B) Mark (X) against the statement with polite offer.

1. May I drop you at the railway station? [ ]
2. Shall I drop you at the railway station? [ ]
3. Should I drop you at the railway station? [ ]

II Mark the statements of requests with ‘R’ and offers with ‘O’

1. Shall I help you? [ ]
2. Can you lend me your umbrella? [ ]
3. I will help you if you wish. [ ]
4. Could you help me with this sum? [ ]
5. May I have some tea?
III Change the following orders into polite requests using could or would. First-one is done for you.

1. Open the door. a. Could/ would you open the door. b. I wonder if your could/would open the door.
2. Buy me a pen. a. b.
3. Open the almirah. a. b.
4. Read a letter. a. b.
6. Clean the backboard. a. b.
7. Give me money. a. b.

FEEDBACK TO PRACTICE EXERCISES 1.3.2

I (A) 3, (B) 2
II. Offers – 1, 3 Requests – 2, 4, 5

III2. a. Could/would you buy me a pen?
     b. I wonder if you could/would buy me a pen.
3. a. Could/would you open almirah?
     b. I wonder if you could/would open almirah.
4. a. Could/would you read a letter
     b. I wonder if you could/would read a letter.
     b. I wonder if I could/would borrow the book.
6. a. Could/would you clean the room?
     b. I wonder if you could/would clean the room.
7. a. Could/would you give me money?
     b. I wonder if you could/would give me money.

1.3.4 Necessity/ Obligation

The Modals like must, have to, need to, must not, ought not to, should not – express necessity/ obligation
Examples:
1. You must see the doctor.
2. I have to go to see the doctor.
3. We ought to respect our teacher. (moral obligation)
4. You ought to have consulted him by now.
5. You need not show any other certificates.
6. You need to inform your boos.
7. As a rule you should never use a napkin as a handkerchief.
8. You shouldn't behave in this manner.
9. You must not park your car here. (legal obligation)

All modals except ought are followed by simple form verbs. Ought is followed by an infinitive (to) instead of by a simple form.

PRACTICE TASK 1.3.3
A. Fill in the right modal out of the choices given under (First one is done for you):
1. I must thank you for relieving me of my tension.
2. Underage drivers ___ be penalized if caught breaking the rules (must/should/ought)
3. He ____ not come tomorrow. We are going for a picnic (need/ought/must)
4. The doctor told me that I ___ not smoke any more (ought/must/need)
5. Work hard lest you ___ fail (should/ought/must)
6. You ____ disobey the laws of land (must/mustn’t, ought to)
7. She had fever. She ___ to leave the class early yesterday (need/ought to / had)
8. The officer ___ be punctual himself if he wants to command respect (need to/must/ought to)
B. Frame suitable sentences of the Notices using modals expressing obligation/ necessity (1st one is done for you):
1. No smoking. Ans. You mustn’t smoke here.
2. Move now.
4. Bring your pen.
5. No lies.
6. No going to market.
7. Save water.
FEEDBACK TO EXERCISES 1.3.3
B. Solution to the Exercise
2. You must move now.
3. The govt. should ban deforestation.
4. You should bring your pen.
5. You mustn’t tell lies
6. You need not go to the market.
7. Save water. You ought to/ should same water.

1.3.4 Probability
Observe the remotest uncertainty to the greatest uncertainty in the following sentences.
1. It can rain today.
2. It will rain today.
3. It might rain today.
4. He must be in the room.
5. He will be in the room.

PRACTICE TASK 1.3.4
1. Mark the sentences with the remotest uncertainty.
   a) My nephew might attend the class.
   b) My nephew will attend the class.
   c) My nephew may attend the class.

2. Mark the sentences with the least possibility.
   a) They must have reached Chandigarh by now.
   b) They ought to have reached Chandigarh by now.
   c) They must have reached Chandigarh by now.

3. Mark the sentences with the highest possibility.
   a) He can be in the dark room.
   b) He must be in the dark room.
   c) He will be in the dark room.

4. Mark the sentences with the greatest certainty.
   a) I would give up smoking.
   b) I may give up smoking.
   c) I must give up smoking.
   d) I will give up smoking.
FEEDBACK TO PRACTICE TASK 1.3.4

1. a 2. c 3. c 4. d

1.3.5 Mixed Modals

Input

You have so far made use of different modal forms under Separate heads as request or offer, ability, obligation, permission and probability. Here we mix up these forms to better understand the meaning that each modal conveys e.g. there is difference in meanings in the following two sentences:

1. I may obey my teacher.
2. I ought to obey my teacher.

In first sentence, there is uncertainty of obedience to the teacher; whereas in second sentence there is compulsion of obedience towards teacher.

Some More Examples:

Match the sentences of Set A with their meaning in Set B

Set A

1. I can do this work.
2. I could do this work
3. I will do this work.
4. I should do this work.
5. I may do this work.
6. I might do this work.
7. I have to do this work.
8. I needn’t do this work.
9. I must do this work.
10. I ought to do this work.

Set B

1. It is desire that I should to this work.
2. I have the ability to do this work.
3. I was able to do this work.
4. I am uncertain to do this work.
5. I am determined to do this work in future.
6. It is my interest to do this work.
7. It is necessary for me to do this work.
8. Probability this work will be sought.
9. It is not obligatory to do this work.
10. It is compulsory for me to do this work.

Feedback to practice Task 1.3.5

Set A: 1 2 3 4 5 6 7 8 9 10
Set B: 2 3 5 6 4 8 7 9 10 1
POST TEST

A. Now you try to make sentences from the words given in the brackets. First one is done for you:

1. Don't ring me now.  
   Solution: I might be having lunch.
2. She ate too much. Now she feels sick.  
3. You've signed the contract.  
4. Why did you go home so early?  
5. I wonder why Anu didn't phone me.  
6. What's Anu doing? 'I am not sure'.  
7. He was standing outside the gate.  
8. Why didn't you ask him to help you?  
9. The teacher was in a strange mood yesterday.  
10. He was in train at the time of the crime was committed.  

B. Use the following Modals as directed. The first one is done for you.

1. Can expressing ability:
   Solution: She can read and write.
2. 'Can' expressing permission.
3. 'Can' expressing probability.
4. 'Could' expressing ability.
5. 'Could' expressing request.
6. 'Could' expressing probability.
7. 'Will be' expressing ability.
8. 'Will be' expressing probability.
9. 'Would' expressing request.
10. 'Would' expressing permission.
11. 'May' expressing permission.
12. 'May' expressing probability/possibility.
13. 'May' expressing request.
14. 'Might' expressing probability.
15. 'Must' expressing obligation.
16. 'Must' expressing necessity.
17. 'Should' expressing action.
18. 'Need' expressing necessity.
19. 'Ought to' expressing probability.
20. 'Will' expressing request.
FEEDBACK POST TEST

Section A
2. She shouldn't have eaten so much.
3. It can't be changed now.
4. You needn't have gone home so early.
5. He must have forgotten.
6. She may be watching television.
7. He must be waiting for somebody.
8. He would have helped you.
9. He might not have felt very well.
10. So he couldn't have done it.

Section B
1) She can read and write.
2) You can lend me you notes
3) It can rain today.
4) There was a time when I could work round a clock.
5) Could you help me with this sum?
6) I think you could come first this time.
7) He will be able to ride a horse.
8) It will be raining today in Delhi.
9) Would you pass the salt?
10) Would you mind if I come over tonight.
11) May I shut the door?
12) India may become a super power.
13) May I have some Water?
14) They might sell their house as they need the money.
15) We must make more now.
16) You mustn't tell lies.
17) We should check the timings of the train.
18) He need not go to the market.
19) The bus ought to be here any minute.
20) Will you look after my dog for a day?
APPENDIX A-1 (III)

MODULE III
OVERVIEW

SELF-LEARNING MODULE
ON
ENGLISH GRAMMAR
CLASS IX

THE PASSIVE

DEVELOPED BY
DEEPALI SINGLA

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH
• As the title implies the modules on English grammar have been designed to help the students of class IX understand the intricacies involved in developing skills through these self-learning modules.

   By the end of this Module, you will able to:

   1. Understand The Concept Of The Passive
   2. Describe Different Uses Of The Passive
   3. Identify The Importance Of The Passive

   However, these skills need to be further developed by you through practices.

   Turn for the Contents of Module III
CONTENTS OF MODULE III

This Module has been divided into three units each of which is presented in a separate section. The titles of these units are as follows:

OVERVIEW

- UNIT I  The Concept of The Passive.
- UNIT II  Use of Verb in The Passive.
- UNIT III  Varied uses of The Passive

POST TEST

HOW TO USE THIS MODULE

For getting maximum benefit from this module, you need to follow all the instructions carefully.

- For the proper use of module you need to familiarize with its key.
- This module is divided into three units or sections each unit is presented as a separate booklet.
- Pages are numbered according to the module and unit.
- On the inside front cover of every unit, you will find the content for that unit.
- On the first page in each unit you will find the general and specific objectives for that unit. Read them carefully.
- Each unit has a sequence of Objectives.

OBJECTIVES

These are the general and specific objectives for that unit

INPUT

This contains new information for you to learn.

PRACTICE TASK1.0

Here you are presented with a series of tasks (based on the input) which you must complete

FEEDBACK TO PRACTICE EXERCISE1.0

This contains the correct answers to the practice tasks

- You must work through each unit in the sequence in which it is presented. After going through the INPUT do the PRACTICE TASK.
Look at the FEEDBACK TO PRACTICE TASK page only after you have completed the practice task.

- Begin working on the next unit in the module only after you have completed the previous unit, and you are confident that you have achieved the objectives of the unit.

- When you have successfully completed every unit in this module, obtain the POST-TEST. After you have completed the post-test, compare your answers with the feedback provided. The post-test will indicate an acceptable level of performance. If you reach the acceptance level, proceed to the next module. If you do not reach the level, work through this module again.

**DO NOT MARK THIS MODULE IN ANY WAY. YOU WILL BE GIVEN SEPARATE PRACTICE TASK SHEETS BY OUR RESOURCE PERSON. USE THE SEPARATE SHEETS FOR WRITING.**
THE PASSIVE

OBJECTIVES
Learners will be able to achieve the following objectives after reading this self-learning module.

GENERAL OBJECTIVES:
Understand the concept and thorough use of the Passive Voice.

SPECIFIC OBJECTIVES
1.1 Describe the concepts of the Active and Passive forms.
1.2 Use of verbs in the Passive.
1.3 Give the different uses of the Passive.
1.4 Make a report on procedure of the Past Passive.
1.5 Identify a Passive point of view.

By the end of this unit, you will be able to use the Passive in the basic structure of grammatical items.

Try for solution of Module III
1.0 Prerequisites at Entry Level

In module I, you have learnt how to frame simple sentences in order of S-V-O as, e.g., I write a letter.

Do you recognize ‘O’ in the sentence “I write a letter”?

‘A letter’ is an O.

Which is the subject?

Of course ‘I’

Now tell, which is the verb used in the sentence?

Apply the formulation of SVO (Subject + Verb + Object).

Thus the formation of the sentence:

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>write</td>
<td>a letter</td>
</tr>
</tbody>
</table>

See ‘I’ is the doer; its action falls on the object… a letter.

Can you recall the three forms of the Verb write?

V1 __________ write
V2 __________ wrote
V3 __________ written

Are you aware of the No. (Singular/ Plural) of an Object?

Which is the No. of a letter?

It is _______ Singular as a letter means one letter.

Which of these two uses you consider is correct?

A letter is or a letter ______?

Thus in the above sentence i.e. I write a letter is an appropriate use of Verb-form.

Subject is _____ I, Object is _______ a letter and Verb is_____ write.
PRACTICE TASK 1.0
Select S_____V_______O in the following sentences.
1. The teacher punished the boy.
2. The doctor will examine the patient.
3. The boys were playing football.
4. The gardener had watered the plants.
5. They will have caught the train.

FEEDBACK 1.0

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>punished</td>
<td>the boy</td>
</tr>
<tr>
<td>The doctor</td>
<td>will examine</td>
<td>the patient.</td>
</tr>
<tr>
<td>The boys</td>
<td>were playing</td>
<td>football.</td>
</tr>
<tr>
<td>The gardener</td>
<td>had watered</td>
<td>the plants.</td>
</tr>
<tr>
<td>They</td>
<td>will have caught</td>
<td>the train.</td>
</tr>
</tbody>
</table>

1.1 Introduction to the concept of Passive

Observe the forms in the following sentences:

Simple form (Active)          Changed form (Passive)
He invited me.                I was invited by him.
He teaches us English.        English is taught to us by him.
I love you.                   You are loved by me.

Illustration of conversion

<table>
<thead>
<tr>
<th>Simple form:</th>
<th>S</th>
<th>V</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>She</td>
<td>writes</td>
<td>a latter.</td>
</tr>
<tr>
<td>Changed form:</td>
<td>A letter</td>
<td>is written</td>
<td>by her.</td>
</tr>
</tbody>
</table>

In sentence 1 ‘She’ is the subject, agent or the initiator of the action. The stress is on the doer or the actor.

In sentence 2, the first place is taken by the object i.e. a letter and the subject (doer) takes the last position. The action of the subject or doer is not active but passive. The object in the active becomes the subject of the passive.
A SUBJECT MUST TAKE AN OBJECT FOR THE PASSIVE CONSTRUCTION OF A SENTENCE

PRACTICE TASK 1.1
A. Read the following sentences and complete the table below with subject and object. The first sentence has been done for you.

1. The teacher taught the class.
2. Geologists study rocks.
3. Farmers plough the field.
4. Amit does not tell lies.
5. The servant swept the room.
6. The rider teds his horse.

<table>
<thead>
<tr>
<th>SENTENCES</th>
<th>DOER (SUBJECT)</th>
<th>RECEIVER (OBJECT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher</td>
<td>the class</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Choose the subject in each of the following passive sentences:

1. Carrot is eaten by Rabbit
2. The floor is being cleaned by the mother
3. The baggage has been carried by the Coolie
4. Cake has been eaten by you
5. Radha performed dance for first time.

FEEDBACK TO PRACTICE TASK 1.1
A. SUBJECT OBJECT

<table>
<thead>
<tr>
<th>A.</th>
<th>SUBJECT</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher</td>
<td>the class</td>
</tr>
<tr>
<td>2.</td>
<td>Geologists</td>
<td>rocks</td>
</tr>
<tr>
<td>3.</td>
<td>Farmers</td>
<td>The field</td>
</tr>
<tr>
<td>4.</td>
<td>Amit</td>
<td>lies</td>
</tr>
<tr>
<td>5.</td>
<td>Servant</td>
<td>the room</td>
</tr>
<tr>
<td>6.</td>
<td>The rider</td>
<td>his horse</td>
</tr>
</tbody>
</table>
1. Rabbit
2. The mother
3. The Coolie
4. The cake
5. Dance

1.1.1 More examples of some common Passive sentence openings with the subjects in italics:

1. The house has been sold.
2. The letter had already been posted.
3. The file had already been sent.
4. My job has been done.
5. Apples were being planted.
6. Football was being played.
7. A letter was being written.
8. Pudding is being made by mother.
9. Beans will be grown here by him.
10. The bell was not rung by the peon.

1.1.2

1. Subject form: I shall write a letter.
   Object form: A letter will be written by me.
2. Sub form: We have sold the house.
   Object form: The house has been sold by us.
3. Subject form: You have eaten the cake.
   Object form: The cake has been eaten by you.
4. Subject form: He could not do anything.
   Object form: Nothings could be done by him.
5. Subject form: She eats banana.
   Object form: Banana are eaten by him.
6. Subject form: She need not send money.
   Object form: Money need not be send by her.
7. Subject form: They have done their duty.
   Object form: Their duty has been done by them.
8. Subject form: Who had hurt you feelings?
   Object form: By whom had your feelings been hurt?
PRACTICE TASK 1.2.2
Fill the case (pronoun) in the each sentence from the given in the brackets.

1. ----------- are world travelers. (they/them)
2. We often ask---------- for advice. (she/her)
3. please give-------- the ticket. (he/him)
4. ---------- am going to London. (I/me)
5. That bag is not----------. (me/mine)
6. By---------- will the match be played? (who/whom)
7. ---------- had finished your work. (You/Your)
8. His wife did not come to ------ house. (we/our)
9. Your sister wanted to talk to -------- husband. (his/her)
10. I have to go to see-------- off. (you/your)

FEEDBACK TO PRACTICE TASK 1.2.2

1. They
2. her
3. him
4. I
5. mine
6. whom
7. you
8. our
9. her
10. you

1.2 Verb Form- Transitive & Intransitive

Read the following two sentences carefully with a view to find the difference in their construction:

I. Mary writes a letter.
II. Mary writes.

In sentence (I) the subject of the verb ‘write’ is Mary. The verb shows the action i.e. the subject ‘Mary’ writes a letter. There is passing over of action from the subject to the object. Such a sentence contains a Transitive Verb (T.V.).
Some examples of T.V. From:
1. He loves his teacher.
2. They respected their elders.
3. Her mother prevented her to go there.

In sentence (ii) there is no passing over of the action from the subject to the object. Mary writes—what? This sentences has no T.V. from. a sentence without Transitive Verb is called an Intransitive sentences.

Some Examples of Intransitive
1. She dances beautifully.
2. I go out for a walk.
3. My friend fell from the bike.
4. Walking is a good exercise.

VERBS THAT TAKE AN OBJECT ARE TRANSITIVE ONES.
VERBS THAT DO NOT TAKE OBJECTS ARE CALLED INTRANSITIVE ONES

Diagrammatically it can be presented as

```
S  V  O  X
S  V  X
```

Transitive (Passive – Yes)
Intransitive (Passive – Yes)

PRACTICE TASK1.2

A. Mark each sentence with Yes/no showings whether verb from in the sentence can be transformed into passive voice.
1. I fly often.
2. Flying is a great venture.
3. The airline will assign seats.
4. The pilot retracted the landing gear.
5. Landing is a breath taking moment.
6. We are flying to London.
7. The flight attendants are directing the passengers.

B. In each group of three sentence, spot the sentence with a transitive active verb.
I (a) They are world travelers.
(b) This is not my ticket.
(c) She congratulated her son.

II (a) Did you see the colorful flight?
(b) How fortunate they were?
(c) Listening music was a bliss.

III (a) Yesterday I went to Shimla.
(b) She visited me yesterday.
(c) I was not at home yesterday.

IV (a) Take my advice.
(b) She advised her daughter.
(c) Advising will not help.

FEEDBACK TO PRACTICE TASK 1.2
A. Yes: 3, 4, 7
   No: 1, 2, 5, 6
B. I c, II a, III b, IV b

1.3 Different uses of the Passive
As per requirement of your curriculum, you are expected to learn the different uses of passive sentences such as

1.3.1 Simple Passive: Present and past
1.3.2 The Passive in headlines and Notices
1.3.3 The Passive in tentative statements
1.3.4 Past passive: Reporting a procedure
1.3.5 Present Perfect Passive
1.3.6 Maintaining a point of view

Let us try to understand the use of each type one by one

1.3.1 Simple Passive
A. present simple form

Now study the table below showing the use of Verb ‘be’ in the Active and Passive Voice with ‘take’ as the main verb:
In similar way in Present form the use of Verbs in sentences is:

1. Active: Jesus saved the child.
   Passive: The child was saved by Jesus.
2. Active: You will select him.
   Passive: he will be selected by you.
3. Active: She likes singing.
4. Passive: Singing is liked by her.

More examples Present simple form

1. Where is your scooter parked at night?
2. Why is the company of a bad boy kept by you?
3. The match is won by them.

B. Past simple form

Now study the table below showing the use of Verb be in the active and passive voice with take as the main verb.

<table>
<thead>
<tr>
<th>TENSE</th>
<th>ACTIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple past</td>
<td>Did</td>
<td>was/were</td>
</tr>
<tr>
<td></td>
<td>He took a book</td>
<td>A book was taken by him</td>
</tr>
</tbody>
</table>

In similar way in past form the use of Verbs in sentences is:

1. Active : Many tourists visited Shimla last year.
   Passive : Shimla was visited by many tourists last year.
2. Active : They did not allow the students to appear in the examinations
   Passive : They students were not allowed to appear in the examinations.

More examples of Past Simple form

1. Why did he find fault with her?
2. By whom were you told this funny story?
3. No sound was heard by us.
Practice Task1.3.1

A. In the sentence given below mark ‘A’ for Active Voice and mark ‘P’ for Passive sentence:

1. He was punished for his mistake by the teacher. [A/P]
2. Your mother cooks delicious food. [A/P]
3. Seats were reserved on first-come-first-served basis. [A/P]
4. Did they ask you many questions at the interview? [A/P]
5. Why did she abuse you? [A/P]
6. Are you liked by your friends? [A/P]

B. Carefully study the following sentences and write simple present sentences in column ‘A’ and simple past in column ‘B’ in table given at the end of sentences.

1. She irons clothes in the evening.
2. Don’t laugh at the beggar.
3. Was a noise made by the students?
4. Good news is expected by us.
5. Did she spoil her shirt?
6. The matter was reported to the authority.

<table>
<thead>
<tr>
<th>A Simple Present</th>
<th>B Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Change the following sentences into passive voice:

1. Ram plays a match.
2. He does not abuse me.
3. Do you play a match?
4. They struck his name off.
5. We did not see the books.
6. I opened my account.
7. Sheela wrote a letter.
8. He did not hear any sound.
9. I teach them English.
10. Who told you this story.
11. Mary forgot to bring her notebook.
12. He did not hear any sound.
13. Who told you this story?
14. Our teacher took the test.
FEEDBACK TO PRACTICE TASK 1.3.1
A. Active - 2,4,5
   Passive 1,3,6
B. Simple Present (A) - 1,2,4
   Simple Past (B) - 3,5,6

C.
1. A match is played by Ram.
2. I am not abused by him.
3. Is a match played by you?
4. His name was struck off by them.
5. The books were not seen by me.
6. My account was opened by me.
7. A letter was written by Sheela.
8. No sound was heard by him.
9. English is taught to them by me.
10. By whom was their story told to you?
11. Is it forgotten by Mary to bring her notebook?
12. No sound was heard by him.
13. By whom was this story told to you?
14. The test was taken by our teacher.

1.3.2 The Passive in Headlines and Notices:
(I) Headlines
In newspaper reporting, the emphasis is on what happened or what was done. So the journalists give headlines, which clearly suggest the action. There is omission of unimportant words such as a, the, is, has, some etc. as:

1. Active : The police caught the car thief.
   Passive : A car thief was caught by the police.
   Headline : CAR THIEF CAUGHT BY POLICE.

2. Active : The Bombay fire charred to death four persons.
   Passive: Four person's were charred to death in the Bombay fire
   Headline : FOUR PERSONS CHARRED TO DEATH IN BOMBAY FIRE.

3. Active : The police lathi-charge has hurt thousand employees
Passive: Thousand employees have been hurt in police lathi-charge.
Headline: 1000 EMPLOYEES HURT IN LATHI-CHARGE.

4. Active: The teacher explains the uses of computer to students.
Passive: The uses of computer are explained to the student by the teacher.
Headline: USES OF COMPUTER EXPLAINED TO STUDENTS.

5. Active: The car ran over a boy.
Passive: A boy was run over by a car.
Headline: BOY RUN OVER BY CAR.

IN NEWSPAPERS JOURNALISTS OMIT UNIMPORTANT WORDS SUCH AS AUXILIARIES AND LINKERS AND WRITE THE REMAINING PART AS HEADLINE.
PRACTICE TASK1.3.2.1

A. Convert the following sentences in the headline form.
1. The engineering department completed the Panchkula bridge.
2. The party is giving a ticket to Ravi for Ropar.
3. Many people all over the world speak English.
4. BSF had arrested several extremists.
5. The rain was disrupting the match yesterday.
6. The violent earthquake hit last year.

B. Convert the following sentences into headlines.
1. The terrorist victims were being given shelter in the camps.
2. The Sarovar Dam issue had been raised in the Gujrat Assembly.
3. The reservation policy is being discussed by the cabinet.
4. A teenager was caught by the police in a trespassing case.
5. It has been decided by the railway authorities to increase the freight.
6. The strikers were stopped to cross the train crossing by the police.
C. Convert the following headlines into Passive sentences.

1. JOHN KILLED BY BEER.
2. PUNJABI SPOKEN IN PANJAB.
3. PEACE NOT RESTORED IN AFGHANISTAN.
4. WAR DECLARED AGAINST TERRORISM.
5. ENTHUSIASTIC RESPONSE TO AGRA SUMMIT.
6. NEWLY BORN ABDUCTED FROM HOSPITAL.

FEEDBACK TO PRACTICE TASK 1.3.2.1

A.

1. PANCHKULA BRIDGE COMPLETED.
2. RAVI GIVEN TICKET FOR ROPAR.
3. ENGLISH SPOKEN ALL OVER THE WORLD.
4. SEVERAL EXTREMISTS ARRESTED.
5. MATCH DISRUPTED IN RAIN.
6. GUJRAT HIT BY VIOLENT EARTHQUAKE.

B.

1. TERRORIST VICTIMS GIVEN SHELTER IN CAMPS.
2. SAROVAR DAM ISSUE RAISED IN GUJRAT ASSEMBLY.
3. RESERVATION POLICY DISCUSSED.
4. POLICE CAUGHT TEENAGER IN TRESPASSING.
5. RAILWAY AUTHORITIES INCREASE FREIGHT.
6. THE POLICE STOPPED THE STRIKERS.

C.

1. John was killed by the beer.
2. Panjabi is spoken all over Punjab.
3. Peace has not been restored in Afghanistan.
4. War had been declared against terrorism.
5. Enthusiastic response was given to Agra summit by the people.
6. A newly born was abducted from the hospital.

(II) Notices

Public notices are also like newspaper headlines because these also stress action. Sign boards in public places tell the public what to do and what not to do as:

**NOTICE: TRAVELLER'S CHEQUES ACCEPTED**

For we accept traveller's cheque.

1. **GIRLS NOT ALLOWED IN THE CLASS:**
   For We don't allow girls in the class.

2. **PROPERTY BOUGHT AND SOLD.**
   For We buy and sell property.
PRACTICE TASK 1.3.2.3

D. Convert the following sentences into notices form:
1. We need knives in the kitchen.
2. We buy and sell houses.
3. Plucking flowers is prohibited here.
4. We will prosecute trespassers.
5. The children require milk.

E. Convert the following notices into simple sentences:
1. Patriots required.
2. All types of typing work undertaken.
3. English spoken in the class.
5. Vehicles repaired here.

FEEDBACK TO PRACTICE TASK 1.3.2.3

D.
1. KNIVES NEEDED.
2. HOUSES BOUGHT AND SOLD.
3. PLUCKING FLOWERS PROHIBITED.
4. TRESPASSERS WILL BE PROSECUTED.
5. MILK REQUIRED FOR THE CHILDREN.

E.
1. India requires patriots.
2. We undertake all types of typing work.
3. The class students speak in English.
4. It is prohibited to park vehicles here.
5. All types of vehicles are repaired here.

1.3.3 The Passive in Tentative Statements

The tentative statements are general formations that follow a set pattern to be neutral the writer tries to use general/tentative statements as:
1. It is considered to be a good thing.
2. They are known to have the best of intellect.
3. Men are regarded as the best creation of God.
4. Printing is believed to have invented by the Chinese.
5. The teachers are expected to be intellectuals.
6. The President is acknowledged as the head of the state.
PRACTICE TASK 1.3.3

A. Match column 'X-' with column 'Y'

<table>
<thead>
<tr>
<th>Column X</th>
<th>Column Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Prime Minister is considered</td>
<td>a. to be the city beautiful.</td>
</tr>
<tr>
<td>2. Bombay is acknowledged</td>
<td>b. to be the rich persons.</td>
</tr>
<tr>
<td>3. Chandigarh is known as</td>
<td>c. as the longest river on earth.</td>
</tr>
<tr>
<td>4. The Amazon is regarded</td>
<td>d. as one the biggest city in India.</td>
</tr>
<tr>
<td>5. Americans are believed</td>
<td>e. to be the language of the English.</td>
</tr>
<tr>
<td>6. English is known</td>
<td>f. to have seen designed by a French architect.</td>
</tr>
<tr>
<td>7. The city beautiful is believed</td>
<td>g. as the head of the government.</td>
</tr>
</tbody>
</table>

B. Write tentative sentences following the pattern given in the box above.

1. The President __________ the head of the state.
2. The doctors __________ more careful about cleanliness.
3. The Qutab Minar __________ the tallest ancient minarets.
4. The Taj Mahal __________ the most beautiful mausoleum in the world.
5. The camel __________ the ship of the desert.
6. The mothers __________ healthier than the fathers.

FEEDBACK TO PRACTICE TASK 1.3.3

A. 1. (g)  2. (d)  3. (a)  4. (c)  5. (b)  6. (e)  7. (f)

B

1. is regarded as
2. are known to be
3. is considered to be
4. is regarded as
5. is considered/regarded as
6. are regarded as

1.3.4 Past Passive: Reporting Procedure

In 1.3.1 above the learners have been familiarized with the transformation of simple past into past passive.
ANY COMPOSITION FOLLOWING THE PAST PASSIVE PATTERN IS REGARDED AS REPORTING PROCEDURE
Example: Gandhi Jayanti Celebration in Your School.
Read the following instruction regarding Gandhi Jayanti celebration in your school:
How to start: in outline
1. Gandhi Jayanti celebration on 2nd October in our school.
2. Undertaking shramdan by the student and the teachers.
3. Cleaning of school compound and lavatories.
4. Placing of portrait of Gandhiji on the dais.
5. Teachers and students garlanding the portrait.
6. Senior teacher delivering a speech on his struggle for India's freedom.
7. The principal calling him an angel of peace.
8. Remembering his great achievements.

Note: by converting these sentences into Past Passive and writing the same in a particular form will be Past Passive by filling in the blanks. The first one has been completed as an example of reporting a procedure.

PRACTICE TASK 1.3.4
Gandhi jayanti was celebrated on 2nd October in our school. The ___1___ was ___2___ by the students and the teachers. Then the school compound and lavatories ___3___. The portrait of Gandhiji ___4___ on the dais. It was ___5___ by the teachers and the students. ___6___ on his struggle for India's freedom ___7___ delivered ___8___. He was ___9___ an angel of peace ___10___ the principal. Thus his great ___11___ were ___12___.

SOLUTION TO THE EXERCISE FOR PRACTICE 1.3.4
Gandhi jayanti was celebrated on 2nd October in our school. The shramdan was undertaken by the students and the teachers. Then the school compound and lavatories were cleaned. The portrait of Gandhiji was placed on the dais. It was garlanded by the teachers and the students. A speech on his struggle for India's freedom was delivered a senior teacher. He was called an angel of peace by the principal. Thus his great achievements were remembered.

1.3.5 Present Perfect Passive
Study the following sentences:
1. The room has been cleaned.
2. The landlady has been shot.
3. Have you even been invited to tea?
4. No, I haven't been invited.
5. The terrorists have been shot dead.

Note: The subject in the transformed sentences from 1 to 5 (from Active to Passive) is silent and understood

PRACTICE TASK 1.3.5
1. His boss has asked him to arrest.
2. You are wanted outside.
3. Your case will be discussed tomorrow.
4. He has been compelled to retire from the cantonment.
5. Duty must be done.

1.3.7 Maintaining Point of View
What is a point of View?
It is a perspective of any description. One has to bear in mind.
FROM WHOSE PERSPECTIVE OR POINT OF VIEWS IS ANY DESCRIPTION GIVEN?
How to maintain a point of view?

A perspective or point of view may be in Active or Passive Voice. It is the use of verb that is important.

IT IS THE EMPHASIS LAID THROUGH THE USE OF PASSIVE VERB IN A SENTENCE THAT MAINTAINS ANY PERSPECTIVE OR POINT OF VIEW.
The three features for maintaining a point of view are:
1. Use of verb in voice.
2. Perspective or point of view of the subject.
3. Continued use of passive voice to help maintaining the point of view.

Read the following sentences and observe the use of verbs in active or passive voice from particular point of view.

1. Past point of view:
John came to see me. He was sent by Mr. Rex. Both of them studied together in a college. They were invited to deliver a lecture on 'Declining Moral Values'.

2. Present Perfect point of view:
India has played a cricket match against Sri Lanka. The match has been played in India. Sri Lankan team won the toss. They have elected to batting first. They
have been bowled out on a meager score less than 100.

PRACTICE TASK 1.3.6

Read the following passage and then do the under mentioned activity.

A. Underline the verb in active form and put the circles around verbs used in the Passive voice.
   (The first two are done for you as examples)

B. From whose perspective or point of view is this description given?

C. How does the use of passive voice help maintaining the point of view?

1. The population of India has increased at an alarming rate.
2. It has been called 'Population Explosion'.
3. It has done much harm to the country.
4. Presently the population has been recorded around 95 millions.
5. It is better that death rate has been decreased.
6. Yet the efforts should have been made to decrease the birth rate also.
7. The steps must have been taken to control the bombshell of our explosion.
8. What is reported to have said has not pleased many.

FEEDBACK TO PRACTICE TASK 1.3.6

A. 
   i) Active
      3. has done
      8. have said, has not pleased

   ii) Passive
      4. has been
      5. has been released
      6. have been made
      7. have been taken
      8. is reported

B. The description is given from the point of view a reporter. Active voice is used when same action done by the subjects. (i.e. Indian population) is described.

C. The use of passive voice helps to lay proper emphasis on the object of the active voice.
POST TEST (THE PASSIVE)

A. In the sentences given below: mark A for active and Mark P for passive:

1. They charged him with murder
2. I know him
3. You are requested to help me
4. It is time for the shop to be closed
5. Can you please her
6. This news alarmed us
7. This book is being private
8. He should be allowed to come
9. Ram plays a match
10. He will be selected by you.

B. In each group of three sentences spot a sentence with a transitive active verb:

1. a. I went to Chandigarh yesterday
   b. You visited me yesterday
   c. You were not at home yesterday

2. a. Did you enjoy the picnic?
   b. Did you go there?
   c. Did you come to see me?

3. a. I advised my sister
   b. Advising is helpful
   c. I must advise

4. a. This is not my ball
   b. He bought a ball
   c. They are football player

5. a. The mother congratulated the child
   b. Congratulations on your success
   c. Congratulating friends is a good gesture

6. a. Helping the poor is his motto
   b. Will you help the poor?
   c. It is his motto to help the poor

7. a. The teacher called aloud
   b. The teacher called the students.
c. The teacher is calling loudly
8. a. Tagore was always writing
   b. Tagore was a famous poet
   c. Tagore wrote Gitanjali
9. a. Has she informed?
   b. Has she informed her mother?
   c. Had she informed?
10. a. The dog always bites
     b. The dog bites the child
     c. The dog is biting

C (a) Change the voice of the following sentence
1. I write a letter.
2. A song has been sung by him.
3. She is reading a book.
4. He has been beaten by them.
5. They have loved me.
6. A horse was being ridden by him.
7. She was accompanied by her mother.
8. He read a book.
9. Her naughty behavior surprised everybody.
10. The door was flung open.
11. I did my work well.
12. People do not forget past.
13. We know you.
14. Do they like films?
15. I may have said this.
16. He turned the light on.
17. My parents then sent for us.
18. This disturbed her.

FEEDBACK POST TEST
   A. Active – 1,2,5,6,9
   B. 1.b 2.a 3.a 4.b 5.a 6.b 7.b 8.c 9.b 10.b
   (C)
   1. A letter is written by me.
   2. He has sung a song.
   3. A book is being read by her.
4. They have beaten him.
5. I have been loved by them.
6. He was riding a horse.
7. Her mother accompanied her.
8. A book was read by him.
9. Everybody was surprised of his naughty behaviour.
10. He flunged open the door.
11. My work was done by me.
12. Past is not forgotten.
13. You are known by us.
14. Are films liked by them?
15. This may have been said by me.
16. The light was turned on.
17. We were then sent for by my parents.
18. She was disturbed at this.
APPENDIX A-1 (IV)

SELF-LEARNING MODULE
ON
ENGLISH GRAMMAR

THE REPORTED
SPEECH
Class IX

DEVELOPED BY
DEEPALEI SINGLA

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH
• As the title implies the modules on English grammar have designed to help the students of class IX understand the intric involved in developing skills through these self-learning modules.

By the end of this Module, you will able to:

1. Understand the Concept of the Reported Speech
2. Describe different Uses of The Reported Speech
3. Identify the Importance of The Reported Speech

However, these skills need to be further developed by you through practices.

Turn for the Contents of Modu
CONTENTS OF MODULE

This Module has been divided into three units each of which is presented in a separate section. The titles of these units are as follows:

OVERVIEW

• UNIT I Introduction to The Reported Speech.
• UNIT II Use of Verb Forms in The Reported Speech.
• UNIT III Use of Reporting Question Forms.
• UNIT IV Use of Said and Told.
• UNIT V Identify Reported Speech in Extended Practice.

POST TEST

HOW TO USE THIS MODULE

For getting maximum benefit from this module, you need to follow all the instructions carefully. For the proper use of module you need to familiarize with its key

• This module is divided into five units or sections. Each unit is presented as a separate booklet.
• Pages are numbered according to the module and unit.
• On the inside front cover of every unit, you will find the content for that unit.
• On the first page in each unit you will find the general and specific objectives for that unit. Read them carefully.
• Each unit has a sequence of activities.

OBJECTIVES

These are the general and specific objectives for the unit.

INPUT

This contains new information for you to learn.

PRACTICE TASK

Here you are presented with a series of tasks (based on the input) which you must complete.
FEEDBACK TO PRACTICE EXERCISE
This contains the correct answers to the practice tasks

- You must work through each unit in the sequence in which it is presented. After going through the INPUT do the PRACTICE TASK. Look at the FEEDBACK TO PRACTICE TASK page only after you have completed the practice task.

- Begin working on the next unit in the module only after you have completed the previous unit, and you are confident that you have achieved the objectives of the unit.

- When you have successfully completed every unit in this module, obtain the POST-TEST. After you have completed the post-test, compare your answers with the feedback provided. The post-test will indicate an acceptable level of performance. If you reach the acceptance level, proceed to the next module. If you do not reach the level, work through this module again.

DO NOT MARK THIS MODULE IN ANY WAY. YOU WILL BE GIVEN SEPARATE PRACTICE TASK SHEETS BY OUR RESOURCE PERSON. USE THE SEPARATE SHEETS FOR WRITING.
THE REPORTED SPEECH

OBJECTIVES
Learners will be able to achieve the following objectives after reading this self-learning module.

GENERAL OBJECTIVES:
Understand the concept and thorough use of the Reported Speech.

SPECIFIC OBJECTIVES
1.1 Describe the Concepts of The Reported Speech.
1.2 Use of Verbs in The Reported Speech.
1.3 Use of Reporting questions and requests in Interrogative form.
1.4 Analyze the Use of Said and Told.
1.5 Identify Reported Speech in extended practice.

By the end of this module you will be able to be in a position to use the Reported Speech in the basic structure of grammatical items.

INPUT
1.0 Prerequisites at Entry Level
In your daily routine, you come across persons talking to one another don't you?

Yes, you must have observed somebody, say, a friend speaking to another friend.

When one person speaks to another person, what do you call it?

Of course, you call it a conversation between two persons. It is one person reporting something to other.

Now see a situation (I) where Mr. A is saying something to his friend Mr. B as "Hello, Mr. B, you didn't come to school yesterday. Where were you?"

"I was busy in a family function at home".

What was it?

"It was an occasion of celebration of a new born baby"

Mr. A is asking something from Mr. B and Mr. B is answering something to Mr. A.
They are in face-to-face situation. There speech form is exactly in their words and is put within inverted commas "........". Such a speech is called Direct Speech.

Let us now see another Situation (II) Where Mr. A reports the conversation between A and B to Someone else, say, Mr. C as

"Hello, Mr. C do you know where was Mr. B yesterday?" (Direct Speech)

"No, where was he, do you know?" (Direct Speech)

Mr. A told Mr. C that Mr. B was busy in a family function

(Indirect/ Reported Speech)

Here Mr. B is a hidden person whose speech Mr. A is reporting to Mr. C using his own words. Mr. A is reporting what Mr. B said to him earlier. In such a speech there is no use of inverted Commas. It is called Reported/ Indirect Speech.

- Reported speech is somebody's speech in the speaker's own words without Inverted Commas.

PRACTICE TASK1.0

Mark against each of the following sentences either D for direct form of speech or R for Reported/ Indirect form of Speech:

1. You say that you are ill. D/R
2. He tells me that I have done my duty. D/R
3. He said, "When a great misery!" D/R
4. He said to the old man, "What do you want" D/R
5. He requested his friends to let him study. D/R
6. Sita bade her friend good-bye. D/R

FEEDBACK TO EXERCISE (1.0)

(D) Direct Speech - 3, 4.
(R) Reported Speech - 1, 2, 5 & 6.
1.1 Introduction to Reported Speech

Input: Thinking about changes in the reported form

See the answering of the following sentence:
The teacher said. "Do your work regularly?"

You can answer this question in two ways:
1. By repeating the teacher’s speech given in Commas. (Direct speech)
2. By reporting the teacher’s speech in your own words. (Reported speech)

Illustration
John said to the teacher." I am not well"

Now you want to tell somebody else what John said. There are two ways of doing this

Either you can repeat John's words as

John said, 'I am not well.

OR

You can use Reported Speech as

John said that he was not well.

Direct: John said.”I am not well”.

Inverted commas (" ") are used to show Direct speech or words spoken.

Reported Speech: John said that he was not well.

REPORTED SPEECH MEANS REPORTING THE WORDS SPOKEN ALSO KNOWN AS INDIRECT SPEECH.
Now study some more examples:

You met Mary. Some of the things she said to you in direct speech. Later you tell somebody what Mary said.

You have used Reported Speech. Carefully study the instances given below:

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;My class is over.&quot; Mary.</td>
<td>Mary said that her class was over.</td>
</tr>
<tr>
<td>2. &quot;I am going home.&quot;</td>
<td>She said that she was going home.</td>
</tr>
<tr>
<td>3. &quot;I take exercise daily.&quot;</td>
<td>She said that she takes exercise daily.</td>
</tr>
<tr>
<td>4. &quot;My friend will come to my house.&quot;</td>
<td>She said that her friend would come to</td>
</tr>
<tr>
<td>5. &quot;I will be playing with him.&quot;</td>
<td>She said that she would be playing with</td>
</tr>
<tr>
<td>6. &quot;I will miss the train&quot;</td>
<td>She said that she would miss the train</td>
</tr>
<tr>
<td>7. &quot;I always go to sleep at 10 o'clock.&quot;</td>
<td>She said that she always went to sleep at 10 o'clock.</td>
</tr>
</tbody>
</table>

PRACTICE TASK 1.1

A. Yesterday you met a friend of yours, Ritesh. Here are some of the things Ritesh said to you:

1. I am living in Delhi.
2. My father is not well.
3. I don't know what Kiran is doing.
4. I'm not enjoying my job very much.
5. My car was stolen a few months ago.
6. You can come and stay at my flat if you are ever in Delhi.
7. I'll tell Aruna I saw you.

Later that day you tell another friend what Ritesh said. Use Reported Speech. First one is done for you as an example.

1. Ashok said that he was living in Delhi.
B

You have been away for a while and have just comeback to your hometown. You meet Rima, a friend of yours. She asks you a lot of questions:

1. How are you?
2. Do you have any plans?
3. How long have you been back?
4. What are you doing now?
5. Where are you living?
6. Why did you come back?
7. Can you lend me some money?
8. Where have you been?
9. Are you glad to be back?

Now you tell another friend what Rima asked you. Use Reported Speech. First two sentences are done for you.

1. She asked me how I was.
2. She asked me if /whether I had any plans, (use only One connector if or whether)

FEEDBACK TO PRACTICE EXERCISES (1.1)

A.

2. He said that his father was not well.
3. He said that he did not know what Kiran was doing.
4. He said that he was not enjoying his job very much.
5. He said that his car had been stolen a few weeks ago.
6. He said that I could come and stay at his flat if I was ever in Delhi.
7. He said that he would tell Aruna he had seen me.

B.

3. He asked me how long I had been back.
4. He asked me what I was doing then.
5. He asked me where I was living.
6. He asked me why I had come back.
7. He asked me if/whether I could lend him some money.
8. He asked me where I had been.
9. He asked me if/whether I was glad to be back.

1.2 Use of Verbs in the Reported Speech

'Reporting Verbs' tell what has already been communicated say, e.g., a teacher ordering a student to leave the class or a mother advising her daughter to study well etc.

Look here carefully for more instances of the use of Reported Verbs

a. He advised me to trust in God. (advise)
b. He asked Kamla if she liked that book. (ask)
c. He has always encouraged his friend. (encourage)
d. My father has sympathized with me. (sympathy)
e. He assured me his help. (Assure)

Remember 'advise', 'ask', 'encourage', 'sympathize', 'assure' are commonly used verbs or 'reporting verbs'.

PRACTICE TASK 1.2.1

A. Spot out the 'Reported Verbs' in the following sentences:

1. I was complimented for my honest deed.
2. He congratulated me on my success.
3. You persuaded her not to be much excited.
4. He ordered me to wait till he come back.
5. My friend reminded me about my mistake.
6. He advised me not to cross the bridge.
7. My friend requested me to accept that invitation.
8. The doctor advised him to give up smoking.
B. Trace the reported verb in column Z with reports of what was said in column X.

<table>
<thead>
<tr>
<th>X (First Speaker)</th>
<th>Y (Questioner)</th>
<th>Z (Reported Speech)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get away.</td>
<td>What did she say?</td>
<td>She ordered you to get away.</td>
</tr>
<tr>
<td>2. Don't touch this pen.</td>
<td>What does she say?</td>
<td>She warns you not to touch the pen.</td>
</tr>
<tr>
<td>3. I wish I were not so foolish.</td>
<td>What does she say?</td>
<td>She regretted that she had been so foolish.</td>
</tr>
<tr>
<td>4. I won't go to your party.</td>
<td>What did she say?</td>
<td>She requested to go to party.</td>
</tr>
<tr>
<td>5. You can do well in the exam.</td>
<td>What does she say?</td>
<td>She persuaded that, you should do better in the exams.</td>
</tr>
<tr>
<td>6. I wanted to enjoy the picnic.</td>
<td>What did she say?</td>
<td>She expressed the desire to go to picnic.</td>
</tr>
</tbody>
</table>

FEEDBACK FOR THE EXCERCISES (1.2.1)

(A) 1. compliment 2. congratulate 3. persuade
     4. order 5. remind 6. advise
     7. request 8. Advise

(B) 1. order 2. warn 3. regret
     4. refuse 5. persuade 6. desire

1.3 Reporting 'Questions' and 'Requests' in Interrogative form

Input

Observe the following sentences with a view to find the difference between Set I and Set II:

Set I

Are you Tom? Are you successful in your attempt?
Did you prepare the lunch?
Will you serve the country faithfully?

Set II

What is the matter?
Why have you not done your homework?
Where shall I send the car?
In your earlier classes you must have come across a number of Interrogative/Question mark sentences. The sentences beginning with helping verbs (is, are, am, has, have, do, did, will, shall etc.) as are in the pattern of Set I whereas all the sentences in Set II begin with ‘Wh’ (where, what, when, why, how etc.). Thus the Interrogative sentences are framed in two ways:

Either (i) with helping verbs as in Set I OR (ii) with ‘wh’ in Set II.

More instances of two sets of Question terms are given below in two sets A and B which will help you in understanding the systematic patterning of the Interrogative sentences in Reported Speech in the next part of this unit.

Set A
1. Are we doing our duty well?
2. Were you living in a city?
3. Did you prepare the lunch?
4. Did they visit you yesterday?
5. Have you finished your work?
6. Can you do this exercise?
7. Will we allow him to accompany us?
8. Has she done her work properly?

Set B
1. Where do you want to go?
2. What can be done?
3. Which is your pen?
4. Who came to see you?
5. How are you?
6. Why don’t you mind your own business?
7. When are you appearing in the final exams?
8. Where was John taking you?
1.3.1 Patterning the Reported Speech in Question Form:

INPUT

We observe the following two patterns in the formation of question sentences:

**Pattern A: By changing word order**

<table>
<thead>
<tr>
<th>Simple</th>
<th>Question forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are</td>
<td>are you?</td>
</tr>
<tr>
<td>You were</td>
<td>were you?</td>
</tr>
<tr>
<td>He works</td>
<td>Does he work?</td>
</tr>
<tr>
<td>They visited</td>
<td>Did they visit?</td>
</tr>
<tr>
<td>You have finished</td>
<td>Have you finished?</td>
</tr>
<tr>
<td>You Can</td>
<td>Can you?</td>
</tr>
<tr>
<td>We will</td>
<td>Will we?</td>
</tr>
</tbody>
</table>

**REPORTED SPEECH**

Suppose One person spoke some sentences in set A to somebody in direct form than these sentences in Reported speech will be as under:

1. He said to marry, "Does your brother work in a factory".
   He asked Marry if her brother worked in a factory.

2. I said to him, "were you living in a city?"
   I asked him where she had been living in a city.

3. Tom said to Mary, "Are you a good girl?"
   Tom asked Mary if she was a good girl.

4. He asked, "Will you serve me faithfully?"
   He enquired whether he would serve him faithfully.

5. Tom said to Mary, "Did they visit you yesterday?"
   Tom asked Mary if they had visited her the previous day.

6. I said to her, "What is the matter?"
   I enquired of her what the matter was.

7. Tom, "Can you do this exercise?"
   Tom asked Mary if she could do that exercise.

Questions beginning with auxiliary verbs (do, does, has, have, may, can, will, etc) can be answered with ‘yes’ or ‘no’. Such sentences when changed into indirect speech always take a connector ‘if’ or ‘whether’.
Pattern B: Use of wh-form without the use of a connector “if” or “whether”.

Look to Set B above. Presuming Tom spoke these sentences in Set B to Mary in Direct form. The Reported form will be as under:

1. Tom asked Mary where she lived.
2. Tom asked Mary what she had done.
3. Tom asked Mary which her pen was.
4. Tom asked Mary who had come to see her.
5. Tom asked Mary how old she was.
6. Tom asked Mary why she didn’t mind her own business.
7. Tom asked Mary when she would come back.

* asked may be substituted with questioned/inquired.

Questions beginning with "wh—("where, what, which, when, how etc.) cannot be answered in mere ‘yes’ or ‘no’. In Indirect speech such sentences don't require any connector or linking word i.e. if or whether.

NOTE: Don't use ‘IF’ or "WHETHER" in sentences beginning with "wh"

PRACTICE TASK1.3.1

Choose the right alternative of reported speech. First one is done for you.

1. He said to me, "What will I be doing here?" He asked me:
   a) What I will be doing there
   b) What will I be doing there?
   c) What I would be doing there?
   d) What would I be doing there?

   Solution: He asked me what I would be doing there.

2. Anu said to her mother, "May I marry a man of my choice" Anu asked her mother
   a) if she might marry a man of her choice.
   b) If she may marry a man of her choice.
   c) If she may be married a man of her choice.
   d) If she might be married a man of her choice.

3. Varsha said to Vaishali" Did you post the letter?"
Varsha asked Vaishali:

a) If she has posted the letter.
b) If she had been posted the letter.
c) If she posted the letter.
d) If she had posted the letter.

4. She said to her husband, "Why have you been staring at the milk maid?" She asked her husband:

a) Why he had stared at the milkmaid.
b) Why he had stared at the milkmaid.
c) Why he had been staring at the milkmaid.
d) Why had he stared at the milkmaid.

5. He said to his guests, "Do you feel perfectly at home here?" He asked his guests:

a) If they felt perfectly at home there.
b) If they had felt perfectly at home there,
c) If they feel perfectly at home there.
d) If they have felt perfectly at home there.

6. Raveena said to Devi, "Which of these clues will be helpful to us?" Raveena asked Devi:

a) Which of these dues will be helpful to them.
b) Which of these dues would be helpful to them.
c) Which of these dues would be helpful to them.
d) Which of these dues would be helpful to them.
e) Which of these dues will have been helpful to them.

7. She said to her husband, "Are all your relatives going to stay with us for a week?" She asked her husband:

a) If all of his relatives were going to stay with them for a week.
b) If all of his relatives are going to stay with them for a week
 c) If all of his relatives were going to stay with them for a week.
d) If all of his relatives were going to stay with them for a week-
1.4 Use of SAID and TOLD

Read the following sentences to learn the use of said and told:

1. Sonu said that you were ill.
2. Sonu told me that you were ill.
3. The doctor said that you must be careful for my health.
4. The doctor told me that I must be careful for my health.
5. The doctor told the patient that he must be careful for his health.
6. I told Rohan not to shout.
7. I said that I always speak the truth.
8. She told me that she always spoke the truth.

Note: “Said” and “told” are past form of “Say” and “Tell”

IF YOU SAY WHO ARE YOU TALKING TO USE TOLD (PAST OF TELL) OTHERWISE USE SAID (PAST OF SAY)

PRACTICE TASK1.4.1 (use of said and told)

1. John ___ that Mandy was at home.
2. Simon ___ that David had been ill.
3. Peggy ___ me that girl had helped in the home.
4. Stephen and Claire ___ me that they had cleaned the windows.
5. Jean ___ that the boss had to sign the letter.
6. Walter ___ me not to ring Romy on Sunday.
7. Lisa ___ that Tim had gone to the stadium an hour before.
8. Denise ___ me not to open the door.
9. Andrew ___ me to clean the blue bike.

FEEDBACK TO THE PRACTICE TASK1.4.1

A) said: 1,2,5,7
B) told: 3,4,6,8,9
1.5 Reported Speech in Extended Practice

Observe the following sentences and try to learn how two different direct forms are joined in Reported Speech (or indirect speech)

1. Direct: He said to me, "Have you got some change? I have to pay the taxi driver."
   (Question + Statement)
   Reported Speech: He asked me if I had got some change and said that he had to pay the taxi driver.

2. Direct: Mary said to Anu, "How strange! I had been looking for you all over the town."
   (Exclamation + Statement)
   Reported Speech: Mary was astonished to find Anu there and said that she had been looking for her all over the town.

3. Direct: My father said to the daughter, "I shall be coming home late tonight. Don't wait for me for dinner."
   (Statement + Command)
   Reported Speech: The father told the daughter that he would be coming home late that night and asked her not to wait for him for dinner.

4. Direct: He said to the child, "Hurry up. Why don't you run fast?"
   (Command + Question)
   Reported Speech: He urged the child to hurry up and asked why he did not run fast.

5. Direct: I said to him, "I have no money with me just now. But can give you same tomorrow. Can you wait until then? I hope you can."
   (Question with three or more sentences)
   Reported Speech: I told him that I had no money with me just then but that I could give him some the next day. I further asked him if he could wait until then and expressed the hope that he could.

Note the use of 'further asked' in a quotation of more than two sentences i.e. further added / asked / urged etc. can be supplied to a third or more joining of sentences.

TWO DIFFERENT KINDS OF SENTENCES IN THE SAME DIRECT SPEECH CAN BE JOINED WITH 'AND' OR 'BUT'. IF THE SECOND SENTENCE CONTRASTS WITH THE FIRST THEN VERB IS SUPPLIED APPROPRIATE TO THE SECOND SENTENCE.
PRACTICE TASK 1.5
A. Transform the following sentences into Reported Speech:

1. Renu said to me, "Have you finished the work assigned to you? I told you that it was very urgent."

2. Madhu said to Veer, "Go and buy the tickets at once. The show begins at 6 O'clock sharp."

3. Vimal said to Varsha, "How long will you take to get ready for the party? You have been busy in your make-up for over three hours."

4. She said to her husband, "My brother is not well. I have to go and see him immediately."

5. "Oh, how nice that you have come!" Rama said to Nisha, "Now we can go for an outing."

6. Madhu said to Sharukh, "How are you going to look after yourself during my absence? I know you can't cook a meal for yourself."

7. Vaishali said to her mother, "May I bring home some friends tonight? I know it will put you in a lot of inconvenience."

B. Mark the right alternative answer of direct speech with sign ( ). First one is done for you.

1. **Indirect Speech:** He asked her if she would accompany him to the telephone booth.

   **Direct Speech:**
   a. He said, "Can you accompany me to the telephone booth?"
   b. He said, "Will you accompany me to the telephone booth?"
   c. He said, "May you accompany me to the telephone booth?"
   d. He said, "Shall you accompany me to the telephone booth?"
Ans: 1. b

2. **Indirect Speech**: He asked his servant how many times he had told him not to leave the house unlocked.

   **Direct Speech**:
   
a. How many times I have told you not to leave the house unlocked?

   b. How many times I told you not to leave the house unlocked?

   c. How many times have I told you not to leave the house unlocked?

   d. How many times you have been told not to leave the house unlocked?

3. **Indirect Speech**: Omar suggested to his friends that they all must work together on that project if they wanted to make it a success. **Direct Speech**:

   a. We must all work together on that project to make that a success. Will you agree?

   b. We must all work together on this project to make it a success. Do you all agree?

   c. You must all work together on that project to make it a success. Must you agree?

   d. We should all work together on this project to make it a success. Did you agree?

4. **Indirect Speech**: Mohan asked Parmita why the latter was so upset that day and if anything had happened in the office.

   **Direct Speech**:

   a. Why are you so upset today? Has anything gone wrong in the office?

   b. Why have you become so upset today? What has gone wrong in the office?

   c. Why do you become so upset today? What was wrong in the office?

   d. Why have you become so upset today? What have gone wrong in the office?

5. **Indirect Speech**: The teacher asked me if I had finished the homework
assigned to me.
He said that he had told me that it had been important.

Direct Speech:

a. Had you finished the homework assigned to you? I said that it was important.

b. Did you finish the homework assigned to you? I warned you that it was important.

c. Have you finished the homework assigned to you? I told you that it was important.

d. Has you finished the homework assigned to you? I tell you that it was important.

6. Indirect Speech: Neha asked her mother if she might go out for a picnic that day. She knew that it would upset her mother's program. Direct Speech:

a. Should I go out for a picnic today? I know it will upset your programme.

b. May I go out for a picnic today? I know it will upset your programme.

c. Might I go out for a picnic today? I know it may upset your programme.

7. Indirect Speech: He ordered his servant to close the door and not to allow anybody to visit him. Direct Speech:

a. Close the door. Don't allow anybody to visit me.

b. Please close the door. Allow nobody to visit me.

c. Let the door be dosed. Don't allow anybody to visit me.

d. The door is dosed. Nobody is allowed to visit me.

FEEDBACK TO THE PRACTICE TASK 1.5

A. Reported Speech

1. Renu asked me if I had finished the work assigned to me. She said that she had told me that it had been very urgent.
2. Madhu asked Veer to go and buy the tickets. She added that the show began at 6 o'clock sharp.

3. Vimal asked Varsha how long she would take to get ready for the party and added that she had been busy in her make up for well over three hours.

4. She told her husband that her brother was not well, so she had to go and see him immediately.

5. Rama examined with joy that it was very nice hat Nisha had come—She added that then they could go for an outing.

6. Madhu asked Sharukh how he was going to look after himself during her absence and said that she knew that he could not cook even a meal for himself.

7. Vaishali asked her mother if she might bring some friends that night and said that she knew that it would put her a lot of inconvenience.

B. (Answers only):

2. d 3. b 4. a 5. c 6. b 7. a

POST TEST (The Reported Speech)

(A) In the sentences given below mark ( ) for the reported verb (RV) and mark (x) for the reported speech (RS):

1. Karen said, "Don't play football in the garden."
2. Teacher said to me, "Do you home work!"
3. Sabine said, "I will meet Sandy at the Station."
4. I said to Rajni, "How do you do?"
5. Rani said, "I am waiting for you."
6. He replied, "I cannot wait long."
7. Doris said, "Dance with me!"
8. She says to me, "Are you waiting for me."
9. Fred said to me, "Will it rain today."
Mark (✓) for correct and (x) for incorrect

1. The father told his daughter if she was late.
2. The daughter exclaimed with sorrow that she was late.
3. The boy asked the Principal if the college could remain closed the next day.
4. John said to me, "I have now understand your problem".
5. Tom asked that his exams were over.
6. He says that he will return his book the next day.
7. I say that he is coming to see me.
8. What can be done? said my father.
9. I said, "Where shall I send the car?"
10. Anu asked Rahul that he would not hurt him.

Change the narration of the following:

1. The young man said to his father, "Pardon me, sir."
2. The doctor said to the patient, "Give up smoking."
3. He ordered me to wait there till he came back.
4. I said to him, "Don't worry about me."
5. She requested the visitor to take a seat.
6. The teacher said, "Honesty is the best policy."
7. He said to me, "You should respect your elders."
8. He said to me, "He disobeys his father's."  
9. She asked me if I could help her.
10. Rahul said to Priya, "Shall we go for picnic tomorrow?"
11. He said, "Radha is coming for lunch today."
12. Shila will say that life has been very hard.
13. Satish said, "I am going to punish him".
14. She ordered the servant to bring her a cup of coffee.
15. He said to his brother, "let me rest here."
16. She asked her daughter not to play in the sun.
17. O, help me God! I will never commit such a folly again, "he said."
18. He requested me to post that letter for him.

FEEDBACK TO POST TEST (ANSWER ONLY)

<table>
<thead>
<tr>
<th>(A)</th>
<th>Reported Verb</th>
<th>'Reported Speech.'</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Karen said</td>
<td>'Don't play football in the Garden.'</td>
</tr>
<tr>
<td>2.</td>
<td>Rahul said to me</td>
<td>'Do your homework.'</td>
</tr>
<tr>
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</tr>
<tr>
<td>9.</td>
<td>Fred said to me</td>
<td>'Will it rain today?'</td>
</tr>
</tbody>
</table>

(B) Correct sentence : 2,3,6,7,8
Incorrect sentences: 1,4,5,9,10

(C)

1. The young man begged his father to pardon him.
2. The doctor advised the patient to give up smoking.
3. He said to me, "wait there till I come back."
4. I told him not to worry about me.
5. She said to the visitor, "Take a seat please".
6. The teacher said that honesty is the best policy.
7. He told me that I should respect my elders.
8. He told me that he disobeyed his father.
9. She said to me, "Can you help me?"
10. Rahul asked Priya if they would go to picnic the following day.
11. He said that Radha was coming for lunch that day.
12. Shila will say, "Life has been very hard".
13. Satish said that he was going to punish him.
14. She said to the servant, “Bring me a cup of coffee.”
15. He told his brother that he should rest there.
16. She said to her daughter, “Don't play in the sun.”
17. He prayed to God to help him and further added that he would never commit such a folly again.
18. He said to me, “Please post this letter for me”.
APPENDIX A-1 (V)

MODULE V
OVERVIEW

SELF-LEARNING MODULE
ON
ENGLISH GRAMMAR

THE PREPOSITIONS

DEVELOPED BY
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PANJAB UNIVERSITY
CHANDIGARH

xcv
As the title implies the modules on English grammar have been designed to help the students of class IX understand the intricacies involved in developing skills through these Self-Learning Modules.

**By the end of this Module, you will able to:**

1. Understand the concept of the Prepositions
2. Different uses of Prepositions
3. Identify words and expressions followed by Prepositions.

However, these skills need to be further developed by you through practices.

Turn for the Contents of Module V
CONTENTS OF MODULE IV

This Module has been divided into three units each of which is presented in a separate section. The titles of these units are as follows:

OVERVIEW

• UNIT I Introducing the Concept of Prepositions.
• UNIT II Analyzing Various Uses of Prepositions.
• UNIT III Using Words and Expressions Followed by Prepositions.

POST TEST

HOW TO USE THIS MODULE

For getting maximum benefit from this module, you need to follow all the instructions carefully.

For the proper use of module you need to familiarize with its key

• This module is divided into three units or sections. Each unit is presented as a separate booklet
• Pages are numbered according to the module and unit
• On the inside front cover of every unit, you will find the content for that unit.
• On the first page in each unit you will find the general and specific objectives for that unit. Read them carefully.
• Each unit has a sequence of activity.
OBJECTIVES
These are the general and specific objectives for that unit.

INPUT
This contains new information for you to learn.

PRACTICE TASK
Here you are presented with a series of tasks (based on the input) which you must complete.

FEEDBACK TO PRACTICE EXERCISE
This contains the correct answers to the practice tasks

- You must work through each unit in the sequence in which it is presented. After going through the INPUT do the PRACTICE TASK. Look at the FEEDBACK TO PRACTICE TASK page only after you have completed the practice task.

- Begin working on the next unit in the module only after you have completed the previous unit, and you are confident that you have achieved the objectives of the unit.

- When you have successfully completed every unit in this module, obtain the POST-TEST. After you have completed the post-test, compare your answers with the feedback provided. The post-test will indicate an acceptable level of performance. If you reach the acceptance level, proceed to the next module. If you do not reach the level, work through this module again.
THE PREPOSITIONS

OBJECTIVES

Learners will be able to achieve the following objectives after read Self-Learning Module.

GENERAL OBJECTIVES:

Understand the concept of prepositions.

SPECIFIC OBJECTIVES

1.1 Describe the concepts of the prepositions.

1.2 Analyze the different uses of prepositions.

   1.2.1 Prepositions of location

   1.2.2 Prepositions of time

Common combinations using prepositions

1.3 Identify words and expression followed by prepositions.

   **By the end of this module you will be in a position to use prepositions in various grammatical structures.**

INPUT

1.0 Prerequisites at Entry Level

In your daily use of language you come across the use of such words as ON, IN, WITH, AT, FROM, INTO etc.
A student is expected to frame some simple sentences using at, with from or into.

In the following drawing you see different ways of using on, in, at, with from, under viz:

1. The bird is sitting on the branch.

2. The girl is moving in rain.

3. The dog is looking at the ball.

4. The couple is going with their dog.
5. The dog is playing *with* the balls.

6. A dog is jumping *from* the table.

7. The cat is *under* the table.

In fact different types of relationship is established with the use of underlined words. On, under, in, at, with, from. It is the use of prepositions that made the relationship possible.

Prepositions express relationships between people, things, actions, etc. as in “I spoke to Mr. Lal *on* Friday about the crack in the wall”
PRACTICE TASK 1.0

Underline the preposition/s used in the following sentences:

1. She has full faith in god.
2. I agreed to her proposal.
3. I went behind him.
4. He will go to Delhi within this month.
5. I need a house to live in.
6. A bridge was built across the river.
7. She sat beside me.
8. I went to the college.
9. He acted under compulsion.
10. Leaves fall from trees.

FEEDBACK TO PRACTICE TASK (1.0)

1. In  2. to  3. behind  4. to  5. with  6. from
7. beside  8. to  9. under  10. from

1.1 Introduction to Prepositions

Input

Observe the underlined prepositions in the teacher's monologue in class room. (PRACTICE TASK 1.1)

1. Hello students, I think I have come to the class in time.
2. The bell rang at 10.40 today instead of 10.45, isn't it?
3. I am expected to discuss some important prepositions in this peri today.
4. See the white board on the wall. There is a small box at the bottom of the board.
5. I hold the marker in my hand.
6. You see I stand beside it rather than standing in front of it.
7. Whatever I write with a marker on the board, you may copy the same in your note book.
8. The use of prepositions like in, an, at in front of etc. adds up some action in a sentence.
9. Sit silently throughout everything will be clear to you.
10. We must finish our discussion on prepositions before the bell goes.

PREPOSITIONS ARE SMALL WORDS OR PHRASES SUCH AS ON, IN, AT OR, FOR UP, DOWN, BESIDE, THROUGHOUT, IN FRONT OF, AT THE BOTTOM OF ETC. WHICH WHEN PLACED BEFORE A WORD (NOUN OR PRONOUN) SHOW THE RELATIONSHIP IN PLACE, POSITION OR TIME OR METHOD ETC.

PREPOSITIONS OPEN UP THE POSSIBILITIES OF SAYING MORE ABOUT AN ACTION OR A THING.

Mark the relationship between action and added action in the introductory 10 sentences (teacher’s monologue input section 1.1 above) on the pattern given below:

1. Action : Teacher’s coming to class.
   Added action : in time.
2. Action : The bell rang
   Added action : AT 10.40 INSTEAD OF 10.45.
FEEDBACK TO PRACTICE TASK1.1.

3. Action : I am expected.
   Added Action : to discuss some prepositions in this pe

4. Action : Seeing the white board.
   Added Action : on the wall.
   Second Action : There is a small box.

5. Action : I hold the marker
   Added action : in my hand.

6. Action : You see I stand.
   Added Action : Beside it
   Second Action : rather than standing
   Added action : in front of

   Added Action : with a marker.
   Second Action : you may copy the same.
   Added action : in your note book

8. Action : The use of prepositions
   Added action : adds up

9. Action : Sit silently
   Added action : throughout
   Action : everything will be clear
   Added action : to you.

10. Action : We must finish our discussion.
    Added action : a) on preposition
                    b) before the bell goes.
THE RELATIONSHIP BETWEEN ACTION AND ADDED ACTION INDICATES SITUATION OF TIME OR PLACE

Activity for Practice

In the above mentioned 10 sentences each added action shows time as place. Mark each sentence showing time with "T" and showing place with "P". The first one is done for you.

Teacher’s coming to class in time depicts time.

Ans: T

Solution to Activity

T: 2,3,9,10

P: 4,5,6,7,8

Activity for Practice through illustrations 1.2.1.  
Use of for, in, with, at on, near in the picture.

Practice Task 1.2.1.(A)
(A) Carefully observe the activity in each of the above picture, yourself the question in the manner illustrated in Q1 (a) and then to answer the related query that follows:

1. (a) Where is the boy going?
   (b) Where is the dog?
2. Where are people walking?
3. Where is the owl sitting?
4. Where is the basket?
5. Where is the boy standing?
6. Where is the mike?
7. Where is the Football?
8. Where are the children?
9. Where is the pen?
10. Where is the Aeroplane?
B Practice Task 1.2.1

Complete the sentences. Use in, at or on + one of the following. 1st one is done for you as an example:

the west coast the world the front row the right the sky
the back of the envelope the back of the class my way work

1. It was a lovely day. There wasn’t a cloud in the sky.
2. In most countries people drive..................
3. Which is the tallest building....................?
4. I usually buy a newspaper ........... in the morning.
5. San Francisco is......... of the United States.
6. We went to the theatre last night. We had seats............
7. I couldn’t hear the teacher very well. She spoke quietly and I was sitting..............
8. When you send a letter, it is a good idea to write your name and address..................

C. Complete the sentence with in, at or on. First one is done for you.

1. There were fifty rooms....... the hotel.
2. She is going to Canada.... a month.
3. She lived............... a village in UP.
4. He lives ....... Delhi.
5. The examination is .......... hand.
6. Rahim was sitting...... his room.
7. My books are lying ........ the table .
8. I went to college .... the evening.
9. I haven’t seen Ram for some time. I Last saw him.....Nitu’s wedding.
10. I don’t know where my umbrella is. Perhaps I left it..... the bus.
Feedback to practice Task 1.2.1

A

1. (a) for a walk
   (b) with the boy
2. in the rain
3. on the tree
4. on the table
5. near the table
6. in his hands
7. on the ground
8. in the field
9. on the book
10. in the sky

B

1. on the right
2. in the world
3. no preposition
4. on the west coast
5. in the front row
6. at the back of the class
7. on the back of the envelope

C.

1. in 2. in 3. At 4. in 5. at 6. in
7. on 8. in 9. at 10. in

1.2.2 Prepositions of Time

Input

Let us now turn to some important prepositions related to time

At  On  In  For  Since
During  By  until  Throughout

Carefully read the following sentence with an eye on the underlined use of certain prepositions.

1. The students come to the school at 8 ‘O’ clock.
2. The peon rings the bell in time.
3. The teacher comes to the classroom on time.
4. The class work starts at 8.15 in the morning.
5. Each bell goes at an interval of 45 minutes.
6. Each student listens to the teacher for the whole period.
7. We go out for games period after 4th period.
8. Our English teacher has been teaching in the school since 1990.
9. The students leave school at 2 ‘O’ clock.
10. They began their journey at sunset.
11. I met Mohan after five years.
12. Make sure you are at the station in time for the train.
13. The 7.30 train started on time.
14. She will come again in an hour.

1.2.2 Prepositions of Time

<table>
<thead>
<tr>
<th>Proposition</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>the time for students</td>
<td>The students come to school at 8 ‘O’ clock.</td>
</tr>
<tr>
<td>in</td>
<td>coming to the school</td>
<td>the peon rings bell in time.</td>
</tr>
</tbody>
</table>

A. PRACTICE TASK 1.2.2

Complete the sentence. Use in, at, or on + one of the following 1st one is an example for you.

the evening the middle age Christmas, Agra,
the moment India, 13th of April the same time Night
the sky. month of October

1. You are the eldest player in the team.
2. It is difficult to listen if everyone is speaking.........
3. Many of Europe’s great cathedrals were built............
4. There are many historical buildings.................
5. In Britain people send each other cards...........
6. The Taj ........ is the seventh wonder of the world.
7. Baisakhi is celebrated every year.............
8. (One the phone) can I speak to Clert? I am afraid she’s not here........
9. If sky is clear, you can see the stars.............
10. The moon is shining brightly.................
11. Dussehra comes..........................

B. PRACTICE TASK 1.2.2
Put at, on or in where necessary. Leave an empty space (-) if no preposition is necessary. 1st sentence is done for you.
1. (a) He lives in Delhi.
   (b) He will come....... Sunday.
2. (a) Come to my home........ 7 ‘O’ Clock.
   (b) He will get married...... September.
3. (a) She is going ........ a month.
   (b) Ram is going..... a tour.
4. (a) My books are lying.......... the table.
   (b) My book are lying ...... the cupboard.
5 (a) Do you work............ Wednesday?
   (b) Do you work ...... every Wednesday?
6 (a) We usually have a holiday...... the summer.
   (b) We often have a short holiday _____ Christmas.
7 (a) Paul got married........... 1990.
   (b) Paul got married...... 15th May, 1990.
   (c) Chris is getting married...... this year.

C. PRACTICE TASK 1.2.2
Put in the one of the following prepositions appropriately (at, on, in, for, since, during, by, until, of )
1. Games are important part _________ life.
2. The road is busy all the time, even night.
3. We've got some friends staying with us the moment.
4. I have been staying here last Sunday.
5. The landlord was killed the dacoit a gun.
6. She came and sat me.
7. He is not allowed to attend the classes a week.
8. Doctors will not permit him to leave his bed a month.
9. I am tired Mohan.
10. She isn't usually here weekends. She goes away.

FEEDBACK TO PRACTICE TASK 1.2.2

(A)  (2) at the same time. (3) in the middle ages.
     (4) in India. (5) On Christmas.
     (6) in Agra. (7) On 13th of April.
     (8) at the moment. (9) at night.
     (10) In the Sky. (11) in the month of October.

(B)  1 a) in b) on  2. a) at b) in
     3 a) in b) on  4. a) on b) in
     5 a) on b) on  6. a) in b) on
     7 a) in b) on c) x

(C)  1) of  2) at  3) at  4) since
     5) by, with  6) beside  7) for  8) for
     9) of  10) during

1.2.3 Prepositions of Common Combinations:

Input

Observe the use of linking prepositions with words in the following table:

<table>
<thead>
<tr>
<th>Common Combination</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>N+P Increase in</td>
<td>There is a big increase in price.</td>
</tr>
<tr>
<td>N+P Reason for</td>
<td>I don't know the reason for his failure.</td>
</tr>
<tr>
<td>N+P Leaves of</td>
<td>He tore the leaves of the book.</td>
</tr>
</tbody>
</table>
### The COMMON COMBINATIONS ARE:

1. **NOUN+ PREPOSITION** \( (N+P) \)
2. **VERB + PROPOSITION** \( (V+P) \)
3. **ADJECTIVE + PREPOSITION** \( (A+P) \)

Prepositions are also used to introduce a phrase which completes the meaning of a very, noun or an adjective as believe in; insist on; fear of; anxious about.

### PRACTICE TASK 1.2.3

(A) Select one of the common combinations \( (V+P/N+P/ADJ+P) \) used in the following sentences. First one is done for you as an example.

1. He gave me a scheme of writing.  
   **ANS. N+P**
2. Are you happy with your teachers?  
3. He walked on foot.  
4. His father sent him a cheque for Rs. 2000/-  
5. He pointed out his mistake.  
6. John is grateful to his parents.  
7. She promised me an answer to my problem...  
8. I was busy at that time.  
9. She invited me to tea.  
10. The damage to the car was negligible.
**B**

Link the word in each sentence in column A with the correct Preposition given in the opposite column B. First is done for you.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cause – fire is not known</td>
<td>a) with</td>
</tr>
<tr>
<td>Ans. The cause of fire is not known.</td>
<td></td>
</tr>
<tr>
<td>1. e (of)</td>
<td></td>
</tr>
<tr>
<td>2. The damage – care with nil.</td>
<td>b) over</td>
</tr>
<tr>
<td>3. Thank you for the invitation – the party tomorrow.</td>
<td>c) for</td>
</tr>
<tr>
<td>4. Jim showed great respect – his family.</td>
<td>d) at</td>
</tr>
<tr>
<td>5. Who presided – the annual meeting?</td>
<td>e) of</td>
</tr>
<tr>
<td>6. Why are you annoyed – me?</td>
<td>f) to</td>
</tr>
<tr>
<td>7. The Doctor warned him- the dangers of smoking.</td>
<td>g) out of</td>
</tr>
<tr>
<td>8. The patient is ___danger now.</td>
<td>h) about</td>
</tr>
<tr>
<td>9. My friend met me ___ chance.</td>
<td>i) from</td>
</tr>
<tr>
<td>10. He differs ___ his friend on this issue.</td>
<td>j) by</td>
</tr>
</tbody>
</table>

---

**C**

Frame sentences with the help or words & Preposition (Common Combination). First one is an example.

<table>
<thead>
<tr>
<th>Name of Common Combination</th>
<th>Word Preposition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>V+P explain to</td>
<td>Sol. The teacher explained (the answer) to the students</td>
</tr>
<tr>
<td>2</td>
<td>N+P contact with</td>
<td>cxiii</td>
</tr>
</tbody>
</table>
3. Adj+P angry with
4. Adj+P kind to
5. Adj+P good at
6. N+P reason for
7. N+P increase in
8. V+P laugh at

FEEDBACK PRACTICE TASK 1.2.3

(A)

(B)
2) f 3) d 4) c 5) b 6) a
7) h 8) g 9) j 10) j

(C)
2. He has good contact with his boss.
3. She is angry with me.
4. My mother is kind to the servants.
5. He is good at hockey.
7. There is lot of increase in oil price.
8. Everybody laughs at his foolishness.

1.3 Words expressions followed by prepositions.

**Input**
The meaning of a word/ expression changes with the change of prepositions.

<table>
<thead>
<tr>
<th>Word +Prep</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree with</td>
<td>I agree with you</td>
<td>agree with someone</td>
</tr>
<tr>
<td>agree about</td>
<td>I agree about his settling in Chandigarh</td>
<td>agree to a subject for discussion</td>
</tr>
<tr>
<td>agree on</td>
<td>I agree on the abolition of dowry system</td>
<td>refer to a matter</td>
</tr>
<tr>
<td>agree to</td>
<td>I agree to marry Nisha</td>
<td>refer to surety of a matter (say 'Yes')</td>
</tr>
<tr>
<td>look at</td>
<td>Look at his blue eyes</td>
<td>point at one's eyes</td>
</tr>
<tr>
<td>look after</td>
<td>The parents look after their children</td>
<td>take care of</td>
</tr>
<tr>
<td>look for</td>
<td>I am looking for my lost book</td>
<td>trying to find/trace</td>
</tr>
<tr>
<td>Add to</td>
<td>His name was also added to the list</td>
<td>added</td>
</tr>
</tbody>
</table>

**PRACTICE TASK 1.3.1**

(A) List the words with different columns to produce meaningful sentences. 1st one has been blackened as an example.

| She is afraid | on | you |
| I agree | about | close friends |
| Don’t borrow money | of | the course of action |
| The mother is anxious | by | the illness of the child |
| The train arrived | after | the railway station |
| The nurse looks | to | the patient |
| The mistress is always | from | They were all |
| kind | | impressed |
| I have interest | his speech | books |
| She is responsible | for | this mess |
| The beggar was | with | cold |
| shivering | in | at |

**PRACTICE TASK 1.3.1**

(B) Fill in the appropriate prepositions.

1. The warm sun was shining ____ me.
2. Do not speak ill ____ other.
3. Do not believe ____ hearsay.
4. A thief broke ____ the house at night.
5. The mother looks ____ the child.
6. The chief ____ the river.
7. The chief minister came____ air.
8. She is free ____ everybody.
9. The cup is full ____ milk.
10. Fill the glass ____ milk.
11. He glories ____ his wealth.
12. The train reached ____ time.
13. We should hope ____ better days.
15. The old lorry bumped ____ the rock and fell into the ravine.
16. You must feel sorry ____ the mess.

FEEDBACK TO PRACTICE TASK 1.3.1

(A)
1) She is afraid of you.
2) I agree on the course of action.
3) Don’t borrow money from close friends.
4) The mother is anxious about the illness of the child.
5) The train arrived at the railway station.
6) The nurse looks after the patients
7) My mistress is always kind to me.
8) They were all impressed by his speech.
9) I have interest in books.
10. She is responsible for this mess.
11. The beggar was shivering with cold.

FEEDBACK PRACTICE TASK 1.3.1

(B)
1. on 2. of 3 in 4. into 5. after
6. into 7. by 8. with 9. of 10. with
POST TEST (THE PREPOSITIONS)

(I) Against each sentence three choices are given. Mark (✓) at the appropriate choice that completes the sentence.

1. The city abounds.... thieves. (with/in/from)
2. He abstains.... wine. (by/from/for)
3. You should abide...... the decision. (at/by/from)
4. He is charged ............ murder . (of/by/with)
5. His friend dissuaded him...going to England. (from/of/to)
6. The policeman shot the thief... his gun. (with/by/from)
7. The police caught the thief....the arm. (by/from/at)
8. The Govt. his prohibited him...leaving the country. (from/by/with)
9. Our teacher died..... over doze. (with/by/from)
10. His college is situated...the Ring road. (at/beside/on)
11. He was absorbed...his thoughts. (with/in/into)
12. He assured me... his sincerity. (for/with/of)
13. The Govt. is fully aware...the situation. (about/of/for)
14. You must attend....what he says. (to/on/upon)
15. The jug is full......milk. (with/of/from)

(II) Fill in the blanks with appropriate prepositions

1. His friend was blind.... one eye.
2. My friend prevented me.... going to school.
3. She invited her friends... dinner.
4. My brother abstains....wine.
5. You should be grateful.
6. He father was absolved... the charge of corruption.
7. Tom is inflicted with an incurable disease.
8. You must stand by your friend in time of need.
9. She presented me with a beautiful flower.
10. We are proud of your success.
11. She agrees with me in this matter.
12. John has been acquitted of the charge of murder.
13. He is an expert at making excuses.
14. I went to Delhi by bus.
15. She writes a letter with ink.

Feedback to Post Test (Answers only)

(I)  (1) in (2) from (3) by (4) with (5) from (6) with (7) by (8) from (9) from (10) beside (11) in (12) of (13) of (14) to (15) of

(II) (1) in (2) from (3) to (4) from (5) to (6) of (7) of (8) by (9) with (10) of (11) with (12) of (13) in (14) by (15) in
Note: Here is an Achievement Test before you that consists of Four Sections. You are requested to mark the answers in a Separate Answer-Sheet according to the instructions given in the beginning of each section.

SECTION-A

Read the following statements carefully. If you think the statement is correct, put the mark {V} under the column T {True}. If you consider the statement is incorrect put mark {X} under the column F {False} in Section A on the Separate Answer Sheet.

The Determiners

1. A gentleman came to school to see a Principal.
2. If you have paid for the coat, it is your’s coat.
3. We haven’t any butter.
4. There is none hope of his recovery.
5. He has a few supporters.
6. Each of the two essays has been awarded a prize.
7. There is a hourly bus service on this route.
8. He came to me the another day.

The Modal

9. He shall obey my order
10. I will finish this work if I were you.
11. How dare you call me a liar?
12. Can I start singing?
13. He might come on Sunday
14. He must finish his home work.
15. Will you open the door for me?
16. Could you possibly open the door?
The Passive

17. Let not the beggar laughed at.
18. English is spoken all over the world
19. You will be well looked after.
20. The good news is expected by us.
21. How was my pen stolen by him?
22. The book is read by me.
23. Football was played by them
24. A letter is being written.

The Reported Speech

25. The teacher said that honesty was the best policy
26. You told me that you must vacate the house.
27. He said that he was a student and had studied for three years.
28. She said that was the last time she had seen him.
29. He asked her where she was studying.
30. He exclaimed with sorrow that it was a great misery.
31. The little girl is sheltering after the rain.
32. He carried the rubbish to the bin.

The Prepositions

33. We are faced with a serious law and order situation arising of the activities of the terrorists.
34. India has abolished death penalty of murder.
35. A highly reputed company is based for Delhi.
36. Apply in confidence within a week.
37. The thief has disappeared from the darkness of the night.
38. The dog jumped upon the table.
39. A bridge was built across the river.
40. He was admitted to the hospital for sustaining an injury in the leg.
In the following sentences, there are three words given against each sentence. Please write the word you consider is appropriate for completing the sentences on the separate Answer Sheet in the Section-B.

The Determiners

1. This is ___ historic movement
2. Was how the things were done in the days of the history.
3. The problem may be solved in ___ says
4. We must not do ___.
5. She was not ___ kind to get scared easily.
6. I have a pen in ___ pocket.
7. She asked me for ____ ice, but can’t find
8. ____ the friends study hard

The Model

9. He ___ have been awarded death penalty if found guilty by the Court
10. By the time I awoke, the thief ___ disappeared
11. He ___ take about two months to be able to walk
12. An interested candidates ___ contact in person with a bio-data
13. Once my friend- ___ buy a ticket because of a long queue
14. If you did not want to accept this offer you ___ have informed me before.
15. How ___ I help you?
16. He ___ along the road

The Passive

17. The mob usually ___ out of control
18. A book of poems ___ read by her yesterday
19. The gifts ___ been given away
20. Stories ___ been told to the children
21. The school ___ been closed for four days
22. Votes ___ be cast tomorrow
23. He___across the channel
24. The fish is____the boat

The Reported Speech
25. The old man said to his son ___ is mortal.
26. I demanded of her___ she wished to if for
the competition.
27. The doctor adviser the patient ___ give up
smoking
28. The mother asked Sita if she ___ paced
29. She __ me about the accident and we felt
sorry for that
30. I requested him__ lend me his pen that day
31. The teacher advised the students __ waste
their time.
32. He ordered me __ wait there

The Prepositions
33. He is suffering ____fever
34. This pen is superior ____that
35. The President will be provided____all the
facilities he needs.
36. Any successful Manager should establish a
feeling of confidence____his clients
37. The Inspector may go the village and
enquire____the complaint
38. Indian products are now comparable____
imported goods in quality
39. The examination is ___ hand
40. I need a house to live ____.

SECTION-C

There is a grammatical error in the use of each of the underlined
world in the sentences given below. Replace the underlined word with an
appropriate word or its correct form on the Answer Sheet in Section-C.

The Determiners
1. You need to have many anxiety.
2. She looked out through a leaves.
3. We have much different long wages.
4. He is the thoroughly selfish man.
5. I don’t think there is someone here who can speak of French.
6. The old man has many mangoes.
7. Please give me another cup.
8. He has little friends.

The Modal

9. Jack could hear the bell.
10. Students would not throw bits of paper here and there
11. I would not go to the bank; so I don’t have any money right now.
12. How would you say such a thing about the principal?
13. This restaurant can be expensive, but the food served is good.
14. He shall not open his mouth before his father.
15. My niece will skip down the road.
16. You had to see the doctor. You are having a running nose.

The Passive

17. When the crude oil was obtaining from the field. It was taken to the refineries.
18. When it was heated, the first vapors to rise has cooled and become the finest patrol.
19. If a little patrol is pores into the hand, it soon vaporizes.
20. Gas that come off the oil later is condensed into a paraffin.
21. Last of all the lubricating oils of various grades is produced.
22. What remains is heavy oil to use as fuel.
23. The book is write by Reeta.
24. The sun had warm them.

The Reported Speech

25. The teacher asked Hari why he hasn’t done his home work
26. He asked the old man what he want.
27. She requested Rayan go to the station with her.
28. The boy begged his father to forgave him that time.
29. She wished that her son may successes.
30. I asked her if she want my help.
31. Vinay explained again that there is something else.
32. Vikas promised Vinay to share that experience with his friend tomorrow in the class.

The Prepositions

33. I trundled with myself.
34. He jumped in the river
35. Distribute these mangoes between your four friends.
36. The African elephant is now confined into central Africa.
37. He suffered a loss for about Rs.2000.
38. She is well versed with office work.
39. My father is senior from your father.
40. Write to me on this address.

SECTION-D

There are four parts marked as a,b,c and d in each of the following sentences with one part carrying some error. You have to spot the part with some grammatical mistake and put its mark a,b,c or d in the column of the answer sheet.

DETERMINES

1. (a) I saw the accident (b) in the morning (c) A car crashed (d) into the wall.
2. (a) Go and ask him (b) for many more papers (c) I Haven't any (d) ini my desk.
3. (a) I must have (b) Some ink and some (c) paper, or I can't (d) Write some thing
4. (a) You'll strain (b) your eyes (c) if you read (d) in a bad night.
5. (a) He fell down (b) a flight of stairs (c) and broke (d) the ribs

6. (a) The driver of the (b) car was not hurt (c) But a car was badly (d) damaged in the accident.

7. (a) The earth is a strange place (b) It is very beautiful (c) and it produces most (d) kind of flowers and fruits.

8. (a) He was an very tall man (b) with dark hair (c) and a (d) small beard.

The Modal

9. (a) I shall have a great pleasure (b) in accepting (c) your kind invitation (d) if you will invite me

10. (a) The law awarding (b) death sentence (c) may and ought (d) to be changed.

11. (a) Had you expressed (b) a wish (c) that I should sing (d) I should have done so.

12. (a) I will only hope (b) that I shall (c) be able to do justice (d) to this subject.

13. (a) I don’t want (b) to see your face (c) you will not come (d) here again.

14. (a) Somebody must have (b) told him (c) about the secret of the life (d) that all may die sooner or later.

15. (a) Where there are rivers (b) They shall be split up (c) and guided (d) along canals

16. (a) And on the cover (b) he may write (c) down his name (d) with a great flourish

The Passive

17. (a) Winy I lost (b) my temper (c) can’t be understood (d) by him.

18. (a) How many times (b) she has been (c) arrested for (d) breaking the law?

19. (a) I am expected (b) by the teacher (c) to finished my homework (d) by evening

20. (a) The storybook (b) will finish (c) by the teacher (d) by the next week.

21. (a) This matter will be taken up (b) for discussion (c) by me the meeting (d) tomorrow.

22. (a) Most records in cricket (b) are sure to break (c) during the decade (d) by Sachin.
23. (a) The board has postponed (b) the annual examinations (c) this year (d) in a fort-night.

24. (a) Vibha is feeling (b) pound of her father (c) because he will be elected (d) an M.P.

The Reported Speech

25. (a) He said (b) that (c) he doesn't know (d) where to go.

26. (a) The policeman tells (b) the man (c) why (d) he is running.

27. (a) Rahim exclaimed (b) alas! (c) that their house (d) was burning.

28. (a) She said to me (b) that (c) God might (d) bless me.

29. (a) John inquired of Mary (b) that she would (c) go to London (d) that night.

30. (a) You said to me (b) that (c) you had met the officer (d) only yesterday.

31. (a) He has invited (b) four of his friends (c) for dinner. (d) that day.

32. (a) She also wants (b) him to do well (c) in English cycle test (d) to morrow

The Prepositions

33. I will invite him (a) over phone (b) at phone (c) on phone (d) in the evening.

34. She enjoys eating continental food (a) once upon a while (b) once in a while (c) once a while (d) once at a time.

35. (a) he was stabbed by a lunatic (b) in the room (c) by a dagger (d) without being noticed by anyone.

36. (a) it is altogether necessary (b) with us (c) to participates (d) in the meeting.

37. (a) We too found it difficult (b) to infer any conclusion (c) in his speech (d) during the function.

38. (a) In reality, he is (b) very sincere (c) neither in theory (d) or in practice.

39. (a) The property was divided (b) between the (c) among the (d) besides the twins

40. (a) Sohan was (b) accused for (c) with (d) murder
ANSWER SHEET FOR THE ACHIEVEMENT TEST

Name: Name of the School:
Roll No.: Gender:
Class & Section: Date:

Fill the answers in appropriate SECTIONS against each Question:

<table>
<thead>
<tr>
<th>Section A (True/False)</th>
<th>Section B (Multiple Choice)</th>
<th>Section C (Right word)</th>
<th>Section D (Trace error)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>26.</td>
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</tbody>
</table>

cxxvii
APPENDIX- A2 (II)

ACHIEVEMENT TEST

Note: Here is an Achievement Test before you that consists of Four Sections. You are requested to mark the answers in a Separate Answer-Sheet according to the instructions given in the beginning of each section.

SECTION-A

Read the following statements carefully. If you think the statement is correct, put the make {V} under the column T {True}. If you consider the statement is incorrect put mark {X} under the column F {False} in Section A on the Separate Answer Sheet.

The Determiners

1. We haven't any butter.
2. There is none hope of his recovery.
3. He has a few supporters.
4. Each of the two essays has been awarded a prize.
5. There is a hourly bus service on this route.

The Modal

6. He shall obey my order
7. I will finish this work if I were you.
8. How dare you call me a liar?
9. He must finish his home work.
10. Could you possibly open the door?

The Passive

11. Let not the beggar laughed at.
12. You will be well looked after.
13. The good news is expected by us.
14. How was my pen stolen by him?
15. Football was played by them.
The Reported Speech

16. The teacher said that honesty was the best policy.
17. You told me that you must vacate the house.
18. She said that was the last time she had seen him.
19. The little girl is sheltering after the rain.
20. He carried the rubbish to the bin.

The Prepositions

21. India has abolished death penalty of murder.
22. Apply in confidence within a week.
23. The thief has disappeared from the darkness of the night.
24. A bridge was built across the river.
25. He was admitted to the hospital for sustaining an injury in the leg.

SECTION-B

In the following sentences, there are three words given against each sentence. Please write the word you consider is appropriate for completing the sentences on the separate Answer Sheet in the Section-B.

The Determiners

1. This is ___ historic movement  a/an/the
2. The problem may be solved in ___ says Many/much/more
3. We must not do ___ Anything/something/no
4. She was not _____ kind to get scared easily a/an/ the
5. I have a pen in ___ pocket. My/his/her

The Model

6. He ___ have been awarded death penalty if found guilty by the Court. Shall/should/would
7. He ___ take about two months to be able to walk. May/will/shall
8. An interested candidates ___ contact in person with a bio-data. May/could/must
9. Once my friend ___ not buy a ticket because of a long queue. Did/could/would
10. He along the road.

The Passive

11. The mob usually out of control.
13. The gifts been given away.
14. Stories been told to the children.
15. Votes be cast tomorrow.

The Reported Speech

16. I demanded of her she wished to sit for the competition.
17. The doctor advised the patient give up smoking.
18. I requested him lend me his pen that day.
19. The teacher advised the students waste their time.
20. He ordered me wait there.

The Prepositions

21. He is suffering fever.
22. This pen is superior that.
23. The President will be provided all the facilities he needs.
24. The Inspector may go the village and enquire the complaint.
25. I need a house to live .

SECTION-C

There is a grammatical error in the use of each of the underlined word in the sentences given below. Replace the underlined word with an appropriate word or its correct form on the Answer Sheet in Section-C.
The Determiners

1. She looked out through _a_ leaves.
2. I don't think there is some one here who can speak of French.
3. The old man has a many of mangoes.
4. Please give me another cup.
5. He has little friends.

The Modal

6. Jack could hear the bell.
7. Students would not throw bits of paper here and there.
8. I would not go to the bank; so I don't have any money right now.
9. How would you say such a thing about the principal?
10. This restaurant can be expensive, but the food served is good.

The Passive

11. When the crude oil was obtaining from the field. It was taken to the refineries.
12. When it was heated, the first vapours to rise has cooled and become the finest patrol.
13. Gas that come off the oil later is condensed into a paraffin.
14. Last of all the lubricating oils of various grades is produced.
15. What remains is heavy oil to use as fuel.

The Reported Speech

16. The teacher asked Hari why he hasn't done his home work?
17. He asked the old man what he want.
18. She wished that her son may succeed.
19. Vinay explained again that there is something else.

20. Vikas promised Vinay to share that experience with his friend tomorrow in the class.

The Prepositions

21. Who are you talking of?

22. The African elephant is now confined into central Africa.

23. She is well versed with office work.

24. My father is senior from your father.

25. Write to me on this address.

SECTION-D

There are four parts marked as a,b,c and d in each of the following sentences with one part carrying some error. You have to spot the part with some grammatical mistake and put its mark a,b,c or d in the column of the answer sheet.

DETERMINERS

1. (a) Go and ask him (b) for many more papers (c) I Haven’t any (d) in my desk.

2. (a) I must have (b) Some ink and some (c) paper, or I can’t (d) Write some thing.

3. (a) You’ll strain (b) your eyes (c) if you read (d) in a bad light.

4. (a) He fell down (b) a flight of stairs (c) and broke (d) the ribs.

5. (a) The earth is a strange place (b) It is very beautiful (c) and it produces most (d) kind of flowers and fruits.

cxxxiii
The Modal

6. (a) I shall have a great pleasure (b) in accepting (c) your kind invitation (d) if you will invite me.

7. (a) The law awarding (b) death sentence (c) may and ought (d) to be changed.

8. (a) Had you expressed (b) a wish (c) that I should sing (d) I should have done so.

9. (a) I will only hope (b) that I shall (c) be able to do justice (d) to this subject.

10. (a) I don’t want (b) to see your face (c) you will not come (d) here again.

The Passive

11. (a) Why I lost (b) my temper (c) can’t be understood (d) by him.

12. (a) I am expected (b) by the teacher (c) to finished my homework (d) by evening.

13. (a) The storybook (b) will finish (c) by the teacher (d) by the next week.

14. (a) Most records in cricket (b) are sure to break (c) during the decade (d) by Sachin.

15. (a) The board has postponed (b) the annual examinations (c) this year (d) in a fort-night.

The Reported Speech

16. (a) He said (b) that (c) he doesn’t know (d) where to go.

17. (a) She said to me (b) that (c) God might (d) bless me.

18. (a) John inquired of Mary (b) that she would (c) go to London (d) that night.
19. (a) The teacher (b) told us (c) to work hard (d) for the examination.

20. (a) The teacher (b) asked the boy (c) to stand up on the bench (d) and face the wall.

**The Prepositions**

21. (a) Doctor will not (b) permit him (c) to leave his bed (d) in a month.

22. (a) My mother (b) is very (c) kind at (d) the servant.

23. (a) it is altogether necessary (b) with us (c) to participates (d) in the meeting.

24. (a) We too found it difficult (b) to infer any conclusion (c) in his speech (d) during the function.

25. (a) The property was divided (b) between the (c) among the (d) besides the twins.
## ANSWER SHEET FOR THE ACHIEVEMENT TEST

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Fill the answers in appropriate SECTIONS against each Question:

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UNIT (MODULE III) THE PASSIVE
PT: Practice Task

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PT: Practice Task
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PT: Practice Task
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Ex: Exercise
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Ex: Exercise

**APPENDIX A-4(V)**

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Ex: Exercise

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