APPENDIX - I

DIAGNOSTIC TEST
(Try Out)

Name          Time
Class
School         Date

Attempt All the Questions

I. Identify the kinds of NOUNS that are underlined in the following sentences
1. Mala is a good girl.
2. Sridhar invited for lunch.
3. Srinivas was a teacher in my school.
4. Charity begins at home.
5. Anita purchased a new car.
6. Ramu has two sons and a daughter.
7. The child kept its pen and book on table.
8. Shyam recognised me even in the crowd.
9. The Indian team will win the match.
10. Honesty is the best medicine for good health.
11. He came and met me in my school.
12. Please, have mercy on me.
13. We must always speak truth.
14. This sweet is made of milk.
15. Ram gave me a bunch of grapes.
16. The girl sings very sweetly.
17. As he came late he was punished.
18. How often do you go to temple?
19. His brother, a gold pen.
20. We can achieve success slowly and steadily.

II. Pick out the ADVERBS in the following sentences and indicate their kind
21. He will return soon.
22. They write very neatly.
23. Milkha Singh runs very fast.
24. As he came late he was punished.
25. How often do you go to temple?
26. March forward.
50. He did fairly well in the examination.
51. I was not fully aware of the matter.
52. Wherever I go, he meets me.

III. **Pick out the ADJECTIVES in the following sentences and indicate their kind**
53. Jai Ganesh Rai is an intelligent boy.
54. My father is very honest and industrious.
55. Be a brave and truthful person.
56. Every man has his duties.
57. He is a man of few words.
58. These mangoes are very sweet.
59. What time is it?
60. Such a question is absurd.
61. Truth is bitter.
62. Rajesh won the first prize.
63. Whose book is this?
64. Which is your book?
65. We expect every student to be obedient.
66. This thing is of little value to me.
67. Not much food was left for Oliver Twist.
68. I have written several letters to him.
69. He was wearing a red shirt.
70. I have visited many places.
71. He is the tallest boy in this class.
72.* This television was gifted to me.
73. I sent him many reminders.
74. He stood second in the class.
75. His uncle is a rich businessman in Madurai.
76. He does not like black colour.
77. There are several mistakes in your essay.
78. The photograph was not of much importance

IV. **Pick out the VERBS in the following sentences and indicate their tense form**
79. Cows give milk.
80. The bell rings at nine in the morning.
81. Vijaya goes to school everyday.
82. Do you know his whereabouts?
83. Malathy is cooking now.
84. Jawahar is reading a book.
85. They are not coming today.
86. Sheela has lived here for three years.
87. I have never seen the Taj Mahal.
88. I have not solved this sum yet.
89. She has not finished her assignment.
90. Have you heard this news?
91. I met my uncle last week.
92. We went home early yesterday.
93. They did not feel tired even after two games.
94.* Here comes Ceasar.
95. Did you sing a song in the party?
96. We shall buy a T.V. for our home.
97. It will be a real Diwali this year.
98. The majority will always win.
99. I will be meeting him tomorrow.
100. No, the police will be watching all round.
101. I shall be waiting for you.
102. I had already seen the film.
103. The patient had died before the doctor arrived.
104. It has been raining since ten O’clock in the morning.

V. **Pick out the PRONOUNS in the following sentences and state their kind.**
105. She is coming home.
106. They are good people.
107. It was a huge elephant.
108. We came to see that film.
109. He is my elder brother.
110. That house is mine.
111. The cow is theirs.
112. This pen is yours.
113. My father is staying in Bangalore.
114. The child bathed himself.
115. He hurt himself while running.
116. You know yourself better than anybody else.
117. The queen herself went to war.
118. We often deceive ourselves.
119. I myself posted the letter.
120. Who is your father?
121. Whom do you like?
122. Whose book is this?
123. Which is your pen?
124. Nancy saw a girl who was blind.
125. He is the doctor whom I met yesterday.
126. He is the man who helped me.
127. Ram whose father is very poor is very intelligent.
128. These are the books, which I bought this morning.
129. This is the house that James built.
130. This is the goat that the tiger killed yesterday.

VI. Fill in the blanks with suitable PREPOSITIONS.

131. My father came _______ 10 A.M.
132. Raju was born _______ Chennai.
133. I live _______ Mambalam in Chennai.
134. He sat _______ a bench.
135. The wolf sprang _______ the goat.
136. Raj will finish his work _______ ten minutes.
137. She killed the snake _______ a stick.
138. I have lived here _______ fifteen years.
139. She has been sick _______ Monday.
140. He is leaving _______ Chennai tonight.
141. The farmer works on the farm _______ sunset.
142. He went _______ Mumbai to attend a conference.
143. The people rose _______ the Government.
144. They warned us _______ pick pockets.
145. She was standing just _______ the gate.
146.* He abstained _______ drinking and gambling.
147. The box is painted black _______ and white inside.
148. You must live _______ your income.
149. He came back _______ an hour.
150. Shyam could not attend the meeting _______ illness.
151. _______ his illness, he attended the meeting.
152. He threw a stone _______ the dog.
153. The brothers quarreled _______ themselves.
154. I prefer coffee _______ tea.
155. The earth is _______ the sun and the moon.
156. I have no desire _______ wealth.

VII Fill in the blanks with the suitable ARTICLES in the following sentences.

157. Bombay is _______ large city.
158. He is _______ honest man.
159. Iron is _______ useful metal.
160. Tamil is _______ easy language.
161. He is _______ M.A. in History.
162. The rich are not always happy.
163. I saw one rupee note lying on the table.
164. The Himalayas are highest mountains.
165. I saw elephant in the zoo.
166. Bible is the holy book of the Christians.
167. He is tallest boy in our class.
168. The sun rises in East.
169. Swami Vivekananda was monk.
170. He went to America to attend Parliament of World Religions.
171. His speeches received greater appreciation in West.
172. English lady became his disciple.
173.* Her husband is European.
174. We stayed at hotel in Kodaikanal.
175. All the ministers are waiting for Prime Minister.
176. An apple day keeps the doctor away.
177. Once farmer had a goose.
178. It laid golden egg everyday.
179. Chennai is largest city.
180. He played violin.
181. more you listen the more you grasp.
182. I went to school to collect my brother’s report card.

VIII Fill in the blanks with suitable CONJUNCTIONS in the following sentences.
183. Selvi went to the market bought some vegetables.
184. The watch is very costly it does not keep correct time.
185. The teacher punished Rani she was mischievous in the class.
186. It is late I have to leave now.
187. I was sick yesterday I did not attend my classes.
188. Hari Ramu study in the same class.
189. It is raining I cannot go out.
190. He was ill he did not rest.
191. She sang she did not dance.
192. Take a blue sari a red sari.
193. Malu like both coffee tea.
194. Malu like both coffee tea.
195. You must work hard you will not get a first class.
196.* Ramesh works very hard he will surely get good marks.
197. He acts he is ill.
198. the teacher entered the class, the students stood silently.
199. Sridhar Shyam are good friends.
200. He is slow he will win.
201. Three make seven.
202. He was late, he was punished.
203. He is a singer a dancer.
204. He is a player a singer.
205. Wait I come back.
206. It began to rain, we continued the game.
207. I was sick I did not go to office.
208. Ashoka likes studies games.

IX A. Fill in the blanks with suitable PRIMARY AUXILIARY verbs
209. Ram taking tea now.
210. He working some time back.
211. They playing.
212. They selected.
213. My mother cooking.
214. The birds flying in the sky.
215. He not performing well these days.
216. he working?
217.* They coming home.
B. Fill in the blanks with the VERBS from those given in the brackets (do, does, did, have, has, had)

218. I ________ not know music.
219. He ________ not come yesterday.
220. I ________ like her.
221. ________ you visit the temple?
222. I ________ finished my work.
223. He ________ passed.
224. The train ________ left already.
225. He ________ been promoted.

C. Fill in the blanks with MODAL AUXILIARIES

226. I ________ speak English well.
227. ________ I borrow your bicycle?
228. He ________ not hear.
229. Anything ________ happen on this way.
230. I ________ swim when I was younger.
231. ________ I speak to the Principal, please?
232. ________ I see the book?
233. He ________ come tomorrow.
234. He ________ come today.
235. ________ he live long!
236. ________ you be happy!
237. He works hard so that he ________ pass.
238. He eats so that he ________ live.
239. It ________ rain today.
240.* _______ God bless you.

X Fill in the blanks in the following sentences using the structure "EITHER ....... or, NEITHER...... nor"

241. He drinks _______ tea _______ coffee.
242. He goes _______ to school _______ to playground.
243. He goes _______ on foot _______ by cycle.
244. He will meet _______ my father _______ my brother.
245. I have _______ brother _______ sister.
246. You must speak _______ Tamil _______ English.
247. He has _______ money _______ friends.
248. She is _______ beautiful _______ intelligent.
249. _______ he _______ I must go.
250. He has to choose _______ this _______ that colour.
251. He wants _______ food _______ water.
252. These days he _______ speaks over phone _______ comes to my place.
253. His sister is _______ hardworking _______ smart.
254. You can _______ come _______ drop a letter.
255. _______ you _______ your father can this work.
256. They like _______ sweets _______ fruits.
257. _______ listen _______ you can go.
258. _______ Raju _______ Ravi was selected.
259. _______ he _______ I am to be blamed.
260. _______ Sekhar _______ Ram is responsible for this mistake.
261.* _______ Raghu _______ Rakesh will come today.

XI Change into INDIRECT speech

262. He said, "He will go to Bangalore "
263. I will say, "You have come here in time".
264. He says, "I will return to Chennai next week".
265. The teacher said, "Milk is white".
266. He said, 'I am unwell'.
267. He said, 'I am going to Delhi'.
268. She said, "I have finished my work".
269. They said, "We will come tomorrow."
270. Sridhar said to Shyam, "Go away."
271. He said to him, "Please come tomorrow."
272. The teacher said to the boys, "Don't copy from your neighbours."
273. "Lend me your pen" said Malu to Madhu.
274.* The leader said, "Will you please keep quiet?"
275. "Clean the floor and sofa daily" said Rajeswari to Malu.
276. Ram says, "I will go to the bank tomorrow."
277. The teacher said, "Keep this note books in the cupboard."
278. He said, "I won't be able to receive my friend."
279. Ram said to her, "I will leave for Delhi next week.
280. He said to me, "Do this."
281. The teacher said to the boys, "Don't waste your time."
282. He said to me, "Please take back your books."
283. Dee said to his master, "Pardon me, Sir."
284. The headmaster said to the boys, "Work hard as the exams are nearing."
285. Guna said, "I have finished my homework."
286. Deo said to his master, "Please take back your books.
287. Geetha said, "This book is not mine."
288. The master said to the servant, "Remove these chairs from here."

XII Add suitable QUESTION TAGS to the following statements:
289. You are not happy, ................................?
290. Daisy can dance well, ......................... ?
291. They will have leisure, ........................ ?
292. Please, get me some water, .................... ?
293. A few students attended the class, ................ ?
294. Tom is not clever, ............................... ?
295. There is little hope of his recovery, ................ ?
296. Charles is always busy, ......................... ?
297. Ruhi has a costly pen, ........................ ?
298. Let's go for a walk, .............................. ?
299. He rarely goes to cinema, ......................... ?
300. He likes ice cream, ............................. ?
301. You would not like it, ........................... ?
302. This child cannot walk, ......................... ?
303. Please, bring me the file, ....................... ?
304. James ought to attend the function, ............... ?
305. Keep quiet, ................................. ?
306. Children like toys, ............................... ?
307. Harry is fond of swimming, ..................... ?
308. Tinku won the first prize, ......................... ?
309.* They never invited me, ....................... ?
310. They were just in time, ........................ ?
311. There have finished the work, ................... ?
312. The journey was not a comfortable one, ............. ?
313. Raghav goes to the temple daily, ................ ?
314. Neither of them knew the answer, ................ ?
315. Let us have lunch, .............................. ?
316. Keshav never smokes, .......................... ?
317. They have not indicted him, ..................... ?
318. Ravi has not acted in any film, .................... ?
319. It will be a fine day tomorrow, ................... ?

XIII Identify subject (S), Verb (V) Indirect Object (IO) Direct Object (DO) Complement (C) and Adjunct (A) in the following sentences.
320. The car stopped
321. The baby smiled
322. Ravi is our leader
323. Rama killed Ravana.
324. She made my career a success.
325. The weather is hot.
326. My father gave me a cake.
327. Ravi baked a cake.
328. They elected him their leader.
329. Peter is a singer.
330. He ate bread sandwich this morning.
331. Yesterday he ate well in a hotel.
332.* They painted the wall white.
333. He sent her friend, a letter.
334. I gave him a book.
335. He became ill suddenly.
336. Yesterday, Rani looked pretty at the party.
337. He was elected the leader, yesterday.
338. Radha offered me a firm handshake.
339. We rarely eat meat.
340. Germany declared him a Jew.
341. Vani looks fresh today.
342. William sent me Diwali Greetings
343. My father teaches English in our school.
344. The smile was all humbug.
345. I posted the letter yesterday.

XIV Identify the kind (functional) of the following sentences.
346. Raju is an intelligent boy.
347. Malathy went to temple.
348. Where do you live?
349. Can I help you?
350. Do your duty.
351. Do not copy your neighbour.
352. What a beautiful scene it is!
353. Alas! the old man was dead.
354. A cat sat on a wall.
355.* She has been singing since morning.
356. They did not work hard.
357. Why did not you come to school?
358. Have you finished your work?
359. Help the poor.
360. Stop writing.
361. Hurrah! We have won the match.
362. May God pardon the sinner!
363. Paul has not finished his work
364. My mother cooks well.
365. Please, don't smoke.
366. How cold the night is!
367. Respect your elders.
368. May I help you?
369. Birds love to sing.
370. How gentle my mother is!
371. Where had you gone yesterday?

XV. Choose the correct VERB (from the brackets) in agreement with its SUBJECT
372. Good news ________ expected at any moment (is/are)
373. Mathematics ________ my favourite subject (is/are)
374. One of my friends_______ coming today. (is / are )
375. Everyone in our class ________ newspaper daily. (reads / read)
376. Every man in the ship _______ rescued. (was / were)
377. Neither of them_______ the required qualification. (has / have)
378.* One of my cousins_______ come. (has / have )
379. Either of these shirts ________ me (suits / suit)
380. Either Sekhar or Peter _________ responsible for this mistake ( is / are)
381. Neither Raju nor Ravi ________ selected. (was / were)
382. Either he or I _________ to be blamed. ( am / is)
383. A committee __________ set up to review the problem (was/were)
384. Lalitha as well as Radha ___________ music. (love/loves)
385. You and I _______ succeeded in our efforts. (has/have)
386. Slow and steady ________ the race. (win/wins)
387. The secretary and treasurer __________ known to me. (is/are)
388. A herd of elephants ________ seen by us. (is/are)
389. All the furniture in this room __________ to be replaced. (is/are)
390. A pair of scissors __________ needed. (is/are)
391. A pair of shoes __________ lying on the floor. (is/are)
392. His shoes ________ torn. (was/were)
393. These scissors ________ blunt. (are/is)
394. There __________ plenty of sugar in the market. (is/are)
395. Plenty of mangoes __________ been displayed in the market. (has/have)
396. Measles __________ a dangerous disease. (is/are)
397. Two and two ________ four. (make/makes)

XVI  Change the VOICE OF THE VERB in each of the following sentences:

398. She writes a novel.
399. Mohan wrote a letter.
400. I shall open the door.
401. Ravi is kicking the ball.
402. He was watering the plants.
403. Anil has read the book.
404. They had finished the work.
405. He will have completed the work.
407. My sister bought a cycle.
408. I shall buy a car.
409. My mother is drawing water from the well.
410. I have paid the electricity bill.
411. My brother had planted the sapling.
412. My aunt will have prepared the dinner.
413. The photographer showed him a proof.
414. They gave him a prize.
415. I gave him a book.
416. He might miss the bus.
417. He does not like Ravi.
418. Ravi has not yet returned the book.
419. We did not inform the police.
420. Do you know Suresh?
421. Did you write the test?
422. Has he paid the bill?
423. Which will you choose?
424. Why did not he take the test?
425. Don’t you know the answer?
426. He has bought a beautiful painting.
427. May God bless you.
428. I saw Ravi kicking Murali.
429. Your behaviour surprises me
430. Bring the file.
431. Please submit your assignment sheets.
432. They say that eclipses are bad for people in power
433. He had written an essay.
434. Bees collect honey.
435. A tiger caught a fox.
436. Ravi will buy a car.
437. Mohan is driving a bus.

XVII  Rewrite the following sentences using OTHER DEGREES OF COMPARISON.

438. The whale is the biggest sea animal. (into comparative)
439. Mercury is heavier than iron (into positive)
440. Lotus is more beautiful than most other flowers. (into positive)
441. Birbal was as wise as Tenaliram. (into comparative)
442. Some other insects are not as busy as the bee. (into comparative)
443. Chennai is hotter than Bangalore. (into positive)
444. Very few girls are as responsible as Shanti. (into superlative)
445. No other animal is as big as the elephant. (into comparative)
446. Sahana is not taller than Veena (into positive)
447. Mr. Raj Mohan is better than most other Headmasters in city schools. (into superlative)
448. Air is not so light as hydrogen (into comparative)
449.* Suffering is not so good as prevention. (into comparative)
450.* It is better to starve than to beg. (into positive)
451. Pen is mightier than sword. (into positive)
452. Salem is not as cool as Yercaud. (into comparative)
453. Jim is one of the bravest boys in our school (into comparative)
454. Murali is the happiest man in the town. (into positive)
455. The Ganges is the holiest river in India. (into comparative)
456. No other woman in our town is so healthy as Subhu. (into superlative)
457. Somu is younger than many other players in the team. (into superlative)
458. Very few actors in India are so popular as Rajini (into superlative)
459. Very few cities in India are so busy as Chennai. (into comparative)
460. Deva is one of the best dancers in this class. (into comparative)
461. Alexander is greater than many other warriors of the world. (into superlative)
462. Silver is one of the costliest metals. (into positive)

**XVIII. Indicate GERUNDS / INFINITIVES in the following sentences.**
463. Ravi likes reading poetry.
464. Children are fond of playing games.
465. Running is a good exercise.
466. He has learnt to swim.
467. Children like to read stories.
468. Raju's aim is to become a doctor.
469. To steal is a crime.
470. Smoking is banned here.
471. Hitler's ambition was to conquer all Europe.
472. To forget is divine.
473. To advise others is easy.
474. Wasting your time is foolish.
475.* I like to swim.
476. Seeing is believing.
477. He wants to play hockey.
478. It is foolish wasting your money on betting.
479. I want to read this novel.
480. She is very clever at making dolls.
481. To err is human, to persist in error is devilish.
482. I hate blaming others for my mistakes.
483. Ramu is skilled at designing plans.
484. We cannot live without eating.
485. Ravi is thinking of resigning his job.
486. To say is easier than to do.
487. Sridhar loves to watch cricket match.
488. Eating an apple a day keeps the doctor away.

**XIX. Underline the PHRASES / CLAUSES in following sentences and NAME THEM.**
489. A thing of beauty is a joy forever.
490. The boy says something strange.
491. Walking in the morning is a good exercise.
492. A man in great difficulties came to him for help.
493. It was a scene of great beauty.
494. He is a fool of the first order.
495. Rama ran with great speed.
496. He answered in a very rude way.
497. He is coming at this crucial moment.
498. He told that he was unwell.
499. I know he has broken the window.
500. What he does, I do not know.
501. The book with a red cover is mine.
502. The boy who is wearing a white shirt is my classmate.
503. The table, which is broken, can be removed.
504. I shall stay where I feel comfortable.
505. They congratulated him when he arrived.
506. I rest wherever I find place.
507. On seeing the mother, the child smiled.
508. He is a doctor who has great reputation.
509.* As soon as I got this good news, I congratulated him.
510. When the teacher entered the class, the boys stood up.
511. Although he is rich, he is simple.
512. He walked till he became tired.
513. Since the road was bad, the trip was cancelled.

XX. TRANSFORM each of the following sentences as directed in the brackets.
515. When he met his friend he felt very happy. (into simple)
516. No sooner did the driver see the child than he applied the brakes. (into simple)
517. On seeing the picture, Gantzler shouted in joy (into complex)
518. He received the letter and he felt very happy (into complex)
519. Though Sony lived among wicked people, she had a kind heart. (into compound)
520. Although she was weak, she went to school (into simple)
521. Inspite of his looking rough he is good at heart. (into complex)
522. Though there was a mild tremor, there was no damage (into compound)
523. Inspite of his being German, Luz did not have faith in the Aryan supremacy theory (into complex)
524. He is poor yet he is generous (into complex)
525. Inspite of his walking quickly, he missed the train, (into complex)
526. Since he is honest, he is praised by all (into compound)
527. He did not deliver the present, because the house was locked. (into compound)
528. Being sincere in work, he was promoted as manager, (into complex.)
529. Being weak, he could not walk. (into complex)
530. If you practise well, you will win the match (into simple)
531. The ceiling is very high and I cannot touch it (into complex)
532. The problem is too difficult for me to solve. (into complex)
533. The tree is very tall and I can't climb it. (into simple)
534. He not only beat the boy but also booked a case. (into simple)
535. Besides kicking the boy, the police arrested his father. (into complex)
536. I heard of his success. (into complex)
537. I do not know the reason of his dismissal (into complex)
538. He looked smart but he was a cheat (into complex)
539. As Oliver was thin, he was selected for the burglary. (into simple)
540. I saw the postman coming to our house. (into complex)
541. Sitting in his quarters, we talked for two hours. (into compound)
542. In case of seeing the fire, inform the fire service. (into compound)
543. I was startled to see a tall boy hitting the pit. (into complex)
544. She is poor yet she is contented. (into complex)
545. The date of her arrival is uncertain. (into complex)

The * marked Item Nos.7, 47, 72, 94, 126, 146, 173, 196, 217, 240, 261, 274, 309, 332, 355, 378, 449, 450, 475, 509, are not selected in the final tool and the refined tool contains 525 items.
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61. bitter – adjective of quality
62. first – adjective of number
63. Whose – interrogative adjective
64. Which – interrogative adjective
65. obedient – adjective of quality
66. little – adjective of quantity
67. much – adjective of quantity
68. several – adjective of number
69. red – adjective of quality
70. many – adjective of number
71. tallest – adjective of quality
72.* this – demonstrative adjective
73. many – adjective of number
74. second – adjective of number
75. rich – adjective of quality
76. black – adjective of quality
77. several – adjective of number
78. much – adjective of quantity
79. give – simple present
80. rings – simple present
81. goes – simple present
82. do, know – simple present
83. is cooking – present continuous
84. is reading – present continuous
85. are not coming – present continuous
86. has lived – present perfect
87. have never seen – present perfect
88. have not solved – present perfect
89. has not finished – present perfect
90. have heard – present perfect
91. met – simple past
92. went – simple past
93. did not feel – simple past
94.* comes – simple present
95. Did sing – simple past
96. shall buy – future
97. will be – future
98. will win – future
99. will be meeting – future continuous
100. will be watching – future continuous
101. shall be waiting – future continuous
102. had seen – past perfect
103. had died – past perfect, arrived – simple past
104. has been raining – present perfect continuous
105. She – personal pronoun
106. They – personal pronoun
107. It – personal pronoun
108. We – personal pronoun
109. He – personal pronoun, my – possessive pronoun
110. mine – possessive pronoun
111. theirs – possessive pronoun
112. yours – possessive pronoun
113. My – possessive pronoun
114. himself – reflexive pronoun
115. himself – reflexive pronoun
116. you – personal pronoun, yourself – reflexive pronoun, anybody – indefinite
117. herself – emphatic pronoun
118. ourselves – reflexive pronoun
119. myself – emphatic pronoun
120. Who – interrogative pronoun, your – personal pronoun
121. Whom – interrogative pronoun . your – personal pronoun
122. Whose – interrogative pronoun
123. Which – interrogative pronoun
124. Who – relative pronoun
125. Whom – relative pronoun
126.* Who – relative pronoun
127. Whose – relative pronoun
128. These – demonstrative pronoun . which – relative pronoun
129. This – demonstrative pronoun, that – relative pronoun
130. This – demonstrative pronoun, that – relative pronoun
131. at 164. The 197. as if 230. could
132. in 165. An 198. As soon as/When 231. Could
133. at 166. The 199. and 232. Can
134. on 167. The 200. but 233. should
135. upon 168. The 201. and 234. need not
136. in 169. A 202. so 235. May
137. with 170. The 203. not only, but also 236. May
138. for 171. The 204. not only, but also 237. can
139. since 172. An 205. till 238. may
140. for 173.* A 206. still 239. might
141. until 174. A 207. therefore/so 240.* May
142. to 175. The 208. and 241. neither... nor
143. against 176. A 209. is 242. either... or
144. of 177. A 210. was 243. neither...nor
145. near 178. A 211. are/were 244. either...or
146.* from 179. the 212. are/were 245. neither...nor
147. outside 180. The 213. is/was 246. either...or
148. within 181. The 214. are/were 247. neither...nor
149. in 182. The 215. is 248. neither...nor
150. due to 183. And 216. Is/Was 249. Either...or
151. Inspite of 184. But 217.* are 250. either...or
152. at 185. For 218. do 251. neither...nor
153. among 186. So 219. did 252. neither...nor
154. to 187. So 220. do 253. neither...nor
155. between 188. And 221. Do/Did 254. either...or
156. for 189. therefore 222. have 255. either...or
157. a 190. Yet 223. has 256. neither...nor
158. an 191. But 224. had 257. Either...or
159. a 192. And 225. has 258. Neither...nor
160. an 193. neither, nor 226. can 259. Either...or
161. an 194. Yet 227. May/Can 260. Neither...nor
162. The 195. otherwise 228. can/could 261.* Neither...nor
163. a 196.* And 229. might
262. He told that he would go to Bangalore.
263. I will say that you have come there in time.
264. He says that he will return to Chennai the following week.
265. The teacher said that milk is white.
266. He said that he was unwell.
267. He said that he was going to Delhi.
268. She said that she had finished her work.
269. They said that they would come the following day.
270. Sridhar ordered Shyam to go away.
271. He requested him to come the following day.
272. The teacher warned the boys not to copy from their neighbours.
273. Malu requested Madhu to lend her pen.
274.* The leader requested if I would keep quiet.
275. Rajeshwari instructed Malu to clean the floor and sofa everyday.
276. Ram says that he will go to bank the following day.
277. The teacher asked the boy to keep that notebook in the cupboard.
278. He said that he would not be able to receive his friend.
279. Ram told her that he would leave for Delhi the following week.
280. He commanded me to do that.
281. The teacher advised the boys not to waste their time.
282. He requested me to take back my books.
283. Deo requested his master respectfully to pardon him.
284. The headmaster advised the boys to work hard as the exams were nearing.
285. Guna said that he had finished his homework.
286. She asked when I would reach home.
287. Geetha stated that book was not hers.
288. The master ordered the servant to remove those chairs from there.

289. are you? 317. Have they? 345. S V O A 373. is
290. can't she? 318. has he? 346. Statement 374. is
291. won't they? 319. won't it? 347. Statement 375. reads
292. will you? 320. S V 348. Interrogative 376. was
293. did they? 321. S V 349. Interrogative 377. has
294. is he? 322. S V C 350. Imperative 378.* has
295. is there? 323. S V O 351. Imperative 379. suits
296. isn't he? 324. S V O C 352. Exclamatory 380. is
297. hasn't he? 325. S V C 353. Exclamatory 381. was
298. shall we? 326. S V IO DO 354. Statement 382. am
299. does he? 327. S V O 355.* Statement 383. was
300. doesn't he? 328. S V O C 356. Statement 384. loves
301. would you? 329. S V C 357. Interrogative 385. have
302. can she? 330. S V O A 358. Interrogative 386. wins
303. won't you? 331. A S V A A 359. Imperative 387. is
304. oughtn't he? 332.* S V O C 360. Imperative 388. are
305. will you? 333. S V I O D O 361. Exclamatory 389. is
306. don't they? 334. S V IO DO 362. Exclamatory 390. is
307. isn't he? 335. S V C A 363. Statement 391. is
308. didn't he? 336. A S V C A 364. Statement 392. were
309.* did they? 337. S V C A 365. Request 393. are
310. weren't they? 338. S V IO DO 366. Exclamatory 394. is
311. haven't they? 339. S A V O 367. Imperative 395. have
312. was it? 340. S V O C 368. Interrogative 396. is
313. doesn’t he? 341. S V C A 369. Statement 397. make
314. did they? 342. S V IO DO 370. Exclamatory
315. shall we? 343. S V O A 371. Interrogative
316. does he? 344. S V C 372. is

398. A novel is written by her.
399. A letter was written by Mohan.
400. The door shall be opened.
401. The ball is being kicked by Ravi.
402. The plants were being watered by him.
403. The book has been read by Anil.
404. The work had been finished.
405. The work will have been completed by him.
406. A book is read by my father.
407. A cycle was bought by my sister.
408. A car will be bought by me.
409. Water is being drawn from the well by my mother.
410. The electricity bill has been paid.
411. The sapling had been planted by my brother.
412. The dinner will have been prepared by my aunt.
413. a) A proof was shown to him by the photographer.
    b) He was shown a proof by the photographer.
414. a) A prize was given to him.
    b) He was given a prize.
415. a) A book was given to him.
    b) He was given a book.
416. The bus might be missed.
417. Ravi is not liked by him.
418. The book has not yet been returned by Ravi.
419. The police were not informed.
420. Is Suresh known to you?
421. Was the test written?
422. Has the bill been paid?
423. Which will be chosen?
424. Why wasn’t the test taken (by him)?
425. Isn’t the answer known (to you)?
426. A beautiful painting has been bought by him.
427. May you be blessed by God!
428. I saw Murali being kicked by Ravi.
429. I am surprised at your behaviour.
430. a) The file is to be brought.
    b) Let the file be brought.
431. a) Your assignment sheets are to be submitted.
    b) Let your assignment sheets be submitted.
432. It is said that eclipses are bad for people in power
433. An essay had been written by him.
434. Honey is collected by bees.
435. A fox was caught by a tiger.
436. A car will be bought by Ravi.
437. A bus is being driven by Mohan.
438. The whale is bigger than any other sea animal.
439. Iron is not so heavy as mercury.
Very few flowers are so beautiful as the lotus.
Tenaliraman was not wiser than Birbal.
The bee is busier than some other insects.
Bangalore is not so hot as Chennai.
Shanthi is one of the most responsible girls.
The elephant is bigger than any other animal.
Veena is as tall as Sahana.
Mr. Rajmohan is one of the best Headmasters, in city schools.
Hydrogen is lighter than air.
Prevention is better than suffering.
To beg is not so good as to starve.
Sword is not so mighty as pen.
Yercaud is cooler than Salem.
Jim is braver than many other boys in our school.
No other man in the town is so happy as Murali.
The Ganges is holier than any other river in India.
Subhru is the healthiest woman in our town.
Somu is one of the youngest players in the team.
Rajini is one of the most popular actors in India.
Chennai is busier than many other cities in India.
Deva is better than most other dancers in this class.
Alexander is one of the greatest warriors of the world.
Very few metals are as costly as silver.

463. reading Gerund 476. Seeing/believing Gerund
464. playing Gerund 477. To play infinitive
465. Running Gerund 478. wasting Gerund
466. to swim Infinitive 479. To read infinitive
467. to read Infinitive 480. making Gerund
468. to become Infinitive 481. To err, to persist infinitive
469. To steal Infinitive 482. blaming Gerund
470. Smoking Gerund 483. designing Gerund
471. to conquer Infinitive 484. eating Gerund
472. To forget Infinitive 485. resigning Gerund
473. To advise Infinitive 486. To say, to do infinitive
474. Wasting Gerund 487. to watch infinitive
475.* to swim infinite 488. Eating Gerund

489. A thing of beauty – noun phrase
490. something strange – noun phrase
491. Walking in the morning – noun phrase
492. A man in great difficulties – noun phrase
493. a scene of great beauty – noun phrase
494. fool of the first order – noun phrase
495. with great speed – adverbial phrase
496. in a very rude way – adverbial phrase
497. at this crucial moment – adverbial phrase
498. that he was unwell – noun clause
499. that he has broken the window – noun clause
500. What he does – noun clause
501. The book with a red cover – noun phrase
502. who is wearing a white shirt – adjectival clause
503. which is broken – adjectival clause
504. where I feel comfortable – adverbial clause
505. when he arrived – adverbial clause
506. wherever I find place – adverbial clause
507. On seeing his mother – adverbial phrase
508. who has great reputation – adjectival clause
509.* As soon as I got this good news – adverbial clause
510. When the teacher entered the class – adverbial clause
511. so that we can study – adverbial clause
512. Although he is rich – adverbial clause
513. till he became tired – adverbial clause.
514. Since the road was bad adverbial clause
515. On meeting his friend, he felt very happy.
516. Immediately on seeing the child, the driver applied the brakes.
517. When Ganzler saw the picture, he shouted in joy.
518. When he received the letter, he felt very happy.
519. Sony lived among wicked people, yet he had a kind heart.
520. Inspite of her weakness, she went to school.
521. Though he looks rough, he is good at heart.
522. There was a mild tremor, yet there was no damage.
523. Though Luz was a German, he did not have faith in the Aryan supremacy theory.
524. Though he is poor, he is generous.
525. Though he walked quickly, he missed the train.
526. He is honest, so he is praised by all.
527. The house was locked, so he did not deliver the present.
528. As he was sincere in work, he was promoted as manager.
529. As/Since/Because he is weak, he could not walk.
530. On practising well, you will win the match.
531. The ceiling is so high that I cannot touch it.
532. The problem is so difficult that I cannot solve it.
533. The tree is too small for me to climb.
534. Besides beating the boy, he also booked a case.
535. The police not only kicked the boy, but also arrested his father.
536. I heard that he had succeeded.
537. I do not know why he was dismissed.
538. Though he looked smart, he was a cheat.
539. Oliver, being thin, was selected for the burglary.
540. I saw the postman who was coming to our house.
541. We sat in his quarters and talked for two hours.
542. You may see the fire and then you inform the fire service.
543. I was started when I saw a tall boy hitting the pit.
544. Though she is poor, she is contended.
545. When she arrives is uncertain.

The * marked Item Nos.7, 47, 72, 94, 126, 146, 173, 196, 217, 240, 261, 274, 309, 332, 355, 378, 449, 450, 475, 509, are not selected in the final tool and the refined tool contains 525 items.
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# DIAGNOSTIC TEST - AREAS FOR REMEDIAL INTERVENTION – RAW SCORES

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*M.Karthik No6 J.Goutham No.12, V.Prbhakaran No.22, M.Devaraj No.24 and T.Devamani No.41 were not selected for the final sample.*
## DIAGNOSTIC TEST - AREAS FOR REMEDIAL INTERVENTION – RAW SCORES

### PUDUR GIRLS

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* C.Sulekha No.8, D.Ramya No15, S.Hemavathy No.22, K.Sulochana No.34 and P.Padmavathy No.42 were not selected for the final sample.
Standard: XI  Subject: English

Time: 40 minutes  Area: Language Usage
Date: Unit: Prepositions-Simple and Compound

Teaching Strategy: Task Based Approach

Objectives:
a) Students use simple and compound prepositions appropriately in their speech and writing.
b) Students comprehend the meaning of simple and compound prepositions and employ them at the right places.

Instructional Aids: Charts with substitution tables, Pictures showing place, movement, space and blackboard.

Stage i): Motivation:

The teacher asks the students some questions:
- Suma, where do you come from?
  ➢ From Jafferkanpet.
- Sheela, give me your address. Which street do you live in?
  ➢ I live at No. 16, 2nd Cross Street, K.K. Nagar.
- Where is your house located?
  ➢ My house is located at Ashok Nagar area.
- What is your father?
  ➢ My father is an officer at a bank.
- Where is your sister employed?
  ➢ My sister is employed in a private company.
- Do you have a garden in your house?
  ➢ Yes, I do have one in my house.
- How do you come to school?
  ➢ I come to school by bus.
- At what time do you leave home?
  ➢ I leave home at 8 a.m.

The teacher points out the prepositions found in the answers elicited from the students. The teacher makes a list of these prepositions on the board and starts explaining them in detail:

Stage ii) Presentation:

1. There is a cow in the field.
2. He is fond of tea
3. The cat jumped off the chair.

In sentence 1, the word in shows the relation between two things – cow and field.
In sentence 2, the word of shows the relation between the attribute expressed by the adjective fond and tea.
In sentence 3, word off shows the relation between the action expressed by the verb jumped and the chair.

The words in, of, off are here used as Prepositions.
The preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else.

In sentence 1, the Preposition joins a Noun to another Noun;
In sentence 2, the Preposition joins a Noun to Adjective;
In sentence 3, the Preposition joins a Noun to Verb.

Prepositions are placed before nouns or pronouns to indicate relationships of time, place, direction, etc. There are several uses of prepositions. Prepositions are language items used to express time, position, direction and spatial relations.

The teacher then gives examples:

Prepositions of Time:
a. Meet me at 5 O’clock, this evening.
It is quite hot at noon.
He refused to see me at first, but then relented.

- **‘at’ is used for a particular moment in time.**
  
b. My uncle arrives on 30th September. We plan to leave on Wednesday. On June 1st, I would be joining duty.
  The fair will be inaugurated on the evening of 2nd May.

- **‘on’ is used for a specific day or a specific part of such a day.**
  
  The Minister shall speak to you in a few minutes.
  ‘in’ is used to speak about a period of time.

d. During the holidays I went to my grandmother’s house.
  Make hay during sunshine.

- **‘during’ is used to indicate that something continues.**
  
e. You should complete the assignment by this evening.
  The train will arrive by 4.30 p.m.
  Next year, by this time, I would have completed my eleventh standard.

- **‘by’ is used to speak about the latest time by which something will be completed or was completed.**
  
f. He was jailed for ten years.
  It rained for a week.

- **‘for’ is used with a period of time (to show the lapse of time).**
  
g. I have been working here since August 2000.
  He has been travelling since last evening.

- **‘since’ is used to express a period of time with reference to the starting point only.**
  
h. He has been playing the guitar from 5 p.m to 9 p.m.
  The office remains open from 9 a.m to 5 p.m /from Monday to Friday.

- **‘from’ and ‘to’ are used to express a period of time with reference to both the starting time and the finishing time of an activity.**
  
i. He came to see me after the operation.
  We had to stay till the end of the programme.
  He waited until I had completed my work.
  Forms can be submitted up to 6 p.m this evening.

- **The prepositions ‘to’, ‘till’, ‘until’, ‘up to’, ‘before’ and ‘after’ are used to express a period of time.**
  
j. I shall see you tomorrow.
  He left yesterday.
  Ram is absent today.

- **Prepositions are not used before ‘yesterday’, ‘today’ and ‘tomorrow’.**
  
k. He got his degree last month.
  My vacation starts next Thursday.
  I go for a walk every evening.

- **‘at’, ‘on’ and ‘in’ are not used if a noun of time comes after an adjective.**
  
  He is standing beside me.
  The box is painted black inside and white outside.
  The cat hid itself beneath a table.
  I can’t finish this assignment without your help.
  Raman’s performance is below average.
  He came along with me.
  I reached the spot before time.
  The train is running behind its scheduled time.
About, above, across, along, amidst, among, amongst, around, before, below, beneath, beside, between, beyond, inside, outside, underneath, within, without are examples of Compound Prepositions which are generally formed by prefixing a preposition to a Noun, an Adjective or an Adverb.

Stage iii) Enrichment Activities
The teacher drills the concepts taught in class, by means of various types of exercises.
Activity I:
Frame sentences from the table given below:

<table>
<thead>
<tr>
<th>He worked hard</th>
<th>morning to night.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dew drops are found</td>
<td>the morning.</td>
</tr>
<tr>
<td>The book will be held</td>
<td>the summer vacation.</td>
</tr>
<tr>
<td>We shall go to Mumbai</td>
<td>at 10 o’ clock.</td>
</tr>
<tr>
<td>The office opens</td>
<td>June.</td>
</tr>
<tr>
<td>Place your books</td>
<td>in Spring.</td>
</tr>
<tr>
<td>Do not use your cell phone</td>
<td>during Australia.</td>
</tr>
<tr>
<td>I wake up</td>
<td>on the table.</td>
</tr>
<tr>
<td>Flowers bloom</td>
<td>in six, every morning.</td>
</tr>
<tr>
<td>These foreigners are</td>
<td>from office hours.</td>
</tr>
</tbody>
</table>

The teacher goes through the work of students to find out where they have committed mistakes. She corrects the mistakes, offering suitable explanation.
Activity II:
Fill in the blanks using the prepositions given below: by, since, on, before, in

1. I reached the hall _____ everyone else.
2. I attended an interview _____ Monday.
3. _____ next week, I will be appointed _____ this concern.
4. I have been waiting _____ nine, in the morning.
5. The work will be completed_____ this evening.
6. The room is _____ great disorder.
7. Inform me _____ you leave.
8. He has been ill _____ Friday.
9. I am _____leave today.

The students complete the exercises and get their work corrected by the teacher. The teacher explains the correct use of prepositions and discusses the right answers in class.

Stage iv) Review exercises:
Some tasks are given to the students as review exercises.
I. Correct the following sentences:
1. I was born on 1984.
2. He visits the shop during Wednesdays.
3. You should meet me on 7 p.m.
4. Last year, in the holidays, I wrote a novel.
5. You have to start on 4 p.m, if you wish to catch the 6 o’ clock train.
6. I was born in 27th December.
7. Don’t scribble in the wall.
8. Pay attention for the teacher.
9. The bus started on 7.30, sharp.

II. Fill in the blanks with suitable prepositions:
He was late ____ five minutes. So he missed the bus. He came to school _____ 9.30 a.m. He was made to stand out _____ half-an- hour_____ the first period. He had
to apologies he was allowed inside the class. this incident he realized that he had to be prompt school. He started getting up early the morning. this he also learned the lesson his life, that time is precious.

III. Use ‘to’ or ‘at’ in these sentences:
1. He goes market every morning.
2. He stood the window.
3. The boy is school.
4. I met him the station.
5. I am going a party to-night.
6. I enjoyed myself the party.
7. The tourist stayed the Palace Hotel
8. After the illness, he returned his work.
9. I saw him the cinema.
10. Please wait for me the gate.

IV. Use ‘in’ or ‘at’ in these sentences:
1. There are high buildings New York.
2. I live a small village.
3. I spent my childhood Greece.
4. My friend was born Ceylon.
5. He studied Oxford.
6. She lives Luxor Egypt.
7. I spent my holidays Platters Cyprus.
8. He lives London.
9. Diamonds are found Kimberly South Africa.
10. He lives Chennai.

The teacher once again highlights the use of prepositions, pointing out that they are used to express time, position, direction and spatial relations. For a particular moment in time ‘at’ is used; to refer to a specific day or a particular date ‘on’ is used. When we speak about a period of time, ‘in’ is employed. To indicate that something continues, ‘during’ is used. The prepositions ‘for’ and ‘since’ are used to denote a period of time. ‘From’ and ‘to’ are used to denote the starting time and the end of an activity respectively. The preposition ‘by’ is used to denote the latest time by which something was or will be completed.
LESSON PLAN - 2

Standard : XI     Subject : English
Time : 40 minutes Area : Language Usage
Date : Unit : Prepositions : Simple and Compound

Teaching Strategy : Task Based Approach

Objectives:
a) Students understand the use of the simple and compound prepositions at the appropriate places;
b) Students speak and write English using prepositions correctly.

Instructional Aids : Black board.

Stage i) Motivation:
The teacher converses with the students, eliciting answers that involve simple and compound prepositions in the course of the conversation.
At what time do you go to sleep?
I normally go to bed by 9 p.m., how about you?
During a journey by bus, don’t put your hands out.
On the 15th of next month, you will take a test in this chapter.
You have been writing for a long time.
Now I shall ask you some questions on the topic ‘Chemical Changes’.
All the students must meet me after the class is over.
You must revise your lessons before you go to bed.

Stage ii) Presentation
Prepositions of Place:
‘in’, ‘at’ and ‘on’ are used in the following situations:
a. People in villages enjoy a calm atmosphere.
   Hindi is spoken in many parts of India.
   • ‘in’ is used when the reference is made to a general kind of place, with the specific name being mentioned.
b. My uncle lives in Mumbai.
   His aunt works in the History Department.
   My brother lives in Rajaji Street.
   • ‘in’ is used before the names of continents, countries, cities, roads, streets, etc.
c. He lives in a villa.
   Rajeev works in a library.
   He resides in Karol Bagh.
   • ‘in’ is used before the place of residence, (without a specific name), before the place of work if it is a building, and before the name of a village or town, one belongs to.
d. He stayed at Chengalpet for two years.
   • ‘at’ is used before the names of villages and smaller towns.
e. I spent an hour at ‘Sastri Bhavan’.
   • ‘at’ is used before the names of specific houses.
f. Sheethal works on a farm.
   Saleem works on an island.
   • ‘on’ is used before the place of work if it is not a building.
g. I am coming from R.K. Nagar. We started from the foot of the mountain and proceeded to its top.
   Rahul comes to school by bus.
   Leela comes to school on foot.
   We were the first to arrive at the theatre.
   He got into a moving bus.
Stage iii) Enrichment Activities:
The teacher gives appropriate situations in which the students apply the ideas they have learnt in class.

Activity I:
Pick out the prepositions in the following passage:
Sharat lives in New York. He lives in an apartment with his children. His house is on the third street from the terminus. He does not work on a farm, but is employed at a business firm. This business firm is located at a short distance from his house. Sharath misses his parents who live at Amritsar in India. He visits them during winter vacations.

The teacher asks some of the students to point out the prepositions in this passage. They list out the prepositions and she writes them on the blackboard.

Activity II:
Complete the sentences, by supplying the right prepositions in the blanks:
1. I have not worked ______ a railway station, as I work _____ a bank.
2. He shot ______ his enemy ______ the battlefield.
3. He placed his books _____ the table.
4. We met the Manager _____ his house.
5. The property was divided equally ______ all brothers.
6. The house is painted white _____ and pink ________.
7. I have not seen him _____ last Monday.
8. He was punished ______ copying ______ the Exam Hall.
9. All of you must finish this work ______ sunset.
10. He shouted angrily ______ his brother.

The teacher goes through the answers of the students to find out the mistakes if any. She explains why the answers are incorrect and corrects them.

Activity III:
Pick out the prepositions in the following passage:
That night, I went to a dinner party hosted by some friends, native Germans who had retired to West Berlin after they had completed their career at the World Bank. We had friends in common, and they were hosting this party to help give me a feel for their city. They had invited Berliners of many walks of life – businessmen, academicians, homemakers. We talked about the weather, about German wine. And then I related what the diplomat had told me. “Is it true?” I asked. “Have you got used to the wall?” They agreed with me when I told them that the wall had to be pulled down.

Activity IV:
Read the following story carefully. Supply suitable words for the blanks in the passage. (All the words are invariably prepositions.)
Once a farmer, pained _____ the way _____ which his sons were quarrelling ______ one another, wanted to teach them a lesson. He gave them a bundle ______ sticks and asked them to break it. They tried, but couldn’t. The farmer then asked them to untie the bundle and pull out the sticks one _____ one. He then broke the sticks one _____ a time. He thus made his sons aware _____ the fact that ‘Union is strength’. The sons learnt not to quarrel but to be united.

The teacher gives the correct answers and asks the students to check their work.

Stage IV : Review exercises:
Having discussed the answers to the questions raised in class, the teacher proceeds with giving more such tasks as review exercises.

I. Correct the errors in the following sentences:
1. We stayed in Hotel Taj on our holiday, when we came at Chennai to Bangalore.
2. The man for Mumbai speaks Tamil fluently.
3. We distributed the cake among two brothers.
4. Be careful while riding at horseback.
5. He jumped on the river.
6. I am waiting at a reply in you.
II. Choose the right prepositions and fill in the blanks:
1. I am not living _______ Chennai, now.
   (in, on, at).
2. Rekha has been learning music ______ the past seven years.
   (since, from, for)
3. The doctor consults patients ______ 6 p.m to 9 p.m.
   (for, since, from)
4. I have an appointment ______ 7 p.m. (on, for, at)
5. Rain drops kept falling ______ the window panes. (in, on, at)
6. He jumped ________ the river. (into, in, on )
7. I buy vegetables_______ (in, from, on) a nearby shop.
8. He took down the answers_______ his notebook. (on, from, in)
9. ______lunch interval, I shall make a call. (in, on, during)
10. I do not bother ______ this issue.(of, about, above)

III. Use ‘in’ or ‘into’ in these sentences:
1. The fish swim _____ the river.
2. The man jumped _____ the river.
3. They were standing ___ the room.
4. We are ____ the classroom now.
5. There is a bird ____ the cage.
6. We walked ___ the next room.
7. The children are playing ____ the field.
8. He poured the water _____ the jug.
9. She dived ____ the water.
10. The river flows ___ the sea.

IV. Use ‘at, ‘in’ or ‘on’ in these sentences
1. I was born _____ 1927.
2. ______ winter the weather is cold.
3. ______ Christmas Day I received many gifts.
4. We reached Cairo _____ nine o’ clock.
5. The train arrived ______ night.
6. There is a holiday ____ the 11th of December.
7. People return from their work ___ noon.
8. ______ July the weather is warm.
9. ______ the afternoon I go for a walk.
10. The train will arrive _____ Tuesday ____ eleven o’ clock ____ the morning.

The teacher summarizes the content matter taught. The teacher emphasizes that ‘at’ is used for a particular moment in time; ‘on’ is used for a specific day or a specific part of such a day; ‘in’ is used to speak about a period of time, ‘during’ indicates that something continues, ‘by’ is used to speak of the latest time by which something was or will be or was completed; ‘for’ is used with a period of time; ‘to’ ‘by’, ‘on’, ‘at’, ‘in’, ‘into’, ‘out of’ are all prepositions of travel and movement.
# LESSON PLAN - 3

<table>
<thead>
<tr>
<th>Standard</th>
<th>XI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Time:</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Area:</td>
<td>Language Usage</td>
</tr>
<tr>
<td>Unit:</td>
<td>Prepositions: Simple, Compound and Participial</td>
</tr>
</tbody>
</table>

**Teaching Strategy:** Task Based Approach

**Objectives:**

a) Students speak and write correct English employing simple, compound and participial prepositions.

b) Students comprehend the use of simple, compound and participial prepositions at the appropriate places.

**Instructional Aids:** Charts, Blackboard.

**Stage i) Motivation**

The teacher puts forth some questions testing the knowledge of the children, with reference to simple and compound prepositions of place, time, agency cause contrast and measure etc. The teacher further raises questions and gets answers from the students.

Who do you live with?
- I live with my parents.
- Does any one accompany you to school?
- I come to school with my friends.
- What are the walls filled with?
- The walls are filled with charts and pictures.
- Are there paintings on the walls?
- There are no paintings on the walls.
- Are you working for someone?
- No. I am looking for a job.
- Are you angry with your brother?
- I am not angry with my brother.
- Who does your father work for?
- My father works for a business firm.
- How many employees work under your father?
- Twenty employees work under my father.
- How do you draw lines?
- We draw lines with a scale.

**Stage ii) Presentation**

The teacher once again points out the uses of various prepositions.

**Prepositions indicating different relationships in different situations.**

- **in time:** I reached the examination hall in time. (before the time of the examination, say, some 15 – 20 minutes in advance).
- **on time:** The train arrived on time, at Platform No. 3. (exactly at the appointed hour).
- **about:** I don’t know anything about the lottery. (concerned)
  - The thief had no money on/about him. (with him)
- **above:** He scores above 80% in English. (more than)
  - His post is above that of an officer. (higher than)
- **against:** They revolted against the rulers. (opposition)
  - He leaned against the wall and stood there for a long time. (support or proximity)
- **at:** We bought a dozen apples at Rs. 5 each. (value/cost)
  - I am amazed at his intelligence.
- **between:** There is no enmity between him and me. (relationship)
  - Ram sits between Sekar and Ramesh. (place).
- **among:** The cake was distributed among all the children. (The brothers fought among themselves.)
by: He was standing by the gate and gazing at the street. (Near)
I have dinner by 8 p.m. (time)
The boy was punished by the teacher. (agency)
Rice is measured by the kilo. (for exchange).
of: windows of the room, arms of a chair, the East of Arabia (relationship, connection)
The works of Bernard Shaw, a man of noble birth, the master of the house (authorship, ownership, origin);
a flock of geese, a bunch of grapes, an anthology of poems (a collection, parts of a whole);
a cup of tea, a bag of rice (contents of something);
the intelligence of the boy, the depth of the river (indicating qualities of a thing or person).
to: He goes to temple everyday.
He donates money to the poor.
for: He has done this for me.
(indicating eventual possession)
There are two slots for parking vehicles (purpose)
I bought a house for 8 lakhs. (value/ cost)
They charge Rs. 250/- for a day's accommodation, at this hotel. (rate)
with: He plays chess with his brother.
We live with our parents. (accompaniment)
The man with a moustache is my uncle.
He walks with a limp.
Ram draws with pencil.
George is arguing with his mother.
Barring accident, the mail will arrive tomorrow.
Concerning yesterday's fire, there are many rumours in the bazaar.
Considering the quality, the price is not high.
Notwithstanding the resistance offered by him, he was arrested by the police.
Pending further orders, Mr. Desai will act as Headmaster.
Barring, concerning, considering, notwithstanding, pending, regarding, respecting, touching and a few similar words which are present participles of verbs, are used absolutely without any noun or pronoun being attached to them. For all practical purposes, they have become Prepositions, and are sometimes distinguished as Participle Prepositions.
Stage iii) Enrichment Activities:
Various types of exercises are given to the students so that they learn thoroughly, the grammatical concepts taught in class. The students enjoy doing these exercises involving themselves activity in all these tasks.
Activity I:
Match the following words with their proper endings:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We should show sympathy</td>
<td>to mangoes.</td>
</tr>
<tr>
<td>2. I prefer grapes</td>
<td>with a leaky pen.</td>
</tr>
<tr>
<td>3. He could not write</td>
<td>with the poor.</td>
</tr>
<tr>
<td>4. He always sympathizes</td>
<td>for music.</td>
</tr>
<tr>
<td>5. I have no liking</td>
<td>to the poor.</td>
</tr>
</tbody>
</table>

Activity II: Put ‘to’ or ‘for’ in the blanks given below:
1. My father bought a new cycle _____ me.
2. He described the scenery ______ us, vividly.
3. Would you mind fetching the chair _____ me?
4. He said ‘Good luck’ _____ me.
5. My brother solved the problems ______ me.
6. We bid goodbye ____ our friends.
7. Is this gift ______ me?
8. She went_______ bed after working ______long hours.
9. The show went on ______ three hours.

The teacher writes the correct answers on the board and asks the students to check their answers. The teacher then explains the use of such prepositions in the appropriate places.

Activity III:

**Pick out the prepositions in the following passage:**

In the fast moving world where success, power and money are the buzzwords, we take shortcuts quite often, to show our love for our family with words, instead of actions. A seminar was organized in this regard. Tennis player Vijay Amritraj, was the key participant of the function. All participants spoke high of their family. They owed their success to their family. They were supported by their family in times of challenges and hardships.

**Activity IV:** Fill in the blanks in the following sentences with correct participial prepositions:

1. ______ this matter, I have not yet made up my mind.
2. ______ the plan you mention, I shall write to you hereafter.
3. ______ your enquiries, we regret to say at present we are not interested in your product.
4. Ulysses is said to have invented the game of chess ______ the siege of Troy.
5. ______ the natural calamity, nothing will happen to this planet.

Answers to tasks and activities are discussed in class. The teacher checks the work of the students, points out their mistakes and clarifies their doubts.

Stage iv) **Review exercises:**

Students are given some review exercises.

Rewrite the following sentences, using the correct prepositions:

1. Shiva was accused about murder.
2. I was fascinated from his charming appearance.
3. My brother is interested for playing tennis.
4. We must get rid from bad habits.
5. They keep roaming at lunch break.
6. Which is the way for the station?
7. She is married with my cousin.
8. Mr Singh hails in North India.
9. I always wear uniform for school.
10. Smoking is injurious for health.

**III. Use ‘between’ or ‘among’ in these sentences:**

1. The work was shared ______ all.
2. He divided the money ______ his three children.
3. He hid ______ the trees.
4. The officer walked ______ the two lines of soldiers.
5. ______ all those boys, he had not a single friend.
6. There was a fight ______ the two friends.
7. The ball passed ______ the goal-posts.
8. We are ______ friends.
9. There was only one ______ the boys that knew the lesson.
10. The cake was divided ______ the two boys.

LESSON PLAN - 4

Standard : XI  Subject : English
Time: : 40 minutes  Area : Language Usage
Date :  Unit : Prepositions: Simple, Compound, Participial and Phrase.

Teaching Strategy : Task Based Approach

Objectives :

a) Students are able to use the simple, compound, participle and phrase prepositions at the right place.
b) Students are able to speak and write correct English using prepositions appropriately.

Instructional Aids : Pictures, Flash cards, Blackboard, Grammar games.

Stage i) Motivation:
The teacher tests the students' comprehension of the use of prepositions learnt in previous classes, using verbal situations.
Are you fond of ice-cream? You go out with your father to the ice-cream parlour, and have a cup of ice-cream. Sometimes, you may catch a cold. So you would have to visit the doctor and get treated for the cold. Take care of yourselves and don’t indulge in too much of luxury.

Stage ii) Presentation:
The teacher then proceeds with the next phase of the grammar lesson – phrase prepositions, prepositions that go with Nouns/Noun phrases, prepositions that go with certain adjectives, etc. The teacher also points out to cases of using prepositions where none is required and the use of a wrong preposition instead of the appropriate one.

1. The patient complained of pain in the joints.
2. Fruits are essential for a smooth complexion.
3. The boy was attacked by a tiger.

i) Prepositions that go with nouns/ noun phrases:
1. We are ignorant of his plans.
2. A mother cannot get angry with her child.
3. I am ashamed of your behaviour.

ii) Prepositions that go with certain adjectives:
The teacher gives some more examples of phrase prepositions to make the concept clear.

1. He succeeded by dint of perseverance and sheer hard work.
2. In case of need you can call me.
3. By virtue of the power vested in me, I hereby order this.
4. In consequence of his illness, he could not finish the work in time.
5. Owing to his ill health, he retired from business.
6. With reference to your letter, we regret we cannot allow you to participate.
7. In order to avoid litigation, he accepted the proposal given by me.
8. In course of time, he saw his mistake.

according to, along with, because of, by dint of, by means of, by virtue of, by way of, for the sake of, in addition to, in case of, in comparison to, in course of, in front of, in order to, in spite of, instead of, in the event of, on account of, owing to, with reference to, with regard to, etc., are examples of Phrase Prepositions.

iii) The teacher explains further that students often make mistakes by using prepositions where none is required.
For example:

Look at the following table:

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The army attacked the kingdom.</td>
<td>The army attacked against the kingdom.</td>
</tr>
<tr>
<td>He resembles his brother.</td>
<td>He resembles to his brother.</td>
</tr>
<tr>
<td>The teacher entered the class room.</td>
<td>The teacher entered into the classroom.</td>
</tr>
<tr>
<td>The thief stealthily approached the room.</td>
<td>The thief stealthily approached to the room.</td>
</tr>
<tr>
<td>I couldn’t answer his question.</td>
<td>I couldn’t answer to his question.</td>
</tr>
</tbody>
</table>

iv) Using a wrong preposition:
Incorrect : He accused the man for stealing.
Correct : He **accused** the man of stealing.
Incorrect : The girl is afraid from the dog.
Correct : The girl is **afraid of** the dog.
Incorrect : He aimed on (or against) the bird.
Correct : He **aimed at** the bird.

The preposition **at** is often used to denote direction: as, in - **throw at**, **shout at**, **fire at**, **shoot at**. But **shoot** (without the at) means to kill: as, **He shot a bird** (=he hit and killed it).

Incorrect: The teacher was angry against him
Correct : The teacher was angry with him.

a. We get angry with a person, but **at** a thing; as, **He was angry at the weather** (not: **with the weather**).

b. Also annoyed with, vexed with, **indignant with** a person, but **at** a thing.

Incorrect: They arrived to the school late.
Correct: They **arrived at** the school late.

**Arrive in** is used of countries and large cities: as, **Mr. Smith has arrived in China**.

Incorrect: He is now ashamed from his conduct.
Correct : He is now **ashamed of** his conduct.

It is not proper to use **ashamed of** in the meaning of shy. Thus instead of **I am ashamed of my teacher**, you should say, **I am shy of my teacher**.

Incorrect: Christians believe to Jesus Christ.
Correct : Christians believe **in** Jesus Christi

Incorrect: He often boasted for his riches.
Correct : He often **boasted of** his riches.

Incorrect : He is very careful for his health.
Correct : He is very **careful of** his health.

Incorrect : He came with the train yesterday.
Correct : He **came by** train yesterday.

We say: **by train**, **by boat**, **by aeroplane** also **by land**, **by sea**, **by bus**, **in a bus** or **on a bus**, **by motor-car** or **in a motor-car**, **by taxi** or **in a taxi**, **in a cab**, **in a carriage**, **on horseback**, **on a donkey**, **on a bicycle** : **on foot**.

Incorrect : Many people complain for the heat.
Correct : Many people **complain of** the heat.

Incorrect : Our class is composed from ten boys.
Correct : Our class is **composed of** ten boys.

**consist of** has the same meaning as **composed of** but **consists of** is active. Thus, we should; say, **Our class consists (not is consisted) of ten boys**.

Incorrect : I congratulate you for your success.
Correct : I **congratulate** you **on** your success.
Incorrect: The man was cured from his illness.
Correct: The man was cured of his illness.

Incorrect: It depends from himself.
Correct: It depends on (or upon) himself.

Incorrect: He was deprived from his freedom.
Correct: He was deprived of his freedom.

Incorrect: Many people have died from malaria.
Correct: Many people have died of malaria.

The teacher explains the correct usage of prepositions explaining the above sentences: “Men die of illness, of hunger, of thirst, of or from wounds; from overwork; by violence, by the sword, by pestilence; in battle, in poverty; for their country, for a cause; through neglect; on the scaffold; at the stake.”

v. Omissions (Incorrect omission of preposition):
Incorrect: My book is different than yours.
Correct: My book is different from yours.

Incorrect: He was deprived from his freedom.
Correct: He was deprived of his freedom.

Activity I:
Fill in the following sentences by using Phrase Prepositions:
1. Why don’t you go ______ with your brother?
2. ______ your instructions, we have remitted the amount.
3. There is a big tree ______ his house.
4. ______ introduction, he made some pertinent remarks.
5. ______ rope ladders they scaled the wall.
6. ______ his researches, he met with many difficulties.
7. He abdicated the throne ______ his eldest son.
8. He could not attend the school ______ his father’s serious illness.
9. ______ his negligence the company suffered a heavy loss.
10. He died fighting ______ his country.

The teacher goes round checking the work of the students, pointing out the errors if any and explaining why such answers are incorrect.

Activity II:
1. The class is divided into two groups. One group gives out a sentence with a preposition in it. The other group states whether the sentence is right or wrong. Then the second group gives out a sentence and the first group analyses whether it is right or wrong. Points are awarded to the groups and the group with the highest points is declared the winner.
2. The class is divided into five groups. The teacher calls out a preposition. The group that instantly comes out with a sentence using the preposition called out by the teacher, gets a point. The game is continued and the team with the maximum points is declared the winner.

3. Pictures / Flash cards could be shown. Students may describe the picture in their own words, using prepositions wherever necessary.

**Activity III:**

**Rectify the errors in the use of prepositions in the following sentences:**

1. He is horrified of the murder.
2. Ashwin does not believe to God.
3. He grew tired from walking.
4. She was dressed with a blue suit.
5. There is a big tree along my house.
6. I prefer coffee than tea.
7. My birthday falls at 25th December.
8. I am not responsible of this blunder.
9. If need you can call me.
10. I have a fondness to sweets.

**Activity IV:**

**Match the parts of sentences under Group A with those in Group B, selecting appropriate prepositions to form meaningful, complete sentences:**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is leaving</td>
<td>on</td>
</tr>
<tr>
<td>Ram is jealous</td>
<td>in</td>
</tr>
<tr>
<td>Sheela congratulated me</td>
<td>from</td>
</tr>
<tr>
<td>My dress is different</td>
<td>for</td>
</tr>
<tr>
<td>We do not believe</td>
<td></td>
</tr>
</tbody>
</table>

The students frame correct sentences from the table and get their work corrected by the teacher. The teacher explains the concept and rectifies their mistakes, if any.

**Stage IV : Review exercises :**

Some review exercises are given to the students.

i. Use in sentences the following pairs of words, bringing out the difference in meaning between each pair:

1. drop in, drop out;
2. sit at, sit on;
3. look at, look for;
4. tired of, tired with;
5. write with, write in.

ii. Use the appropriate preposition choosing from those given, and complete the sentences:

1. Please receive me __________ the station. (on, at)
2. Sam lives ________ London. (in, at)
3. The river flows ________ the sea. (in, into)
4. He returned home ________ noon. (at, in, on)
5. He hid ________ the trees. (between, among)
6. He complains ________ fatigue. (from, of)
7. The news was a great shock ________ us. (to, for)
8. The fairy changed the pumpkin ________ a chariot. (as, into)
9. He suffered ________ a head injury. (from of)
10. Sheela is afflicted ________ viral fever. (of, with)

iii. In the following sentences, choose the correct preposition from those in the brackets:

1. He has been ill (from, since) last Monday.
2. You have sold your bicycle (at, for) at a good price.
3. I sold my bicycle (at, for) six pounds.
4. I expect to return (after, in) a week.
5. I can wait (to, till) next Tuesday.
6. We draw lines (by, with) a ruler.
7. He has been absent (since, for) a month.
8. They spoke (for, about) the weather.
9. He worked (with, by) the light of a candle.
10. You can send the parcel (with, by) post.

The teacher through some more situations once again emphasizes the use of prepositions appropriately, also enabling the students to identify misplaced prepositions, or inappropriate ones.

The teacher announces a test on Prepositions in the next class.

PRE / POST TEST
PREPOSITIONS

A. Insert the correct prepositions:
1. The workman was innocent ____________ the charge brought against him.
2. Even the worst person on earth is not indifferent ____________ his mother.
3. He insisted ____________ doing the work himself.
4. Are you interested ____________ this matter?
5. The girl was leaning ____________ the wall.
6. Never try to interfere ____________ that issue.
7. The teacher tried to impress ____________ us the importance of punctuality.
8. My friend has kindly invited me ____________ tea.

B. In the following sentences four options are given in the brackets. Choose the correct option and fill in the blanks.
9. The thirsty man longed ____________ water. (in, of, for, at)
10. My friend was very kind ____________ me. (on, to, of, upon)
11. Be regular ____________ school (to, for, at, of)
12. Always knock ____________ the door before you come in. (on, at, from, in)
13. Our parents are ever proud ____________ us. (upon, with, of, at)
14. He was severely punished ____________ his misconduct. (for, of, at, into)
15. You should feel sorry ____________ what you have done. (at, upon, for, in)
16. My friend has kindly invited me ____________ tea.

C. In the following sentences wrong prepositions are used. Replace them with the correct ones.
17. The girl is afraid from the dog.
18. He aimed on the bird.
19. The class consists for forty students.
20. They arrive to the school late.
21. He is very careful for his health.
22. He came in train yesterday.
23. Our class is composed with ten boys.
24. I congratulate you for your success.

D. Tick the correct options:
25. He was found guilty (for / of) murder.
26. I am very glad (with / at) the news.
27. We are very happy at Chennai (of/ in) India.
28. The jar was full (with / of) oil.
29. They spend a lot of money (for / on) it.
30. Reeta was sitting (on / at) a desk.
31. The teacher is pleased (with / at) me.
32. Geeta is married (with / to) Shyam.

E. Choose the correct prepositions:
33. The fish swam (in / into) the water.
34. (On / At) Christmas day I got many gifts.
35. There is a road (besides / beside) the river.
36. I live (at / in) a small village.
37. He has been ill (from / since) Friday.
38. They spoke (for / about) the weather.
39. We draw lines (with / by) a ruler.
40. We send letters (with / by) post.

**Prepositions - Scoring key**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Answer</th>
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<th>Item No.</th>
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<td>For</td>
<td>26</td>
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<td>since</td>
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<td>against</td>
<td>16</td>
<td>Of</td>
<td>27</td>
<td>in</td>
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<td>of</td>
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<td>with</td>
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<td>on / upon</td>
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<td>About</td>
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<td>By</td>
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</tbody>
</table>
Standard : XI  Subject : English

Time: : 40 minutes  Area : Language Usage
Date : Unit : Articles : Indefinite

Teaching Strategy : Task Based Approach

Objectives:

a) Students learn to speak and write correct English using indefinite articles.
b) Students learn to use the indefinite articles appropriate to the context.

Instructional Aids : Flash cards, Black board, Newspaper clippings, Grammar games.

Stage i) : Motivation:
The teacher asks a few questions, eliciting answers that require the use of articles in their responses. The questions may be casual, may require the student to describe his personal experience, opinion, etc. For eg., the teacher asks:

"Ram, how many brothers and sisters do you have?"
Ram might reply, “I have a brother and a sister”
The teacher may say, “Sudha, please get me a piece of chalk from the staff-room”.
“Venu, clean the blackboard”;
“Suresh, go to the second room on the first floor and find out whether the room is vacant”.
“Does any one in this class have an umbrella with you?”
“Yes. Ram has one with him”. (or)
Ram : I have an umbrella with me.
The teacher explains that there are two kinds of articles.  
A or an is called the Indefinite Article, because it leaves indefinite the person or thing spoken of; as ‘a doctor’; that is, any doctor.
The is called the Definite Article, because it points out some particular person or thing; as , He saw the doctor; meaning some particular doctor.

Stage ii) Presentation:
The students list out some places/situations where the indefinite article ‘a’ should be used. They come to know that the article is generally placed before a noun;
They say aloud the following:

eg. a boy, a book, a table, an orange, an egg, an umbrella, a mischievous boy, a good book, a huge table etc.

• Thus they understand that if the noun is qualified by an adjective, the article is placed just before it.
I have a son and a daughter.
A cow is grazing in the fields.

• ‘a’ is used to mean ‘one’.
eg. a European, a university; a one – man show; etc.
a one-rupee note, such a one, a one-eyed man.

• ‘a’ is used before all consonants and vowels possessing consonant sound – value.
eg. an hour, an honourable man, an elephant, an excellent book, etc.

• ‘An’ is used before a word which begins with a vowel, but not pronounced with the consonant sound.
He is an honest man.
An hour has sixty minutes.

• ‘An’ is also used before a word which begins with a silent ‘h’.

Stage iii) : Enrichment Activities

Now the teacher gives different types of tasks so as to make the students understand and apply the concepts learnt.
Activity - I

I. Insert the correct article in the following blanks:
1. Mumbai is ______ crowded city.
2. He enrolled himself at ______ university.
3. I saw ______ ostrich at the zoo.
4. Rakesh’s brother is ______ singer.
5. What he said is ______ universal truth.
6. He is ______ University professor.
7. Where there is ______ will there is ______ way.
8. He killed seven soldiers at ______ stroke.
9. I met ______ man who had only one eye.
10. I shall meet you in ______ day or two.

The teacher reads out the correct answers and the students check their work. The teacher explains why they have gone wrong and offers suggestions to avoid such mistakes.

Activity - II

1) A few telegraphic messages could be given to the students. They could be asked to expand them into complete statements. This would enable them to use the appropriate articles and prepositions.

   eg. accident - fracture - father - start immediately.
   Father has met with an accident.
   He has a fracture in his right arm. Start immediately.

2) A sentence is written word by word, each word on a single strip of paper. The class is divided into groups. Each group is given a set of words. The group has to form a complete sentence, using the words on the strips.

   eg. swimming, lake, the swan, in, a, is
   Ans.: A swan is swimming in the lake.

3) Sentences containing errors are given. Students are asked to rewrite the sentences, after rectifying the errors.

Activity - III

Identify the errors in the following sentences and rewrite them correctly:

1. I hold a M.A. Degree in History.
2. Father gave me a apple, a orange and a dozen bananas.
3. Physics is a interesting subject.
4. 60 minutes make a hour.
5. I strive for an university degree.
6. Lion is fierce animal.
7. He is a American, but his wife is an German.
8. I came late by a hour.
9. Take a umbrella with you.
10. Brutus is a honourable man.

All the answers are discussed in class. The students get their doubts clarified.

Activity – IV

Your friend wants to write a letter to his mother. Help him/ her with the appropriate use of articles.

Stage iv) Review exercises:

Having discussed the right answers in class, the teacher gives some more exercises as review exercises.

III. Put the correct article before each of these words or pairs of words:

1. bear 2. angry wolf 3. old man
4. hut 5. aeroplane 6. Member of Parliament
7. useless fellow 8. hyena 9. hillock
10. eerie feeling 11. omen 12. assistant

The use of ‘a’ indicating one, the use of ‘a’ and ‘an’ according to the consonant or vowel sound, the silent ‘h’ being preceded by ‘an’, are all once again stressed in class.
Standard : XI  Subject : English

Time:  : 40 minutes  Area : Language Usage
Date :  Unit : Articles: Definite and Indefinite.

Objectives:
a) Students learn to use the definite and indefinite articles appropriately;
b) Students comprehend the situations where the definite or indefinite article is to be used and where it is not to be used;
c) Students speak and write correct English, inserting articles at the right place.

Instructional Aids: Substitution tables drawn on a chart; black board.

Stage i : Warming up / Motivation:
The teacher briefly questions the students on the contexts in which the indefinite articles are to be used.
I gave you ______ assignment yesterday. Have you completed it?
I shall give you ______ answers. Please put ______ tick mark for ______ right answers and _____ cross mark for every wrong answer.
How many indefinite articles are there in English? What are they?
‘The’ is called the ______ article. This is _____ second period of the day. Today we shall learn _______ use of the definite article and of _____ places where we should use it.

Stage ii) Presentation:
Having discussed the answers to the previous day’s assignment, the teacher proceeds further, highlighting the places of occurrence of definite article, by giving a few more examples.
Teacher : How are articles classified?
Student : Articles are classified into definite and indefinite.
Teacher : Name the definite article (or)
How many definite articles are there in English? Name them/it.

The teacher then makes the students read the following examples. They find out on their own, the places of occurrence – eg. before the names of rivers, etc.,
a. The Philippines, The Andaman and Nicobar Islands, The Himalayas, The Atlantic Ocean,

• **The definite article is used before the names of mountains, rivers, oceans, seas, groups of islands, etc.,**

b. The sky is blue in colour.
The earth is never stationary.
The moon is so charming.

• **To identify a noun which is only one of its kind.**
c. Sheela can sing well. She is the right person to sing at the valedictory function.

• **The definite article is used for emphasis.**
d. The dog is a faithful animal. (All dogs are faithful)
The cow eats grass. (All cows eat grass)

• **The definite article is used before singular nouns used to represent a class.**
e. Sheela is the cleverest girl in the class.
June is the hottest month of the year.

• **The definite article is used before Superlatives.**
f. the poor, the rich, the old, the young, the ancient, the sick and the needy.

• **The definite article is used before an adjective or a singular noun which symbolizes a whole class or species.**
g. A boy was playing on the street. Suddenly a man approached the boy and
threatened to kill him.

- **The definite article is used to refer back to a noun that has already been mentioned.**
  
  h. the Davids; the Agarwals; the Mukherjees.

- **The definite article is used to refer to all members of a family.**
  
  He can play the flute

- **The definite article is used before musical instruments.**

- **The students learn of the places where ‘the’ is NOT used.**
  
  a. I play cricket every evening.
  Sita plays chess excellently.

- **Before the names of games.**
  
  b. John goes to church on Sundays. (It refers to John’s habit of praying).
  but

  The church near John’s house is a big one. (the particular church that is near John’s house)

  I go to market at 8 p.m. (for the primary purpose of buying vegetables, fruits, etc.)
  but

  The car skidded near the market. (The place where the car met with an accident was near the market).

  He was rushed to hospital. (for the primary purpose of being treated there).
  but

  I went to the hospital to see my ailing friend. (My friend is a patient there-I do not go to hospital for getting treated, but I visit my friend who is an in-patient there).

- **The students learn that ‘the’ is not used before ‘home’, ‘church’, ‘market’, ‘school’, ‘prison’, ‘hospital’, ‘work’, ‘bed’, etc. when they are used in their Primary meaning (i.e., for the primary purpose).**

  c. Australia, Africa, India, Rahim, Sam, Krishna, etc.,

- **‘the’ is not used before Proper Nouns.**

**Stage iii) Enrichment Activities:**

The teacher gives the students different types of activities so as to make them thorough with the concepts they have learnt.

**Activity I :**

Choose ‘a’, ‘an’ or ‘the’ appropriate to the context:

1. I went to _ library to talk to _ librarian and get _ enrolment form for myself, so that I could become _ member of library.
2. ___ bus I travelled in this morning broke down midway. Great inconvenience was caused to all ___ passengers. I got off ___ bus and had to walk ___ long way to reach my destination.
3. Early in _ morning my father goes out for ___ walk.
4. ___ cow is ___ domestic animal.
5. Hearing ___ noise I rushed to ___ door and opened it.

**Activity II. Insert ‘a’, ‘an’ or ‘the’ if necessary:**

1. There was ______ knock on ____ door. I opened it and found ____ small dark man in ____ blue overcoat and ____ woollen cap.
2. He said he was ____ employee of ____ gas company and had come to read ____ meter.
3. But I had ____ suspicion that he wasn’t speaking ____ truth because ____ meter readers usually wear ____ peaked caps.
4. However, I took him to ____ meter, which was in ____ dark corner under ____ stairs (meters are usually in ____ dark corners under ____ stairs).
5. I asked if he had ____ torch; he said he disliked torches and always read ____ meters by ____ light of ____ match.
6. I remarked that if there was ____ leak in ____ gas pipe there might be ____ explosion while he was reading ____ meter.
7. He said, ‘As ____ matter of ____ fact, there was ____ explosion in ____ last house I visited; and Mr. Smith, ____ owner of ____ house, was burnt in ____ face.
8. Mr. Smith was holding ____ lighted match at ____ time of ____ explosion.
9. To prevent ____ possible repetition of this accident, I lent him ____ torch.
10. He switched on _____ torch, read ____ meter and wrote ____ reading down on ______ back of ____ envelope.

**Activity III. Fill in the blanks, choosing the right article from the ones given:**

1. I saw _____ strange creature running fast. (a/an/the)
2. Would you spend ________ hour with me? (a/an)
3. Please give me ________ (a/an) application form.
4. I need change. I shall give you ______ (a/an) hundred rupee note.
5. I have ________ (a/an/the) car and ________ (a/an/the) two wheeler.
6. ________ (a/the/an) first speaker was greeted with much cheer.
7. ________ (a/the/an) boy standing near _______ (a, the, an) car is my cousin.
8. Yesterday, I met__________ (a, an, the) old friend of mine.

**Activity IV :**

A passage with inappropriate articles is given to the students. They are asked to correct the errors, if any, by supplying appropriate articles, eliminating articles where unnecessary. They are asked to rewrite the passage.

1. An man was walking down an road. The cyclist came at top speed from an other end and rammed into him. A man fell down and screamed. Some passers-by rushed to a spot, caught hold of a cyclist and tended to an injured man. They took him to a hospital and informed his family of an accident.

2. Frame suitable sentences with the words given in the table below, using suitable articles at the appropriate places:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>a/an/the</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My brother</td>
<td>is</td>
<td>a doctor in London.</td>
<td></td>
</tr>
<tr>
<td>2. Shyam</td>
<td>is</td>
<td>an class leader now.</td>
<td></td>
</tr>
<tr>
<td>3. He</td>
<td></td>
<td>the tallest boy in the class.</td>
<td></td>
</tr>
<tr>
<td>4. She</td>
<td></td>
<td>the culprit we are searching for.</td>
<td></td>
</tr>
<tr>
<td>5. This fellow</td>
<td></td>
<td>the easy – going person.</td>
<td></td>
</tr>
</tbody>
</table>

The teacher writes the correct answers on the board, finds out how many students have gone wrong and teaches the students the right use of articles.

**Activity V :**

In each of the following pairs of sentences, pick out the right one:

1. a. He is the doctor who my brother met.  
   b. He is a doctor who my brother met.
2. a. They go to school everyday.  
   b. They go to the school everyday.
3. a. He is a famous engineer in the city.  
   b. He is the famous engineer in the city.
4. a. Rubi is the most intelligent girl in the class.  
   b. Rubi is a most intelligent girl in the class.
5. a. The boy standing near the gate, is my brother.  
   b. A boy standing near the gate, is my brother.

**Stage iv) Review exercises:**

Having pointed out the places where articles are required and where they are to be omitted, some more exercises are given to the students for practice, as review exercises.

1. Match the articles with the words / groups of words:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>A oil – slick, inhabited house, pathetic condition,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An Kalinga empire, apron, most tiring job, blind,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assassination, orientation programme, great escape.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Correct the following sentences:

1. An unicorn is the creature with one horn.
2. The milk is an healthy drink.
3. I am in class XI. I go to the school regularly.
4. He obtained a M.A. Degree from the reputed university.
5. Wind gushed into a room through a open window.
6. This shop sells rice of a best quality.
7. Isaac Newton was born in a year 1642.
8. What manner of a behaviour is this?
9. We celebrated the Holi happily.
10. I am proud of being an Indian.

II. Insert 'the' if necessary:
1. ____ youngest boy has just started going to ____ school; ____ eldest boy is ____
college.
2. She lives on ____ top floor of an old house. When ____ wind blows, all ____
windows rattle.
3. ____ darkness doesn't worry ____ cats; ____ cats can see in ____ dark.

4. My little boys say that they want to be ____ spacemen, but most of them will probably end up in ____ less dramatic jobs.
5. Do you know ____ time?
   Yes. ____ clock in ____ hall has just struck nine.-
   Then it is not ____ time to go yet.
6. He was sent to ____ prison for ____ six months for ____ shoplifting. When ____ six
   months are over he'll be released ____ difficulty then will be to find ____ work. If you go to ____ prison to visit him; give this packet to him.
7. I went to ____ school to talk to ____ headmistress. I persuaded her to let Annie give up ____ gymnastics and take ____ ballet lessons instead.
8. ____ ballet isn't of much use for ____ girls; it is much better to be able to play ____
piano.
9. I am on ____ night duty. When you go to ____ bed, I go to ____ work.
10. Peter is at ____ office but you could get him on ____ phone. There's a telephone box just round ____ corner.

The teacher stresses the use of definite articles as occurring before the names of mountains, oceans, rivers, etc., to identify a noun which is only one of its kind; for emphasis; before superlatives; to specify a class/species; to refer to an already mentioned noun; to refer to all the members of the family; etc., The teacher also drives home the point that 'the' is not used before proper nouns.
LESSON PLAN - 7

Standard : XI  Subject : English
Time:  : 40 minutes  Area : Language Usage
Date :  Unit : Articles: Definite and Indefinite

Teaching Strategy : Task Based Approach

Objectives:
a. Students understand the areas where articles are to be used and where they are to be omitted;
b. Students write and speak correct English, using articles appropriately.

Instructional Aids : Pictures, Blackboard, Grammar games.

Stage i) Motivation:
The students are asked a few questions, so as to test whether they have comprehended the use of and manner of employing articles appropriately.
The teacher shows a few flash cards containing sentences, and questions the students as to whether the use of articles in those sentences is right or wrong.
1. Gopal is a teacher at the University. – Right?
2. The French is an easy language.
   (Wrong use of article – article not needed)
3. We store the oil in the cans.
   (Articles not needed in both places)
4. Now it is time for a test.
5. Submit the notebooks after completing the test.

Article ‘the’ is not used when the word refers to ‘language’. But it is used when it refers to people, eg. The French were defeated by the English in the Carnatic Wars.

Stage ii) Presentation:
The teacher gives a few more theoretical aspects and gives rules on the use of articles. The teacher also points to the exceptional contexts, which are not governed by the rules.
The students are given a few sentences and they learn these aspects from the examples given.
• Delhi is the capital of India.
  The plate is made of glass.
  He was filled with happiness on winning the match.

a. The indefinite article ‘a’ or ‘an’ is not used
   before material, proper and abstract nouns, used in a general sense.
   • He had dinner at the Taj.
   • He hosted a grand dinner at the Taj.

b. before names of meals except when preceded by an adjective:
   Exceptions:
   • I require a glass of water.
     The painting is a beauty.
     (It is one of beauty, it is a beautiful painting)

c. If the nouns are countable, then we use an article.
   • Man is mortal.
     Woman is patient.

d. The article is omitted before a noun used in its widest sense.
   • on foot – We went to temple on foot.
     in jail – He remained in jail for five years.
     by night – He hates travelling by night.

e. We do not use an article before certain phrases consisting of a preposition followed by its object.
   • We gain knowledge from books.
     This room has lots of furniture.
     I need some advice in this matter.
He gave me a piece of advice.

**f. An indefinite article is not employed before uncountable nouns.**

*Example:*
- Singular and uncountable nouns such as information, news, furniture, baggage, advice, knowledge, etc. are preceded by 'some, any, a little, a lot of, a piece of', etc.

  - What kind of bird is this?
  
**g. We omit articles before the noun following ‘kind of’.**

  - Let me, boy!
  
**h. Articles are omitted before a common noun in the vocative case.**

  - A Mr. Sharma called on you this afternoon.

**i. Indefinite articles are used before a proper noun, to indicate that the person is a stranger to the speaker.**

  - Daniel come to judgement!
  - He is the second Gandhi.
  - Cuba is called the sugar-bowl of the earth.
  - Tamil is the language of the Tamilians.

  - I went to work by the 9 O’clock train.

**j. The definite article ('the') or indefinite articles are used before proper, abstract and material nouns, when they are used in a particular sense.**

  - A few students have answered well. (a small number).
  - She was a little upset over the results. (slightly)

**k. Indefinite articles are used with ‘few’ and ‘little’.

  - Few students have gone wrong in their answers. (Hardly any)
  - Your words offer little consolation. (cannot be accepted; hardly any consolation)

**l. When ‘few’ and ‘little’ are used without the indefinite article ‘a’, they have a negative connotation.**

  - The Correspondent and Principal wishes to meet you.
  - The Correspondent and the Principal are satisfied with your performance.

**m. When two or more adjectives qualify the same noun, the article is used before the first adjective only. But, when they qualify different nouns, expressed or understood, the article is used before each adjective.**

- Activity I: Complete the following sentences by filling in the blanks with the appropriate article.
  1. Gandhiji always spoke ____ truth.
  2. ____ known devil is better than ____ unknown angel.
  3. Let us think of ____ solution to this problem.
  4. ____ sonnet is ____ poem of fourteen lines.
  5. ____ roads were damaged due to floods.
  6. ____ bird in ____ hand is worth two in ____ bush.
  7. You are ____ liar.

**Activity II:** The children are given a story, with blanks in certain places. They are asked to fill in the blanks with ‘a’, ‘an’ or ‘the’ where necessary.

- Knowledge has no frontiers. It is growing at ____ breathtaking pace. We have to keep ourselves abreast of ____ latest developments in different fields of ____ knowledge such as ____ science, technology, medicine, etc. We can do so by reading ____ books, magazines and journals. Since we cannot remember everything we read, we have to make ____ notes and summaries and refer to them when ____ need arises. ____ precis is ____ condensed, well- knit summary of ____ fairly long passage.
The teacher goes round checking the work of the students, explaining why they have gone wrong and pointing out the right use of articles in the appropriate places.

**Activity III:**

The students are given practice exercises.

1. Pictures are distributed to the students. They are asked to describe the picture. Each group consisting of 5-6 students discusses a picture and writes out the details, underlining the articles in the answer. Then the group is asked to read out the answers. The teacher points out the errors, if any, and helps the children rectify them. Pictures could depict a story, or may be enable description, or highlight an important event etc.

2. Students are divided into two groups. Group A gives out a word, say, ‘ornament’. Group B immediately supplies the appropriate article ‘an’. The choice is between ‘a’ and ‘an’. The moment group A utters a word, Group B should instantly supply the right article (indefinite, in this case). Then Group B quickly supplies a word and group A answers. Points could be awarded for the right article and deducted for the wrong one.

**Activity IV:**

I. Insert the correct articles in the following sentences:

1. Get me kilo of sugar from nearest shop.
2. Meeting lost friend is pleasure.
3. He slept at theatre while watching movie.
4. Did you invite him to party?
5. I go to gym every evening.
6. Walking is healthy exercise.
7. He lost arm in battle.
8. U.S.A is powerful nation.
9. Delhi is on banks of Yamuna.
10. Clothes I purchased yesterday are expensive.
11. He requested day’s leave.

The students get their work corrected by the teacher. The teacher points out their mistakes, if any, explains why their answer is considered wrong and gives them the correct answer.

**Stage IV) Review exercises**:

1. Where would you go to, if you wanted to open an account?
   Ans: _______ ________
2. How many hours make _______ day?
   Ans: ______ hours _______ _______ _______.
3. If your sister cries of tooth ache, who would you visit?
   Ans: ______ _______
4. If you hold a B.E. degree, what would you call yourself?
   Ans: ______ _______
5. Who is Dr. Abdul Kalam?
   Ans: Dr. Abdul Kalam is ______ ______ of ________.
6. Who is ______ artist?
   Ans:One who draws or paints pictures is ______ artist.
7. Is it_______ working day tomorrow?
   Ans: No, tomorrow is _______ holiday.
8. Can you name ______ Seven Wonders of _______ world?
   Ans: No, I don’t know _______ answer to this question.
9. Who built_______ Taj Mahal?
   Ans: Shah Jahan, _______ emperor, built_______Taj Mahal.
10. What are you looking at?
    Ans: I am looking at _______ tri-colour flag, flying high.
II. Insert ‘a’ or ‘an’ if necessary:
1. My neighbour is ____ photographer; let’s ask him for ____ advice about colour films.
2. We had ___ fish and ___ chips for ___ lunch.
   That doesn’t sound ____ very interesting lunch.
3. I had ____ very bad night; I didn’t sleep ____ wink.
4. He is ____ vegetarian; you won’t get ____ meat at his house. He’ll give you ____ nut cutlet.
   Last time I had ____ nut cutlet I had ____ indigestion.
5. ______ travel agent would give you ______ information about ____ hotels.
6. We’d better go by ____ taxi – if we can get ____ taxi at such ____ hour as 2 a.m.
7. _____ person who suffers from ____ claustraphobia has ____ dread of being confined in ____ small space, and would always prefer ____ stairs to ____ lift.
8. Do you take _____ sugar in ___ coffee?
   I used to, but now I’m on ____ diet. I’m trying to lose ____ weight.
9. ____ man suffering from ____ shock should not be given anything to drink.
10. You’ll get ____ shock if you touch ____ live wire with that screwdriver. Why don’t you get ____ screwdriver with _____ insulated handle?

The teacher once again points out that the indefinite article ‘a’ or ‘an’ is not used before material, proper and abstract nouns, used in a general sense; before names of meals except when preceded by an adjective. Articles are omitted before a noun used in its widest sense; before certain phrases consisting of a preposition followed by its object; before the noun following ‘kind of’ etc.,

The teacher announces a test on Articles the next day.

PRE / POST TEST
ARTICLES

Name  :      Time :
School  :      Date :

A. In the following sentences, Insert ‘a’ ‘an’ or ‘the’ where needed.
1. She gave ________ correct change to me, but I dropped three coins.
2. The conductor found ________ wallet in the bus.
3. His first job paid him less than $2 ________ hour.
4. Ellen decided to do ________ best she could.
5. Ballpoint pens have revolutionized ________ field of writing.
6. No one knows ________ troubles I have taken.
7. The photograph was adjusted ________ little.
8. To me it was but ________ worthless bauble.

B. Choose between ‘a’ and ‘an’

9. ________ mad dog chased him fiercely.
10. He used ________ hammer to nail the board.
11. ________ one-hour lecture is more than I can take.
12. It was ________ useful piece of advice.
13. She is ________ M.A. in English.
14. Ramu is ________ honest man.
15. I met ________ very ambitious person.
16. She spoke for ________ hour.

C. In each of the following sentences a wrong article is used. Replace it with the correct one and write it in the bracket.

17  Nowhere in the world can one find an good bottle of beer. (              )
18. The doctor cured her of a tuberculosis. (           )
19. Many investors are frightened by a prospect of continued inflation. (            )
20. One of my dreams is to have an sea worthy boat. (              )
21. I have a ability to operate this boat. (             )
22. I bought a umbrella yesterday. (             )
23. My daughter is a apple of my eye. (                    )
24. Writing letters to a editor is not that easy job for all of us. (                 )

D. Omit articles where not necessary and rewrite the sentences correctly:
25. I have a black and a white dog named Peter
26. We make the bread from the flour.
27. The man he met is a friend of a mine.
28. The man is an immortal.
29. The Gold is very precious.
30. The truth always prevails.
31. What kind of a fruit is this?
32. The wisdom is divine.

E. Rewrite the following sentences using articles wherever necessary:
33. He is Gandhi of today.
34. Lady who met you is a friend of mine.
35. Older he grew, wiser he became.
36. We must help poor and needy.
37. It was ugly incident.
38. Both sisters look alike.
39. Lotus is national flower of India.
40. I sent article for magazine.

Articles - Scoring Key

<table>
<thead>
<tr>
<th></th>
<th>the</th>
<th>7</th>
<th>a</th>
<th>13</th>
<th>an</th>
<th>19</th>
<th>the</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>a</td>
<td>8</td>
<td>a</td>
<td>14</td>
<td>an</td>
<td>20</td>
<td>a</td>
</tr>
<tr>
<td>3</td>
<td>an</td>
<td>9</td>
<td>A</td>
<td>15</td>
<td>a</td>
<td>21</td>
<td>an</td>
</tr>
<tr>
<td>4</td>
<td>the</td>
<td>10</td>
<td>a</td>
<td>16</td>
<td>an</td>
<td>22</td>
<td>an</td>
</tr>
<tr>
<td>5</td>
<td>the</td>
<td>11</td>
<td>A</td>
<td>17</td>
<td>a</td>
<td>23</td>
<td>the</td>
</tr>
<tr>
<td>6</td>
<td>the</td>
<td>12</td>
<td>a</td>
<td>18</td>
<td>the</td>
<td>24</td>
<td>the</td>
</tr>
</tbody>
</table>

25. I have a black and white dog named Peter.
26. We make bread from flour.
27. The man he met is a friend of mine.
28. Man is immortal.
29. Gold is precious.
30. Truth always prevails.
31. What kind of fruit is this?
32. Wisdom is divine.
33. He is the Gandhi of today.
34. The lady who met you is a friend of mine.
35. The older he grew, the wiser he became.
36. We must help the poor and needy.
37. It was an ugly incident.
38. Both the sisters look alike.
39. Lotus is the national flower of India.
40. I sent an article for magazine.
<table>
<thead>
<tr>
<th>Standard</th>
<th>XI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Time:</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Area:</td>
<td>Language Usage</td>
</tr>
<tr>
<td>Unit:</td>
<td>Voice of the verb: Transitive/Intransitive verb</td>
</tr>
</tbody>
</table>

**Objectives:**

a) Students understand the difference between transitive and intransitive verbs before learning active and passive forms of the verb;
b) Students use them appropriately in their speech and writing.

**Instructional Aids:** Charts with substitution tables, blackboard.

**Stage i) Motivation:**

The teacher performs some actions in class. The teacher writes some sentences on the blackboard, asks a question, reads a paragraph, calls a student, etc. The teacher points out that all these actions have been performed by her/him.

The teacher walks a few paces within the classroom and asks the students to observe the teacher’s action and note it down.

The teacher makes a student read and asks the others to follow the student closely. Then the teacher states that while the action was being done by one person, the others were observing the action; i.e. the subject (here of course, the student) did/performed the action. Something was being done by the subject.

The teacher drops a chalk and asks the students, “Did the chalk perform any action by itself?”

“Was something done to the chalk?”
“Did I read out a passage to you?”
“Was the passage read out to you?”
“Were you listening to me?”

The teacher thus raises several questions.

**Stage ii) Presentation:**

The teacher points out the difference between ‘transitive’ and ‘intransitive’ verbs.

“I walked about the room some time ago.”
Here the verb ‘walked’ does not take an object.
“I read out a poem”.
“I wrote some sentences on the board”.
What did I read out? (a poem)
What did I write on the board? (some sentences)

Apply the question ‘what/whom’ to the verb. The answer obtained is the object. If there is an answer when the question ‘what/whom’ is put to the verb, the verb is transitive, as it takes an object.

I met Mohan at the market.
I met whom? → (Mohan.)
Mother cooked deliciously.
I walked about the room.
Mother cooked what? → (No answer.)
I walked what? → (No answer.)

The verbs ‘cooked’ and ‘walked’ are intransitive.

Mother cooked food.

Here ‘cooked’ is a transitive verb, as it takes the object ‘food’. Many such examples of transitive and intransitive verbs are given to the students.

**Stage iii) Enrichment Activities:**

Students are given practice in identifying the different types of verbs in various sentences.
Activity I:
Pick out the verbs in the following sentences. Say whether they are transitive or intransitive. If they are transitive, identify the object.
1. Fish live in water.
2. I completed my work on time.
3. Gopi can sing well.
4. We write neatly.
5. His uncle writes poems.
6. Mohan grew angry.
7. Close the door.
8. The child dropped the doll.
9. The horse runs fast.
10. The lion killed its prey.

Activity II:
Dividing the class into two groups, the teacher calls out a verb. One group uses it as a transitive verb and the other tries to give its intransitive form. It may not be possible to give both forms for all verbs. The teacher points out this fact and explains it to the students.

For eg:
Swatanter prepares delicious dishes. Transitive.
I did not prepare well (for the exams). Intransitive

Walk : intransitive.
Ram walks fast.

Form sentences using the following verbs in their transitive and intransitive forms. When it’s not possible to use it in the transitive form, give an explanation/ state the reason.
fly, run, shout, feel, ruin

Activity III:
Frame sentences from the table given below. State whether the verbs in the sentences are transitive or intransitive.

<table>
<thead>
<tr>
<th>He</th>
<th>stood</th>
<th>first in class. on the burning deck.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cat</td>
<td>killed</td>
<td>the mouse.</td>
</tr>
<tr>
<td>The thief</td>
<td></td>
<td>the snake.</td>
</tr>
<tr>
<td>He</td>
<td>carries</td>
<td>a pile of wood logs down the slope.</td>
</tr>
<tr>
<td>The elephant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The students write the answers and show it to the teacher. The teacher corrects their work, points out the mistakes, if any and explains why they are wrong giving them the correct answers. The teacher then consolidates the points taught in class.

<table>
<thead>
<tr>
<th>VERBS</th>
<th>Meaning : Indicate / Denote action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transitive</td>
</tr>
<tr>
<td></td>
<td>Kinds</td>
</tr>
<tr>
<td></td>
<td>Purpose</td>
</tr>
<tr>
<td></td>
<td>Intransitive</td>
</tr>
<tr>
<td></td>
<td>Manner / Place etc.</td>
</tr>
<tr>
<td>Mother</td>
<td>cooks</td>
</tr>
<tr>
<td></td>
<td>Mother cooks well</td>
</tr>
<tr>
<td>Children</td>
<td>play</td>
</tr>
<tr>
<td></td>
<td>Children play in the park.</td>
</tr>
<tr>
<td>Boys</td>
<td>fly</td>
</tr>
<tr>
<td></td>
<td>Birds fly gracefully</td>
</tr>
</tbody>
</table>

Stage IV : Review exercises:
Some more tasks are given as review exercises.
Say whether the verbs underlined in the following pairs of sentences are transitive or intransitive:

1. a) My brother paints dolls.
   b) My brother paints well.
2. a) He hunts rabbits.
   b) He hunts bravely.
3. a) We grow rice in our fields.
   b) The crops grow rapidly.
4. a) The car knocked the boy down.
   b) He knocked loudly.
5. a) The boys flew kites the whole evening.
   b) The birds flew high into the sky.
6. a) The wind blew gently.
   b) The conductor blew the whistle.
7. a) The boy kicked the ball.
   b) The horse kicked repeatedly.
8. a) She spoke honestly.
   b) He spoke to his the truth.
9. a) A large crowd gathered on the street.
   b) He gathered his things and left.
10. a) A new broom sweeps well.
    b) She sweeps the room daily.
Standard : XI  
Subject : English

Time:  : 40 minutes 
Area : Language Usage
Unit : Voice of the verb: Present Tense

Teaching Strategy : Task Based Approach

Objectives:
a) Students use the right forms of verbs in their speech. They also learn how to use the passive form of the verb in their present and present progressive forms, in the active voice.
b) Students speak and write English correctly.

Instructional Aids : Substitution tables, blackboard.

Stage i) Motivation:
The teacher briefly recalls the transitive and intransitive verbs that they had learnt the previous day, while indicating the active and passive voice.
The teacher asks the students a few questions and they supply the answers.
What are you doing now?
➢ We are listening to our teacher.
What is the teacher doing?
➢ She is teaching us a new lesson.
Does the teacher give you homework regularly?
➢ We are given homework regularly.
Do you take down sentences in class?
➢ We take down sentences in class.
Do you try them at home?
➢ We revise our lessons at home.

The teacher then points out that i.) The teacher is being listened to; ii) a new lesson is being learnt/taught; iii) new exercises are being tried out; iv) new sentences are being framed; v) more examples are being worked out.

Stage II) Presentation:
The teacher thus indicates that there are two ways of expressing the activity they are doing just then; i.e., in the active and passive forms.
The following points are highlighted by means of examples.
a. My father reads the newspaper every morning.
   - My father – subject
   - Reads – verb
   - Reads what? – the newspaper (object)
   • When the subject does the action, the sentence is of the active voice – verbs are in the active form.
b. The newspaper is read by father, every morning.
   - The newspaper is (being) done to the newspaper. When the subject does not perform any action, i.e., when it remains passive, the sentence is of the passive form.
   (Therefore this sentence is of the passive voice.)
Points to be observed:

i) In the passive form, the verb is of the form – ‘be’ + past participle.

ii) In the passive form the object of the verb in the active voice becomes the subject (of the verb) in the passive voice; and the subject (of the verb) in the active voice becomes the object of the verb in the passive voice. ‘by’ stands for the agent.

Note: A sentence, with the agent denoted in the passive form is termed to be of the ‘passive voice with the ‘by’ phrase’.

Water is heated for five minutes.

S V
(by us – the agent is understood)

In such cases, when the ‘agent’ is implied, or does not need to be mentioned, we do not include the ‘by’ phrase.

Such a passive structure where the ‘by phrase’ is not mentioned, is termed as the ‘Impersonal passive’.

Who broke this vase? (past tense)

By whom was this vase broken? (past tense)

(or)

Who was this vase broken by? (past tense)

iii) The tense of the verb in the Active voice remains unchanged, when it is transformed into the passive.

iv) If the sentence belonging to the active voice is of the interrogative form, while transforming it into the passive, the interrogative form should be retained.

The teacher then gives the structure of the verb in the passive form, for the Present and Present Continuous Tenses.

I. Present Tense: (Passive form of the verb: is/are + past participle of the verb)

1. Hari writes poems. (A.V)
   Poems are written by Hari. (P.V)
2. Preethi sings the prayer song. (A.V)
   The prayer song is sung by Preethi. (P.V)
3. Do you attend classes during week-ends?
   Are classes attended (by you) during week-ends?

II. Present Continuous Tense: (Passive form of the verb: is /are + being+ p.p. of the verb)

1. We are writing a test now. (A.V)
   A test is being written (by us) now. (P.V)
2. The teacher is dictating the questions. (A.V)
   The questions are being dictated by the teacher. (P.V)
3. Are they announcing the results now? (A.V)
   Are the results being announced now? (P.V)

Stage iii) Enrichment Activities:

The teacher gives the students some exercises to enable them learn the correct structure of Active and Passive Voice.

Activity I:
Frame meaningful sentences from the substitution table:

<table>
<thead>
<tr>
<th>The plants</th>
<th>are being watered by the gardener now.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leaves</td>
<td>is trimming the leaves.</td>
</tr>
<tr>
<td>The gardener</td>
<td>trimmed by Lokesh.</td>
</tr>
<tr>
<td>Naveen</td>
<td>is watering his nails.</td>
</tr>
</tbody>
</table>

The students make meaningful sentences from the table and show it to the teacher. The teacher checks their work, points out their mistakes if any, and clarifies their doubts.

Activity II:
Given below is a recipe. Narrate the same using the passive forms of the verbs.
Take some mangoes. Wash them and peel the skin. Cut them into small pieces. Put them in a mixer. Add sugar and milk. Crush and blend the pieces. Pour it in glasses. Garnish it with a scoop of ice-cream. Serve it chilled.

Stage IV: Review exercises:
The teacher then gives the students a review exercise:
Choose the correct option and complete the sentences:
1. I ______ (drink / am drinking) a glass of milk every morning.
2. The room ______ (cleaned, is cleaned, is being cleaned) by the servant now.
3. Praveen ______ (is being written, writes, are being written) stories for his school magazine.
4. The teacher ______ (is distributing, is being distributed, are distributing) answer sheets to the students.
5. A meeting______(convened, is being convened, is convened) tomorrow by the Staff Council.
6. My mother______(serves, is serving, is being served) food to the guests, now.
7. An elocution contest______(is being organised, was being organised, organised) next week.
8. The shop____ (is being offered, was being offered, is offering) a discount to its customers.
9. It _______ (is said, said, is saying) that it is going to be terrible this summer.
10. They ________ (are teaching, teach, are taught) English by me.

The teacher repeats the main points namely:
i) only transitive verbs take objects,
ii) the verb in the passive structure is of the form ‘be’ + past participle of the verb;

<table>
<thead>
<tr>
<th>Active voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Subject does the work</td>
<td>Something is being done to the subject</td>
</tr>
<tr>
<td>b) Subject changes to object</td>
<td>Object becomes the subject</td>
</tr>
</tbody>
</table>

iii) the tense does not change while transforming a sentence from one voice into the other.

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>speaks</td>
<td>is / are spoken</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>is speaking</td>
<td>is / are being spoken</td>
</tr>
</tbody>
</table>
LESSON PLAN - 10

Standard : XI  Subject : English

Time:  : 40 minutes  Area : Language Usage
Date :  Unit : Voice of the verb: Past Tense and Perfect Tense.

Teaching Strategy : Task Based Approach

Objectives:

a) Students comprehend the rules involved in transforming sentences in the present perfect, past perfect and future perfect from Active to Passive and vice versa;
b) Students speak and write correct English.

Instructional Aids: Pictures, charts, blackboard.

Stage i) : Motivation:
The teacher questions the students, using verbal situations, on the passive structure of the tenses they had learnt in their previous class. Then the teacher asks the students if they have completed their homework. The teacher makes sure that the homework has been completed by them.

Stage ii) Presentation:

III. Present Perfect Tense: (Passive structure: has/ have + been + past participle form of the verb)
1. I have already spoken to the Principal. (A.V)
   The Principal has already been spoken to. (P.V)
2. He has spoilt my plan. (A.V)
   My plan has been spoilt. (P.V)
3. Have you washed the vessels? (A.V)
   Have the vessels been washed? (P.V)

a. Past Tense : (Passive structure: was/were + P.P. of the verb)
1. We solved the problem easily. (A.V)
   The problem was solved easily. (P.V)
2. The boys arranged the chairs neatly. (A.V)
   The chairs were arranged neatly by the boys. (P.V)
3. Did you answer all the questions? (A.V)
   Were all the questions answered? (by you) (P.V)

V. Past Perfect Tense: (Passive structure: had + been+ P.P. of the verb)
1. We had warned him well in advance. (A.V)
   He had been warned well in advance. (P.V)
2. The doctor had administered right doses of injection. (A.V)
   Right doses of injection had been administered by the doctor. (P.V)
3. Had you tackled such a situation before? (A.V)
   Had such a situation been tackled before? (P.V)

Stage iii) Enrichment Activities:
The teacher gives the students some exercises to enable them learn the correct structure of Active and Passive Voice.

Activity I:
Match the parts of sentences under Group A with their corresponding parts under group B.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This matter had</td>
<td>noticed an error in his answer.</td>
</tr>
<tr>
<td>2. They had</td>
<td>was let off with a warning.</td>
</tr>
<tr>
<td>3. We have</td>
<td>not been supplied adequate sheets.</td>
</tr>
<tr>
<td>4. The prisoner</td>
<td>been already discussed by the Board.</td>
</tr>
<tr>
<td>5. He</td>
<td>was locked up in a solitary cell.</td>
</tr>
<tr>
<td>6. The bridge</td>
<td>engaged me all the time.</td>
</tr>
</tbody>
</table>
1. Your behaviour has spoken to the Prime Minister.
2. The candidate has been constructed recently.
3. The President was eager to be called.
4. The work surprises me.

Activity II:

Fill in the blanks with the appropriate forms of the verbs given in brackets:

1. The star _______ (give) a warm welcome by his fans.
2. They had _______ (misunderstand) his words and hence had _____ (speak) rudely to him.
3. A new student has just _______ (admit) to the course.
4. We had _______ (furnish) the right answer but had ______ (deny) marks, by the teacher.
5. The police have not yet _______ (catch) the thief; a reward has ______ (announce) by the government, to anyone who gives credible information.
6. The valedictory address _______ (prepare) in advance, and the principal will deliver it tomorrow.
7. The leaking tap _______ (repair).

Activity III

I. Correct the errors in the following sentences:

1. The boy was punished his mother.
2. The programme was telecasted on TV, last night.
3. He paints his house last month.
4. He had not read his lessons, so the teacher give him an imposition.
5. I has advised complete rest by the doctor.
6. The work was did last evening.
7. No marks will be give for this answer.
8. Are you been invited to the party?
9. We have acquire much knowledge from this work.
10. He was criticise by his enemies.

It is observed that the students learn through different activities. They find these activities interesting because they are being involved. Wherever they have doubts they clarify from the teacher. The teacher goes through their answers and corrects them where they go wrong.

Today’s lesson is consolidated in this table.

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Perfect</td>
<td>has / have / eaten</td>
<td>has / have / been / eaten</td>
</tr>
<tr>
<td>Past Tense</td>
<td>ate</td>
<td>was / were / eaten</td>
</tr>
<tr>
<td>Past Perfect tense</td>
<td>had eaten</td>
<td>had been eaten</td>
</tr>
</tbody>
</table>

Stage IV : Review exercises :
The teacher then gives the students some sentences for practice.

Rewrite as directed:

1. He has placed an order for two lakhs. (into the Passive Voice)
2. Have you betrayed your friend? (into the Passive Voice)
3. The right answer had not been furnished by anyone. (into the Active Voice)
4. Why have you been sacked? (into the Active Voice)
5. They were not permitted to leave. (into the Active Voice)
6. He has won many prizes in the sports events. (into the Passive Voice)
7. Had a meeting been organised earlier? (into the Active Voice)
8. Have you submitted an explanation? (into the Passive Voice)
9. We have not omitted any question. (into the Passive Voice)
10. Have I offended you? (into the Passive Voice)
LESSON PLAN - 11

Standard : XI
Subject : English

Time:  : 40 minutes
Area  : Language Usage
Date   : Unit   : Voice of the verb:
                 Past Tense and
                 Future Tense

Teaching Strategy : Task Based Approach

Objectives :
a) Students speak and write good English;
B) Students understand the structure of verbs in the Active and Passive voice, according to the tense forms.

Instructional Aids : Flash cards, blackboard.

Stage i) Motivation:
The teacher asks the students about their activities of the previous evening.
Were you doing your homework last evening or were you playing games?
While I was writing the questions on the blackboard, were you taking them down silently?
Will you finish your assignments on time?

Stage ii) Presentation:
The teacher then proceeds to discuss the passive structure of some other tense forms such as
i.) The Past Continuous; ii) Future; iii) Future Perfect Tense.

VI. Past Continuous Tense: (Passive structure: was/were + being + p.p. of the verb)

1. I was discussing the matter with my brother, when the power failed.
   The matter was being discussed with my brother, when the lights went out.

2. Sheela was reciting verses, throughout the English class.
   Verses were being recited by Sheela, throughout the English class.

3. Was she insulting you, often?
   Were you being insulted, often?

VII. Future Tense: (Passive structure: will/would/shall + be + p. p. of the verb)

1. The Manager will settle the bills.
   The bills will be settled by the Manager.

2. Will he grant you an interview?
   Will you be granted an interview?
   Or
   Will an interview be granted to you?

3. He shall certainly admit you.
   You will be certainly admitted.

VIII. Future Perfect Tense: (Passive structure: will/shall + have been + of the verb)

1. They will have closed the shops, by now.
   The shops will have been closed, by now.

2. By this time next year, I would have completed the course.
   The course would have been completed (by me) by this time next year.
3. Will they have awarded the prizes by now?
   Will the prizes have been awarded, by now?

4. Will they have started the show by 10 a.m.?
   Will the show have been started by 10 a.m?

5. I will have written thirty volumes, by next year.
   Thirty volumes will / would have been written by me, by next year.

Stage III: Enrichment Activities

Activity I:
Flash cards with parts of sentences are distributed to the students. A student reads out one part of the sentence. The corresponding answer that completes the sentence is read out by the student who has the flash card containing that part of the sentence with him. The teacher listens to the sentences and writes them on the board.

eg. Student A: The spy will be 
Student B: have been arrested.
Teacher: **Wrong answer.**
Student C: hanged to death.
Teacher: **Right answer.** (Writes the sentence on the board)

Activity II:
The teacher asks a student to give out a part of a sentence with the Past Continuous form / Future tense / Future Perfect tense of the verb. The teacher asks three students to supply appropriate situations and complete the sentence.

eg: I was doing homework
   a) when the door bell rang.
   b) when the servant arrived.
   c) while my mother was cooking.

Then the teacher asks yet another student to change the verb into its passive form. Thus three more sentences of the passive form are obtained.

My homework was being done (by me)
   d) when the doorbell rang.
   e) when the servant arrived.
   f) while my mother was cooking.

The teacher writes the correct answers on the board and the students take them down.

Stage IV) Review exercises:
The teacher gives the students some review exercises.

I. Rewrite as directed:

   1. Were you rendering the verses in a musical form? (into passive)
   2. Will the parcel have been delivered to him? (into active)
   3. You will help her. (into passive)
   4. Will their plan be approved of? (into active)
   5. Shall we stage a show? (into passive)
   6. The task will have been finished by him. (into active)
   7. Will they invite us to the party? (into passive)
   8. The soldiers are erecting temporary camps. (into passive)
   9. A fashion show will be arranged in the campus, next week. (into active)
   10. Have you filled up the application form? (into passive)

II. Try to render each activity of Shyam, after he leaves school, into the Active/Passive structure using the future perfect tense:

- Reach home - 5 p.m.
- Complete homework - 7 p.m.
- Study lessons - 9 p.m.
- Finish dinner - 9.30 p.m
- Sleep - 10 p.m
eg. Shyam would have reached home by 5 p.m. Shyam’s homework would have been completed by 7 p.m. …………………….

**The teacher summarises the grammatical aspects covered in class:**

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past continuous</td>
<td>were eating</td>
<td>were being eaten</td>
</tr>
<tr>
<td>Future</td>
<td>will settle</td>
<td>will be settled</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>will have closed</td>
<td>will have been closed</td>
</tr>
</tbody>
</table>
### LESSON PLAN - 12

<table>
<thead>
<tr>
<th>Standard</th>
<th>XI</th>
<th>Subject</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>40 minutes</td>
<td>Area</td>
<td>Language Usage</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td>Unit</td>
<td>Voice of the verb:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Imperatives/Infinitives</td>
</tr>
</tbody>
</table>

**Teaching Strategy**: Task Based Approach

**Objectives**:  
- Students employ the Active and Passive structures in speech and writing competently;  
- Students speak and write correct English.

**Instructional Aids**: Substitution tables, charts with bubble diagrams, blackboard.

**Stage i) Motivation:**  
The teacher asks the students to observe how instructions are given to students.  
"All of you take down the sentences  
Give the correct answers.  
Check your work.  
Submit your notebooks.  
Bring me a piece of chalk."

**Stage ii) Presentation:**  
The teacher tells the students that commands could be delivered using the Passive structure.  
There are two ways of transforming Commands into the Passive structure:

#### IX (a). Imperatives/Commands:  
1. **Open the door.** (You – subject is implied).  
   \[V - (\text{what}) - O\]  
   Let the door be opened (by you)  
   \[S - V - \text{implied object.} \]  
   The door is to be opened.  
   \[S - V \]  
2. **Work out all the problems.**  
   \[V - O\]  
   Let all the problems be worked out.  
   \[S - V \]  
   All the problems are to be worked out.  
   \[S - V \]  
3. **Don’t kill him.**  
   He is not to be killed  
   \[\text{(or)}\]  
   Let him not be killed.

#### b. Infinitives:  
1) **You are to lead the way.**  
   The way is to be led by you.

2) **You are to help the poor.**  
   The poor are to be helped.

**When there are two objects, namely the Direct Object (Answer to the question what) and the Indirect Object (Answer to the Question whom), there are two answers of the passive structure, one with the DO as subject and the other with the IO as subject.**
eg. She showed me some paintings.

Some paintings were shown to me by her.

Subject

Verb - (whom)IO (what) DO

The introductory ‘it’ is often used with passive constructions in formal style of writing, to emphasise objectivity.

eg. It is said that the price of gold would continue to shoot up.

The teacher gives the students some exercises to drill the concept taught in class.

Stage iii) Enrichment Activities:
The teacher drills in the students, the structure of Active and Passive Voice by means of various exercises.

Activity I:
Frame sentences from the substitution table.

<table>
<thead>
<tr>
<th>It</th>
<th>is</th>
<th>Said that Raj he platinum jewels pride</th>
<th>is guilty of murder.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Said that</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Raj is guilty of murder.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>cannot escape punishment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>would soon be worn by all women.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>goes before a fall.</td>
</tr>
</tbody>
</table>

Activity II:

Rewrite the following sentences in the other voice:

eg. It is said that he is honest.

People say that he is honest.

1. He is said to be born of a noble family.
2. It is said that the police are on the look-out for an absconding criminal.
3. This place is considered to be infested with thieves.
4. It is said that there would be heavy rains next month.
5. It is believed that the criminal will surrender soon.
6. It is said that the results would be declared next month.
7. People say that he will not survive a second attack.
8. It is said that the fire will be put out soon.
9. People say that the price of gold will keep on increasing.
10. It is said that a new medicine has been discovered for AIDS.
The teacher asks the students for the answers and discusses them in class. The mistakes are corrected and the right answers are written on the board.

Stage iv) Review exercise:
Form meaningful sentences of the passive structure from the bubble diagrams given below:

eg:

Sheela          father (give)          bi-cycle

a) Sheela was given a bi-cycle by her father.
b) A bi-cycle was given to Sheela by her father.

1. Children          Chief guest (distribute)          prizes
2. The poor          Govt. (grant)          financial aid
3. Late –comers          School (levy)          fine
4. Kumar          uncle (present)          camera
5. Workers          Company (offer)          bonus

The teacher recapitulates the important points discussed earlier:

<table>
<thead>
<tr>
<th>Type of sentence</th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commands</td>
<td>Open</td>
<td>is / are to be opened</td>
</tr>
<tr>
<td>Infinitives</td>
<td>to complete</td>
<td>to be completed</td>
</tr>
</tbody>
</table>
LESSON PLAN - 13

Standard : XI  Subject : English
Time: : 40 minutes  Area : Language Usage
Date :  Unit : Voice of the verb: Summing up/ Consolidation

Teaching Strategy : Task Based Approach

Objectives:
   a) Students speak and write English correctly;
   b) Students comprehend the use of Active and Passive structures.

Instructional Aids: Blackboard, Charts.

The teacher briefly summarises the rules involved in the transformation of sentences from the Active into the Passive structure:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple present</td>
<td>Is/am/ are + p.p. of the verb.</td>
</tr>
<tr>
<td>Simple past</td>
<td>Was / were + p.p.</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>Is / am/ are + being + p.p.</td>
</tr>
<tr>
<td>Past Continuous</td>
<td>Was/were + being + p.p.</td>
</tr>
<tr>
<td>Present perfect</td>
<td>Has/ have + been + p.p.</td>
</tr>
<tr>
<td>Past perfect</td>
<td>Had been + p.p.</td>
</tr>
<tr>
<td>Future</td>
<td>Will/ shall + be + p.p.</td>
</tr>
<tr>
<td>Future perfect</td>
<td>Will/shall + have + been + p.p.</td>
</tr>
<tr>
<td>Imperatives</td>
<td>let + be + p.p.</td>
</tr>
<tr>
<td>Infinitives</td>
<td>To + be + p.p.</td>
</tr>
</tbody>
</table>

(p.p. past participle)

Enrichment Activities

The teacher gives some tasks to give the students practice in transformation of sentences from the Active to the Passive Voice and vice versa.

Activity I :
Fill in the blanks with suitable forms of the verbs given in brackets:
My father owns a shop at the bazaar. He _____ (open) the shop at 9 a.m every morning. The shop _____ (sweep) and the shelves _____ (dust) by a boy employed for this purpose. Incense sticks _____ (lit) and prayers _____ (offer) by my father. Normally, there _____ (be) brisk business. The shop _____ (close) at 1 p.m and _____ (open) at 3 p.m, after lunch. My father _____ (attend) to business and _____ (relieve) by my brother at 5 p.m. My brother _____ (return) home at 9 p.m. after closing the shop and locking it securely.

Activity II :
Change the voice of the verbs in the following sentences:

1. Workmen are repairing the bridge now.
2. High reputation is being maintained by the institution.
3. He was being thrashed for his misbehaviour.
4. I instruct you to remain silent.
5. People say that tigers roam here freely.
6. Let the garbage be emptied into the bin.
7. They will bury him with state honours.
8. The children are flying kites.
9. He was declared guilty by the judge.
10. Why should we be insulted by you?
Activity III:
Correct the errors in the following sentences:
1. I have award the first prize in sports.
2. He was admiring for his courage.
3. You should not upset by failures.
4. The crowd being cheered him for his bravery.
5. He had break all previous records in athletics.
6. We have arrange all the papers in order.
7. The medical records have tampered with.
8. The dacoits had strike all of a sudden.
9. The damaged roads have being re-laid.
10. We are not accused you of any offence.

Active participation by the students enables them to learn the concept thoroughly. The teacher checks the work of the students, discusses the answers and clarifies their doubts.
The teacher announces a test on ‘VOICE OF THE VERB’ in the next class.

PRE / POST TEST
VOICE OF THE VERB

Name : 
School : 
Time :
Date :

III. VOICE OF THE VERB
A. Change the following sentences into Passive Voice.
1. Someone assassinated the President.
2. The Police are stopping cars at the road blocks.
3. By the end of the year, they will have reduced inflation to single figure.
4. She has written letters to me.
5. If they find you guilty, they will send you to prison.
6. We cherish both our Democracy and our Secularism.
7. He has paid fifty rupees for the lunch.
8. Plant it.

B. Change the following sentences from the Passive Voice into Active Voice
9. Ram was punished by the headmaster.
10. By whom was the letter posted?
11. Let this work be finished.
12. The plants were being watered by the gardener.
13. The building will be completed by the end of this month by the workers.
14. The answer is not known to me.
15. Will the fruit be eaten by your son?
16. I was given a book by my mother.

C. Change the following sentences into passive form, with the direct object as the subject:
17. I sent my friend a gift.
18. Our teacher teaches us grammar.
19. Do they teach you shorthand at College?
20. They refused the foreign students a work permit.
21. Has anyone sent you the details?
22. I will post him a letter tomorrow.
23. Have you sent him the required money?
24. She did not repay me the money.

D. Change the following sentences according to the verb/ tense form given in the brackets:
25. The letter ______ (write) by Ramu yesterday. (Simple Past-Passive)
26. They ______ (finish) the work. (Present Perfect-Active)
27. Water ______ (fill) in the bucket. (Simple Present-Passive)
28. Hindi is not ______ (know) to me. (Simple Present passive)
29. The guests ______ (invite) ______ by my father. (Past Perfect-Passive)
30. The convict ______ (punish) by the judge. (Simple Future-Passive)
31. The judgment ______ (announce) shortly. (Simple Future-Passive form)
32. They ______ (finish) the assignment. (Past Perfect-Active form)

E. Change the following sentences into the Passive form

33. Take a vessel full of water.
34. Boil the water at 100°C.
35. Add milk and sugar to it after that.
36. Serve it hot immediately.
37. Ring the bell now.
38. Obey the orders.
39. Finish the work.
40. Please permit me.

Voice of the verb - Scoring key

1. The president was assassinated.
2. Cars are being stopped at the road blocks by the police.
3. By the end of the year, inflation will have been reduced to single figure.
4. Letters have been written to me by her.
5. If you are found guilty, you will be sent to prison.
6. Our Democracy and Secularism are both cherished.
7. Fifty rupees have been paid for the lunch by him.
8. It is to be planted/let it be planted.
9. The headmaster punished Ram.
10. Who posted the letter?
11. Finish this work.
12. The gardener was watering the plants.
13. The workers will complete the construction of the building by the end of this month.
14. I do not know the answer.
15. Will your son eat the fruit?
17. A gift was sent to me by my friend.
18. Grammar is taught to us by our teacher.
19. Is shorthand taught to you at college?
20. A work-permit was refused to the foreign students.
21. Have the details been sent to you?
22. A letter will be posted to him tomorrow.
23. Has the required money been sent to him?
24. The money was not repaid to me by her.
25. The letter was written by Ramu yesterday.
26. They have finished the work.
27. The water is filled in the bucket.
28. Hindi is not known to me.
29. The guests had been invited by my father.
30. The convict will be punished by the judge.
31. The judgment will be announced shortly.
32. They had finished the assignment.
33. Let a vessel full of water be taken.
34. Let the water be boiled at 100°C.
35. Let milk and sugar be added to it.
36. Let it be served hot immediately.
37. The bell is to be rung now/let the bell be rung now.
38. The orders are to be obeyed/let the orders be obeyed.
39. The work is to be finished / let the work be finished.
40. Let me be permitted please.
LESSON PLAN - 14

Standard : XI
Subject : English
Time: : 40 minutes
Area : Language Usage
Date :
Unit : Transformation of sentences: Simple sentences

Teaching Strategy : Task Based Approach

Objectives :

a) Students learn the structure of a Simple sentence.
b) Students are able to identify the finite and non-finite verbs and use them appropriately in sentences.

Stage i) Motivation:
The teacher asks the students a few questions and gathers information from them.
  For eg. : What is your name?
  Where do you come from?
  Do you stay near the school?
  How many sisters have you?
  Where does your father work?

The teacher then asks the students to pick out the verbs from the answers given by the children to his/her questions.

Stage ii) Presentation:
The teacher then tells the children the definition of a Simple sentence: ‘A sentence that has only one finite verb is called a Simple sentence. The teacher indicates that participles, gerunds, infinitives (they being the non-finite forms of verbs) and phrases, can occur in a simple sentence. The teacher gives a few examples. The teacher supplies the clues to identify a Simple sentence, but warns the children to check the root verbs (the number of finite verbs) despite the clue words occurring in the sentence.
Clue words
Being, having, in spite of, on account of, in case of, in the event of, owing to, verb + ing, on + verb + ing, infinitives, due to, besides, etc. and the structure ‘too... to’.

The teacher asks the children to put the finite verbs within boxes, making a note of the non-finite verbs occurring in the sentence. The teacher gives the students examples, using the clues:

1. Being bitten by a snake, the boy [fainted] FV
2. Having spotted the thief, the policeman [blew] his whistle. FV
3. In spite of his illness, he [attended] classes. FV
4. On account of heavy rains, the schools [did not function] FV
5. In case of an emergency, [call] the ambulance. FV
6. In the event of your not paying the fee, you [will be punished] FV
7. Taking a stick, he [chased] the dog. FV
8. On finishing first, he [was given] a prize. FV
9. Besides being an orator, he is a singer.

10. The coffee is too hot to drink.

11. To err is human.

12. Due to bad weather, the match was postponed.

**The teacher draws a tree diagram, describing the kinds of non-finite verbs.**

![Tree Diagram](image)

**Stage iii) Enrichment Activities:**

**Activity I:**

**Read the following sentences. Pick out the finite verbs in these sentences:**

1. Getting down from the car, the general walked towards the stage.
2. Smoking is injurious to health.
3. Don’t start eating without washing your hands.
4. Sitting under a cherry tree, enjoying the cool breeze, he was singing unto himself.
5. It was too difficult for me to get into the crowded bus.
6. There is no point in carrying coal to Newcastle.
7. Having an important decision to make, he called his secretary for a consultation.
8. In spite of writing well, he still remains an unknown author.
9. On returning home, we found the house robbed.
10. On the arrival of the train, there was chaos at the station.

**Activity II:**

**Combine each pair of sentences given below into a Simple sentence:**

1. There are five chapters left. The teacher has to complete them.
2. The teacher was absent. The test was cancelled.
3. The teacher had warned him several times. He did not listen to the teacher.
4. The wedding was over. The guests left the marriage hall.
5. Don’t violate the rules of the road. It is an offence.
6. Sailesh is a genius. He can solve difficult problems with ease.
7. He spoke harshly. He wished to insult me.
8. The teacher took out the register. She read out the names.
9. I won the match. I got a prize.
10. There were fifteen names in the list. Only five had to be selected. 

The teacher gives the correct answers, asks the students to read out their answers. If the answers differ, the teacher examines whether they are right and explains the correct structure in case of a mistake and discusses all the answers in class.

Stage iv : Review exercise:
The teacher gives the students an exercise, to drill the structure they have just learnt.

Frame a simple sentence, by combining each pair of sentences given below:

1. She was swimming in the sea. She saw a big whale.
2. He cut the cake into pieces. He distributed them to his friends.
3. He lost his wallet. He lodged a complaint with the police.
5. He is my uncle. He is coming next week.
6. It was raining heavily. I stayed at home.
7. I can speak German. I can also speak French.
8. The teacher saw the boy’s assignment. He grew angry.
9. I came late. I was punished.
10. He started late. He finished early.

The teacher reiterates that a simple sentence has only one finite verb and may have any number of phrases.
LESSON PLAN - 15

Standard : XI  Subject : English
Time:  : 40 minutes  Area : Language Usage
Date :  Unit : Transformation of sentences: Complex Sentences.

Teaching Strategy : Task Based Approach

Objectives : 
a) Students learn the correct use of phrases and clauses;
b) Students understand the structure of a Complex sentence and learn to form such sentences correctly.

Instructional Aids : Charts, blackboard

Stage i) Motivation:
The teacher asks the students a few questions.
Sridhar, why were you late yesterday?
Who was the lady who came to see you last evening?
As soon as you go home, what do you do?
When it rains, do you take an umbrella?
Who is the boy standing near the gate?
How will you react, if there is a fire?

The teacher gives the answers to these questions, employing the complex structure in his/her answers.

Stage ii) Presentation:
The teacher points out the difference between phrases and clauses.
The teacher shows flash cards with phrases and clauses on them:

<table>
<thead>
<tr>
<th>Phrases</th>
<th>Clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a blue bird</td>
<td>a bird that is blue</td>
</tr>
<tr>
<td>my new umbrella</td>
<td>my umbrella that is new</td>
</tr>
<tr>
<td>a blind man</td>
<td>a man who is blind</td>
</tr>
<tr>
<td>happy childhood days</td>
<td>the days of childhood that were happy</td>
</tr>
<tr>
<td>getting down from the car</td>
<td>after he got down from the car</td>
</tr>
</tbody>
</table>

The teacher says that ‘a phrase is a group of words without a finite verb in it’; ‘a clause is a group of words with a finite verb in it’.

The teacher then shows flash cards, explaining Main clauses and Subordinate clauses.

<table>
<thead>
<tr>
<th>Main / Principal Clause</th>
<th>Subordinate / Dependent Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The boy is my brother</td>
<td>who is standing there</td>
</tr>
<tr>
<td>2. Can you tell me</td>
<td>what the time is?</td>
</tr>
<tr>
<td>3. You will reach early</td>
<td>if you start early</td>
</tr>
<tr>
<td>4. Make hay</td>
<td>while the sun shines.</td>
</tr>
</tbody>
</table>

The clause that can stand on its own; i.e. give complete meaning, is called the Main-clause.
The clause that depends on the main clause to get its meaning completed; i.e. the clause that does not give complete sense by itself, is called the subordinate clause.
The teacher says that, a sentence that has only one main clause and any number of subordinate clauses is called a complex sentence.
The teacher gives some clues found in a complex sentence:
Words such as ‘when, where, why, how, that, who, whose, as, if, as if, though, even though, although, since, wherever, unless’, etc., structures like ‘as soon as’, ‘no sooner... than’, ‘hardly/scarcely... when, so that, so...that’, etc.

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Stage iii) Enrichment Activity:

Pick out the Main clause and the Subordinate clause in the following sentences and write them separately.

1. When you succeed, I shall give you a gift.
2. Your shadow will follow you, wherever you go.
3. Why he resigned, is a mystery.
4. No one knows where he lives.
5. My brother taught me how to solve the problem.
6. I know that you are innocent.
7. Those who finish first, can leave early.
8. The students whose names are found on the notice board, should meet the Principal.
9. As he was late, he was punished.
10. He looks as if he is poor.
11. Though / Even though / Although he came late, he finished first.
12. Since he had hurt his hand, he left early.
13. As soon as the bell rang, the students entered the hall.
14. Hardly had he closed the door, when the door bell rang.
15. No sooner did he read the telegram, than he fainted.
16. He works hard so that he may pass.
17. The tea is so hot that I cannot drink it.

The teacher checks the answers written by the students. The teacher points out the mistakes committed by them, clarifies their doubts and gives them the correct answers.

Stage iv) Review exercise:
An exercise is given to the class for practice.
Match the clauses under A with their corresponding clauses under B and make meaningful sentences:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If he had seen me</td>
<td>I set you free.</td>
</tr>
<tr>
<td>2. Unless you work hard</td>
<td>when the sun rose.</td>
</tr>
<tr>
<td>3. Call me</td>
<td>he was not hurt.</td>
</tr>
<tr>
<td>4. Only the wearer knows</td>
<td>as it is very dark here.</td>
</tr>
<tr>
<td>5. As it started raining</td>
<td>he would have spoken to me.</td>
</tr>
<tr>
<td>6. It is said that</td>
<td>you will not succeed.</td>
</tr>
<tr>
<td>7. They left for work</td>
<td>in case you experience any difficulty.</td>
</tr>
<tr>
<td>8. Although he fell down</td>
<td>smoking is prohibited here.</td>
</tr>
<tr>
<td>9. Watch your step</td>
<td>where the shoe pinches.</td>
</tr>
<tr>
<td>10. Since you are honest</td>
<td>the match was called off.</td>
</tr>
</tbody>
</table>

The teacher defines the complex sentence as one having only one main clause and any number of sub-ordinate clauses; pointing out the difference between phrases and clauses.
LESSON PLAN - 16

Standard : XI
Subject : English

Time:  : 40 minutes
Date  :
Area  : Language Usage
Unit   : Transformation of sentences: Compound Sentences.

Teaching Strategy : Task Based Approach

Objectives :
   a) Students learn the structure and formation of a compound sentence;
   b) Students learn to frame compound sentences correctly and use them in their speech and writing.

Instructional Aids : Charts, blackboard

Stage ii) Motivation
The teacher asks the students a few questions, casually.
You came early and... what did you do?
If you get a bus immediately, you'll go home at 5 pm, otherwise, what will happen?
When you reach home, if you find the door locked, how will you react?
Who will you contact, in that case?
The teacher thus through non-verbal situations indicates the conjunctions used to join two Simple sentences.

Stage ii) Presentation:
The teacher explains that a compound sentence consists of two or more main clauses connected by conjunctions / a conjunction.
In other words two (or more) Simple sentences connected by a conjunction (conjunctions) form a compound sentence.
Clues: Conjunctions such as 'and, but, or, otherwise, or else, else, so, and so, yet, still, therefore, nevertheless',... structures like 'not only... but also', 'either... or', 'neither... nor', etc.

Stage iii) Enrichment Activities :
Activity I :
Pick out the main clauses and identify the conjunctions that link the clauses, in the following sentences:
1. He was sick, therefore he stayed at home.
2. He took out his gun and aimed at the bird.
3. Sharat should work hard, otherwise he will not pass the exam.
4. Walk fast, or you will miss the bus.
5. I was new to the place, so I did not know anyone there.
6. He has been punished, still he has not changed his ways.
7. Chandar is poor, yet he is contented in life.
8. He tried hard, but could not succeed.
9. He started late, or else he would have completed the paper.
10. Mukesh is not only a player but also a coach.
The teacher shows a flash card containing one part of the sentence, a flash card with a conjunction and yet another with the remaining part of the sentence. Students link them together and form a sentence.
Activity II:
Frame meaningful sentences from the substitution table given below:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He completed the work</td>
<td>or</td>
<td>is lazy.</td>
</tr>
<tr>
<td>2. You must pay the fee</td>
<td></td>
<td>he will be dismissed.</td>
</tr>
<tr>
<td>3. Shibi was very careful</td>
<td>and</td>
<td>remained sad always.</td>
</tr>
<tr>
<td>4. Ramya was very rich</td>
<td></td>
<td>you will not be admitted to the course.</td>
</tr>
<tr>
<td>5. Either you must confess your fault</td>
<td></td>
<td>and plucked all the fruits.</td>
</tr>
<tr>
<td>6. Ram should complete the assignment</td>
<td>but</td>
<td>undergo imprisonment.</td>
</tr>
<tr>
<td>7. He is very intelligent</td>
<td></td>
<td>made a mistake.</td>
</tr>
<tr>
<td>8. The monkeys climbed up the tree</td>
<td></td>
<td>left the office.</td>
</tr>
<tr>
<td>9. He stood first</td>
<td></td>
<td>screamed.</td>
</tr>
<tr>
<td>10. The child saw the thief</td>
<td></td>
<td>this surprised everyone.</td>
</tr>
</tbody>
</table>

The teacher writes the correct answers on the board, explaining the structure of compound sentences, pointing out the conjunctions used in the sentences and clarifies the doubts raised by the students.

Stage iv: Review exercise:

The teacher gives the students more sentences in order to drill the structure of the three kinds of sentences.

Classify the following sentences as Simple, Compound or Complex:

1. Unless you help me, I cannot survive.
2. To everyone's dismay, our team lost the match.
3. He not only robbed the businessman, but also beat him severely.
4. He ran away for fear of being mistaken for a thief.
5. Mani was both injured and abused.
6. The fairy took pity on Cinderella and turned her into a rich, beautiful lady.
7. Ravi insulted his employer, therefore he was dismissed.
8. Could you tell me why you called me?
9. He has given you a scholarship to encourage you in your studies.
10. The fence was so high that I could not jump over it.

The teacher repeats the definition of a compound sentence as that which comprises two or more main clauses connected by; a) conjunction(s). The teacher also points out the difference between a simple, complex and a compound sentence.
LESSON PLAN - 17

Standard :  XI  Subject :  English
Time: :  40 minutes  Area :  Language Usage
Date :  Unit :  Transformation of sentences: Simple to Complex and vice versa.

Teaching Strategy :  Task Based Approach

Objectives :
   a)  Students learn to transform Simple sentences into Complex sentences and Complex into Simple sentences;
   b)  Students learn to write correct English.

Instructional Aids :  Flash – cards, blackboard

Stage i) Motivation:
The teacher converses with the students.
The teacher points out to a book on the table.
“This is my book. The book that has a brown cover is mine.
The book with a brown cover is mine.
The book has a brown cover and it is mine.”
The teacher asks the students what the colour of their uniform is.
“The uniform that is blue in colour is ours; (or)
We wear a uniform that is blue in colour”.
“The class that is to the left of the Principal’s room is ours”.
The teacher selects two students and asks them to discuss the activities they had performed the previous day.
They had hired an auto as their bus was late.
They had prepared for a test that they would take the next day.
They had completed the assignment that their teacher had given them.

Stage ii) Presentation:
The teacher shows flash cards that contain Simple sentences and flash cards that contain their equivalents in the Complex form. The teacher explains that in order to change a Simple sentence into a Complex sentence, the phrase could be expanded into a noun clause, adjectival clause or an adverbial clause. The teacher gives some examples:

<table>
<thead>
<tr>
<th>I am glad of your success. (Flash card 1)</th>
<th>I am glad that you have succeeded. (Flash card 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An honest man is respected by everyone. (Flash card 3)</td>
<td>A man who is honest is respected by everyone. (Flash card 4)</td>
</tr>
<tr>
<td>They returned home at sunset. (Flash card 5)</td>
<td>They returned home when the sun set. (Flash card 6)</td>
</tr>
</tbody>
</table>

The teacher explains that a Complex sentence can be transformed into a Simple sentence by converting a clause (noun / adjectival / adverbial) into a phrase or word.
The teacher draws a substitution table on the board and explains.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>He confessed</td>
<td>his that he was</td>
</tr>
<tr>
<td></td>
<td>He confessed</td>
<td>guilty. (Complex)</td>
</tr>
<tr>
<td>2.</td>
<td>People who are poor</td>
<td>should be</td>
</tr>
<tr>
<td></td>
<td>Poor people / The poor</td>
<td>should be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>treated</td>
</tr>
<tr>
<td>3.</td>
<td>When the child saw</td>
<td>his mother</td>
</tr>
<tr>
<td></td>
<td>On seeing</td>
<td>his mother</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the child rushed</td>
</tr>
<tr>
<td>4.</td>
<td>Though he was ill</td>
<td>he did not</td>
</tr>
<tr>
<td></td>
<td>Inspite of being ill</td>
<td>he did not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>give up hard work</td>
</tr>
<tr>
<td>5.</td>
<td>If you meet him</td>
<td>give him</td>
</tr>
<tr>
<td></td>
<td>In case of meeting him</td>
<td>give him</td>
</tr>
</tbody>
</table>

Stage iii) Enrichment Activities:

Activity I:

Convert the following Simple sentences into Complex sentences.

1. No one knows his address.
2. A man of good character shall certainly shine in life.
3. He was too tired to walk further.
4. He has not met me since his return from Nepal.
5. I cannot leave without your consent.
6. He is a man of clean habits.
7. Muthu is a man of principles.
8. The government has sanctioned this scheme for the benefit of the poor.
9. You shall be rewarded for your sincerity.
10. In the event of your being late, you shall miss the first part of the seminar.

The teacher goes round clarifying the doubts raised by the students and correcting the sentences written by them. All the answers are discussed in class.

Activity II:

Rewrite the following Complex sentences as Simple sentences:

1. The man who wrote this poem is a scientist.
2. I cannot make out what this message means.
3. The speech that he gave was highly enlightening.
4. I could not find out the book that I had lost.
5. He never does anything that is wrong.
6. If the weather improves, we shall resume play.
7. As he worked hard, he succeeded.
8. This is the place where the accident had occurred.
9. He is a man who possesses much intelligence.
10. He will not help you unless he is compelled to.

The teacher checks the answers supplied by the students, points out their mistakes, rectifies them, clarifies their doubts and helps them in their work.
Stage iv) Review exercises:
The teacher gives the students more sentences for practice.

I. Read the following passage. State whether each sentence is a Simple sentence or a Complex sentence. Then convert the Simple sentences that you have identified in the passage, into Complex sentences.

Although Mohan travelled alone, he was not afraid. He could not find the peak of the mountain. When he had started that morning, he had been very cheerful. The cliff was too steep to climb. He had decided to take a short cut across the mountain. He realised that he had taken the wrong path. He decided to call for help.

II. Identify the Simple sentences and the Complex sentences in the following passages. Then rewrite each Complex sentence as a Simple sentence.

Framton Nuttel went to the village so that he could have some rest. It was a cure for his nervous disease. His sister had given him letters that he should show to Mrs. Sappleton. On seeing the letters of introduction, she would help him. When Nuttel arrived at Mrs. Sappleton's house, her niece Vera greeted him. She was a young girl, highly mischievous. Vera knew that Mr. Nuttel was a stranger to the village. So she told him a strange story.

The teacher gives several sentences of the Complex structure, transforming them into the Simple structure by:-

i) adding 'ing' to the verb;

ii) converting the verb into the noun / adjectival form; or by any other suitable method.
LESSON PLAN - 18

Standard : XI
Subject : English

Time:  : 40 minutes
Area  : Language Usage
Date   : Unit   : Transformation of sentences: Simple to Compound and vice versa.

Teaching Strategy : Task Based Approach

Objectives :
   a) Students learn to express the idea contained in a Simple sentence, in the form of a Compound sentence;
   b) Students learn to write grammatically correct sentences.

Stage i) Motivation:
The teacher develops conversation casually with the students, wherein situations involving the use of the Simple and Compound sentences in speech, are introduced.

Divya, at what time did you reach school?
On reaching school, what did you do?
You were revising your lessons, weren’t you?
You reached school at 8.30 a.m. and started revising your lessons.

On receiving your report card, you show it to your parents. You show your report card to your father and get his signature in the report card.

Stage ii) Presentation:
The teacher then points out that Simple sentences are converted into Compound sentences by expanding a word/phrase into a co-ordinate clause.
Conjunctions suiting the context, are introduced.

eg: Seeing the policeman approaching, the thief ran away.
The thief saw the policeman approaching and ran away.
In spite of his poverty, he is happy.
He is poor, but/yet/still he is happy.
Besides owning a jeep he has a car.
He owns not only a jeep but also a car.

Stage iii) Enrichment Activities :
Activity I :
The teacher gives two sets of sentences and the students match them to arrive at meaningful, complete sentences.

<table>
<thead>
<tr>
<th>The bus having arrived late</th>
<th>he offered him shelter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It raining heavily,</td>
<td>still he is always cheerful.</td>
</tr>
<tr>
<td>He being sick</td>
<td>he is always cheerful.</td>
</tr>
<tr>
<td>The bus arrived late</td>
<td>therefore a holiday was declared to all schools.</td>
</tr>
<tr>
<td>He is sick</td>
<td>holiday was declared to all schools.</td>
</tr>
<tr>
<td>It rained heavily</td>
<td>so he gave up his job.</td>
</tr>
<tr>
<td>He not only gave him a job</td>
<td>and we were delayed for the interview.</td>
</tr>
<tr>
<td>Besides giving him a job</td>
<td>he gave up his job.</td>
</tr>
<tr>
<td>He is very sick</td>
<td>but also offered him shelter.</td>
</tr>
<tr>
<td>Notwithstanding his illness</td>
<td>we were delayed for the interview.</td>
</tr>
</tbody>
</table>
The teacher checks whether the students have matched both parts correctly and explains why the sentence is Simple and how it is transformed into Compound.

Activity II:
Convert into Compound the following sentences:
1. Owing to a heart attack, he has been hospitalized.
2. You must put in more efforts to secure the first rank.
3. In addition to knowledge, he has wealth.
4. In spite of his rich experience, he failed to clinch the deal.
5. To everyone’s dismay, the boy fell off the horse.
6. In spite of his cries of warning, the child ran across the road.
7. In the event of touching a live wire, you will get a shock.
8. You must write legibly to score more marks.
9. They left for work at sunrise.
10. The workers welcomed their leader with cries of cheer.

The teacher writes the correct answers on the board and clears the doubts raised by the students. The teacher once again defines the three forms: Simple, Complex and Compound and points out the rules to be followed, while transforming them from one form to another.

Stage iv: Review exercise:
The teacher gives the students some sentences for practice.
Rewrite as Compound, the following sentences:
1. Besides being a writer, he is a singer.
2. He is too honest to be a successful businessman.
3. Being new to the city, I did not know anyone there.
4. The news of his victory came as a sudden surprise.
5. In the event of not completing the paper, you will not score a centum.
6. He was praised for his sincerity.
7. On account of his illness, he resigned his job.
8. Owing to his carelessness, he met with an accident.
9. Being industrious and honest, he was rewarded by the management.
10. He is too weak to walk.
LEsson Plan - 19

Standard : XI  Subject : English
Time: : 40 minutes  Area : Language Usage
Date :  Unit : Transformation of sentences:

CompouNd to Simple vice versa.

Teaching Strategy : Task Based Approach

Objectives :
   a) Students learn to transform Compound sentences into Simple sentences;
   b) Students write correct English.

Stage i) Motivation:
The teacher builds a conversation with the students, bringing in the Compound and Simple structures in his/her speech.

Why was Krishna given a prize yesterday?
Krishna stood first in the exams, so he was given a prize.
All of you should work hard like Krishna and earn prizes for your performances.
In the event of your winning a prize, your parents will feel elated. You bring credit to your teachers by your performance.

Stage ii) Presentation:
The teacher states that Compound sentences can be changed into Simple sentences by substituting a participle for a finite verb, or by substituting a preposition for a clause or by substituting an infinitive for a clause.

E.g.
- He put on his uniform and left for work. (Compound)
  Putting on his uniform, he left for work. (Simple)
- He completed his work and then went home. (Compound)
  After having completed his work, he went home. (Simple)
- You must pay a subscription, otherwise you cannot become a member. (Compound)
  You must pay a subscription to become a member. (Simple)

Stage iii) Enrichment Activities :
Activity I : Change the following Compound sentences into Simple sentences:
   1. The officer had an important news, so he contacted the Minister.
   2. This house was built five years ago, but paint has peeled off its walls.
   3. The doctor feared an infection and administered an injection immediately.
   4. It rained heavily last night, but there was no damage to the roads.
   5. The show was over and the spectators went home.
   6. Men should learn to forget, otherwise they cannot forgive.
   7. Wear a uniform to school, or else you will not be allowed inside.
   8. The robbers not only plundered the safe but also stole antique paintings.
   9. There was no teacher in the room, still the boys maintained perfect silence.
   10. This was his first offence, so he was excused by a kind policeman.

The teacher corrects the answers written by the students and announces the right answers.

Stage iv) Review exercise:
The teacher gives the students more sentences for transformation. Rewrite the following sentences using the starters given in brackets.

   1. He cleaned the vessels and then swept the room. (Having)
   2. He was dejected at his failure, so he left his hometown. (Being)
   3. You must answer politely, otherwise you will not be selected. (In the event of)
   4. This is hard-earned money, so invest it with prudence. (The money)
   5. The doctor assured him of recovery, still he wept. (In spite of)
6. The brakes failed, so he was unable to control the vehicle. (Due to)
7. Speak softly, or else you will be sent out. (In the event of)
8. The power failed suddenly, but the rally progressed smoothly. (In spite of)
9. We should live, therefore we must eat. (We must)
10. He saw the snake and screamed in fear (Having)

The teacher drills the structure of the three kinds of sentences, stating the rules to be adopted while transforming them from one form to another.
LESSON PLAN - 20

Standard : XI
Subject : English
Time: 40 minutes
Area : Language Usage
Date :
Unit : Transformation of sentences:
  Compound to Complex and vice versa.

Teaching Strategy : Task Based Approach

Objectives :
  a) Students learn to transform Compound sentences into Complex sentences and Complex sentences into Compound sentences;
  b) Students learn to write correct English.

Instructional Aids : Pictures, flash cards, blackboard.

Stage i) Motivation:
The teacher points out to a student and says, “If you do not pay attention to the class, I will send you out.” The teacher says that attention should be paid to the class, or else the student would be sent out. The teacher says, “If you can’t see the board properly, come to the first row. “The teacher repeats, “You can’t see the board clearly / properly, so you come to the first row.”
The teacher recalls the ideas discussed in the earlier classes, by putting forth some questions to the students.

Unless you follow the lesson carefully, you will not understand the concept. Grammar is like Mathematics.
If you practise regularly, you will score high.
If you plan your work, you can achieve much.
If you don’t understand any grammatical item, you can seek my help.

Stage ii) Presentation:
The teacher says that a Compound sentence can be changed into a Complex sentence by turning one of the co-ordinate clauses into a subordinate clause.

e.g. Inspite of his poverty, he is honest.
      Even though he is poor, he is honest.
      He is poor, but contented.
      Though he is poor, he is contented.

The teacher produces flash cards containing Complex sentences and explains that the same sense can be conveyed through Compound sentences. The teacher explains that a Complex sentence can be converted into a Compound sentence by changing the subordinate clause into a co-ordinate clause.

Stage iii) Enrichment Activities :

Activity I :
I. Convert the following Compound sentences into Complex sentences.
1. He is our class leader, therefore we obey him.
2. Keep quiet or you will be sent out.
3. My friend saw me, but did not speak to me.
4. The teacher entered the class and the students grew silent.
5. All of you should co-operate, otherwise we shall not succeed.
6. Gold prices keep rising, yet the jewellery shops are always crowded.
7. You feel he is trustworthy, but he is not.
8. I put the receiver down and the telephone rang immediately.
9. The guard waved the flag and the train started moving.
10. The doctor arrived late, so the patient couldn’t be saved.

Activity II :
II. Convert the following Complex sentences into Compound sentences.
1. She prepares well that she may win at the competition.
2. As Milton lost his eyesight at an early age, he started lamenting.
3. As soon as the bell rings, submit your answer scripts.
4. I will not rest, until I have settled all my dues.
5. Unless you rectify your mistakes, you will not score high.
6. When the conductor blew the whistle, the bus started moving.
7. As soon as the train arrived, the passengers rushed into the compartments.
8. Though he holds a first class degree, he is still out of job.
9. Since he is a popular poet, he draws huge crowds during meetings.
10. The hand that rocks the cradle rules the world.

Activity III:
The teacher checks the work of each student and rectifies the errors committed, before announcing the right answers to the class.

I. Rectify the errors in the following sentences and rewrite them correctly.
1. As the telephone lines were cut off, so we could not make calls.
2. Though this medicine is powerful, but it should be taken only with the doctor’s advice.
3. Since I lost my neighbour’s book, therefore I had to replace it with a new one.
4. As soon as I returned home and I had a cup of hot tea.
5. When the meeting began, and a prayer was sung.
6. If you save the pennies and the pounds will take care of themselves.
7. Hardly had he left, and then a messenger came in search of him.
8. I will not permit you unless and you show me your pass.
9. Even though he is naughty, but the teacher never scolds him.
10. His father, who works in a multinational firm, and so flies to Europe several times a month.

Stage iv ) Review exercise:
The students are given some exercises to practise the structures learnt.
Match the sets A and B appropriately and form meaningful sentences.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practise regularly</td>
<td>so she will share her secrets with me.</td>
</tr>
<tr>
<td>2. He told me a secret</td>
<td>otherwise you may lose.</td>
</tr>
<tr>
<td>3. Hema believes me completely,</td>
<td>and then you shall be placed in a good position.</td>
</tr>
<tr>
<td>4. His brother was the culprit,</td>
<td>But he is dangerous.</td>
</tr>
<tr>
<td>5. You should attend an interview,</td>
<td>or you will not win the match.</td>
</tr>
<tr>
<td>6. Fight with determination</td>
<td>But he never knew it.</td>
</tr>
<tr>
<td>7. She looks innocent,</td>
<td>And I kept it a secret.</td>
</tr>
<tr>
<td>8. Make friends with him</td>
<td>therefore you have to keep it.</td>
</tr>
<tr>
<td>9. You have made a promise,</td>
<td>But determined to show improvement.</td>
</tr>
<tr>
<td>10. She scored less,</td>
<td>otherwise he will prevent your progress.</td>
</tr>
</tbody>
</table>

The teacher gives a table that would offer aid to the students in transforming sentences from one form to the other.

Transformation of sentences

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Simple</th>
<th>Compound</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Being, Having, On account of, When, On + verb + ing, Due to, Owing to.</td>
<td>as / since</td>
<td>. . . . . so, therefore, and, and so.</td>
</tr>
<tr>
<td>2.</td>
<td>After + Verb + ing</td>
<td>after + had + verb</td>
<td>. . . . . and then . .</td>
</tr>
<tr>
<td>3.</td>
<td>Immediately on</td>
<td>As soon as / No sooner . . . . . than,</td>
<td>. . . . . and immediately, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hardly, Scarcely . .</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>so as to, in order to</td>
<td>So that</td>
<td>therefore, so</td>
</tr>
</tbody>
</table>
| 5.     | In the event of | If: i) affirmative i) negative |  and  
|        |        |  or else, otherwise, or |
| 6.     | Inspite of | though, although, even though | But, yet, still |

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7. Besides, in addition to while not only . . . but also
8. too . . . to So . . . that very . . . . and, therefore

The teacher announces a test on Transformation of sentences in the next class.

PRE / POST TEST
TRANSFORMATION OF SENTENCES
Name : Time :
School : Date :

A. Read carefully the follows sentences and identify their type (state if each is a Simple Sentence, a Complex Sentence or a Compound Sentence)
1. Harry won the election by a margin of one percent whereas he had expected to lose.
2. I will take the papers when I leave.
3. In spite of his sickness, he is attending his office daily.
4. On account of his poverty he could not clear the debts.
5. He is poor but very honest.
6. Tom went to the shop, bought a pen and then went to school.
7. As the boxers advanced into the ring, people said they would not allow them to fight.
8. For disobedience, the teacher punished the boy.

B. In the following sentences, identify the Main clauses (MC) and Subordinate clauses (SC)
9. When Lincoln was a boy, he did not go to school.
10. It is a pity that she should have to undergo this disgrace.
11. How long I shall stay is doubtful.
12. He said that he was innocent.
13. The exact time when this occurred has not been ascertained.
14. The rat will play when the cat is away.
15. That he may become learned, he is studying hard.
16. We sow so that we may reap.

C. Here are two sets of clauses. Match them correctly (Main clause with subordinate clause) to form correct and complete sentences:

Main Clause  Subordinate Clause
17. My friend helped me a. which is to be taught well
18. We believe in democracy b. which was very shallow
19. Everything was quiet c. who is always generous
20. Hitler committed suicide d. when I was in great trouble
21. India is a great country e. after the party was over.
22. We admire a man f. because she has an ancient culture.
23. Physics is a subject g. when the Germans were defeated
24. We bathed in a river h. though it has many drawbacks.

D. Transform the following sentences according to the instructions given in brackets.
25. I proved that he was innocent (into Simple Sentence)
26. He is very popular but cannot be called a great writer (into Simple Sentence)
27. She came home to see me (into the Compound Sentence)
28. The duration of my stay is doubtful (into Complex Sentence)
29. Waste not, lack not. (into Complex Sentence)
30. Though Gandhiji believed in non-violence, some of his followers became violent. (into Compound Sentence).

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31. He worked hard so that he might win the prize. (into Compound Sentence)
32. He confessed that he was guilty. (into Simple Sentence).

E. Change the phrases in italics into corresponding clauses.
33. You look like an aristocrat.
34. Arun was promoted because of his honesty.
35. I heard of his arrival.
36. The accused at last admitted his guilt.
37. Endure the incurable.
38. The reason for her failure is obvious.
39. After finishing cooking, I will give you a call.
40. I have a walking doll.

Transformation of sentences - Scoring key

<table>
<thead>
<tr>
<th>No</th>
<th>Sentence</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Complex sentence</td>
<td>S C</td>
</tr>
<tr>
<td>2</td>
<td>Complex sentence</td>
<td>M C</td>
</tr>
<tr>
<td>3</td>
<td>Simple sentence</td>
<td>S C</td>
</tr>
<tr>
<td>4</td>
<td>Simple sentence</td>
<td>M C</td>
</tr>
<tr>
<td>5</td>
<td>Compound sentence</td>
<td>S C</td>
</tr>
<tr>
<td>6</td>
<td>Compound sentence</td>
<td>M C</td>
</tr>
<tr>
<td>7</td>
<td>Complex sentence</td>
<td>S C</td>
</tr>
<tr>
<td>8</td>
<td>Simple sentence</td>
<td>M C</td>
</tr>
<tr>
<td>9</td>
<td>When Lincoln was a boy, he did not go to school.</td>
<td>S C M C</td>
</tr>
<tr>
<td>10</td>
<td>It is a pity that she should have to undergo this disgrace.</td>
<td>M C S C</td>
</tr>
<tr>
<td>11</td>
<td>How long I shall stay is doubtful.</td>
<td>S C M C</td>
</tr>
<tr>
<td>12</td>
<td>He said that he was innocent.</td>
<td>M C S C</td>
</tr>
<tr>
<td>13</td>
<td>The exact time has not been ascertained when this occurred.</td>
<td>M C S C</td>
</tr>
<tr>
<td>14</td>
<td>The rat will play when the cat is away.</td>
<td>M C S C</td>
</tr>
<tr>
<td>15</td>
<td>That he may become learned, he is studying hard.</td>
<td>S C M C</td>
</tr>
<tr>
<td>16</td>
<td>We sow so that we may reap.</td>
<td>M C S C</td>
</tr>
<tr>
<td>17</td>
<td>My friend helped me when I was in great trouble.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>We believe in democracy though it has many drawbacks.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Everything was quiet after the party was over.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Hitler committed suicide when the Germans were defeated.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>India is a great country because she has an ancient culture.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>We admire a man who is always generous.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Physics is a subject which is to be taught well.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>We bathed in a river which was very shallow.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I proved his innocence.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Inspite of his popularity, he can't be called a great writer.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>She wanted to see me, so she came home.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>How long will I stay is doubtful.</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>If you do not waste, you will not lack.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Gandhi believed in non-violence but some of his followers became violent.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>He wanted to win the prize, so he worked hard.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>He confessed his guilt.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>You look as if you are an aristocrat.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Arun was promoted because he was honest.</td>
<td></td>
</tr>
</tbody>
</table>
35 I heard that he had arrived.
36 The accused at last admitted that he was guilty.
37 What cannot be cured must be endured.
38 Why she failed is obvious.
39 After I had finished cooking, I will give you a call.
40 I have a doll that walks.
LESSON PLAN - 21

Standard : XI  
Subject : English

Time: : 40 minutes  
Area : Language Usage
Date : 
Unit : Degrees of comparison: Forms of Adjectives.

Teaching Strategy : Task Based Approach

Objectives :
   a) Students learn the proper forms of adjectives – Positive, Comparative and Superlative;
   b) Students learn how to form the Comparative and Superlative forms of certain adjectives – (of one syllable and those with more number of syllables)

Instructional Aids : Some objects like pieces of chalk of different sizes, pieces of thread, strings of different sizes; charts with pictures, flashcards, blackboard.

Stage i) Motivation:
Teacher asks the students some questions like :
1. Satish, how old are you?
2. What is your brother’s age?
3. Is he elder to you or younger than you?
4. Veena, show me your pencil. Rekha, where is yours? Oh, Rekha, your pencil is longer than Veena's pencil, isn't it?
5. Mahesh, your shirt looks brighter than Praveen's.

Stage ii) Presentation:
The teacher then points out the different forms of adjectives-namely the Positive, Comparative and Superlative.
The teacher shows three different pieces of chalk – one say of size 2 inches, the second- 4 inches and the third 5 inches. The teacher then points out that the chalk of 5 inches is the biggest, the chalk of 4 inches is bigger than the one of 2 inches.
The teacher shows the three different pieces of string/rope/thread and explains – long, longer and longest. The teacher draws stick figures on the board:

Tallest

Suresh
Kamlesh
Mohan  Suresh is tall.
Kamlesh is taller than Suresh  Mohan is the tallest of all.
Flash cards depicting pictures of things/persons possessing some qualities (dirty, clean, bright, etc.), charts showing the three forms of adjectives, tabular form of the three degrees of adjectives, etc. are displayed to the class.

**The teacher explains:**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>smaller</td>
<td>smallest</td>
</tr>
<tr>
<td>Clever</td>
<td>cleverer</td>
<td>cleverest</td>
</tr>
<tr>
<td>Weak</td>
<td>weaker</td>
<td>weakest</td>
</tr>
<tr>
<td>Light</td>
<td>lighter</td>
<td>lightest</td>
</tr>
<tr>
<td>Sweet</td>
<td>sweeter</td>
<td>sweetest</td>
</tr>
</tbody>
</table>

- Most adjectives of one syllable, and some adjectives of two syllables form the comparative by adding the suffix ‘er’ to the positive form; and the superlative by adding ‘est’ to the positive form.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine</td>
<td>finer</td>
<td>finest</td>
</tr>
<tr>
<td>Nice</td>
<td>nicer</td>
<td>nicest</td>
</tr>
<tr>
<td>Brave</td>
<td>braver</td>
<td>bravest</td>
</tr>
</tbody>
</table>

- If the adjective in the positive degree ends in ‘e’, only ‘r’ in comparative and ‘st’ in the superlative are the additions.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot</td>
<td>hotter</td>
<td>hottest</td>
</tr>
<tr>
<td>Glad</td>
<td>gladder</td>
<td>gladdest</td>
</tr>
<tr>
<td>Thin</td>
<td>thinner</td>
<td>thinnest</td>
</tr>
<tr>
<td>Wet</td>
<td>wetter</td>
<td>wettest</td>
</tr>
</tbody>
</table>

- If the adjective in the positive degree ends in a consonant, and the consonant is preceded by a short vowel, the final consonant is doubled, with the addition of ‘er’ in the comparative and ‘est’ in the superlative.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiny</td>
<td>tinier</td>
<td>tiniest</td>
</tr>
<tr>
<td>Pretty</td>
<td>prettier</td>
<td>prettiest</td>
</tr>
<tr>
<td>Naughty</td>
<td>naughtier</td>
<td>naughtiest</td>
</tr>
<tr>
<td>Heavy</td>
<td>heavier</td>
<td>heaviest</td>
</tr>
</tbody>
</table>

- If the adjective in the positive degree ends in ‘y’ and the ‘y’ is preceded by a consonant, the ‘y’ changes into the ‘i’, with the addition of ‘er’ and ‘est’ in the comparative and superlative degrees, respectively.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grey</td>
<td>Grayer</td>
<td>Greyest</td>
</tr>
</tbody>
</table>

- If the ‘y’ is preceded by a vowel, then ‘y’ does not change into ‘i’.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular</td>
<td>more popular</td>
<td>most popular</td>
</tr>
<tr>
<td>Famous</td>
<td>more famous</td>
<td>most famous</td>
</tr>
<tr>
<td>Intelligent</td>
<td>more intelligent</td>
<td>most intelligent</td>
</tr>
<tr>
<td>Careless</td>
<td>more careless</td>
<td>most careless</td>
</tr>
<tr>
<td>Cunning</td>
<td>more cunning</td>
<td>most cunning</td>
</tr>
<tr>
<td>Captivating</td>
<td>more captivating</td>
<td>most captivating</td>
</tr>
</tbody>
</table>

- Most adjectives of two syllables and all adjectives of more than two syllables form their comparative by adding ‘more’ and their superlative by adding ‘most’.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>Bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>Ill</td>
<td>least</td>
<td>least</td>
</tr>
<tr>
<td>Evil</td>
<td>least/elder</td>
<td>oldest/eldest</td>
</tr>
<tr>
<td>Far</td>
<td>farther/furthest</td>
<td>furthest/furthest</td>
</tr>
<tr>
<td>Late</td>
<td>latest/latter</td>
<td>latest/last</td>
</tr>
<tr>
<td>Little</td>
<td>less/less</td>
<td>least</td>
</tr>
<tr>
<td>Much/many</td>
<td>more</td>
<td>most</td>
</tr>
</tbody>
</table>

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• Some adjectives form their comparative and superlative degrees in an irregular way.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>inner</td>
<td>innermost/inmost</td>
</tr>
<tr>
<td>out</td>
<td>utter, outer</td>
<td>uttermost, utmost</td>
</tr>
<tr>
<td>up</td>
<td>upper</td>
<td>uppermost, utmost</td>
</tr>
</tbody>
</table>

• The three words given above are adverbs in the positive degree but adjectives in the comparative and superlative degrees.

Stage iii) Enrichment Activities:
The teacher gives the following exercises to the students to make them learn the concept clearly. Activity I:
Correct the errors in the following sentences:
1. He is more wiser than Saleem.
2. David is the most strongest boy in the class.
3. Sankar is my older brother.
4. Ram is the intelligent boy of all students.
5. Sheela is elder than Radha.
6. The horse is fast of all animals.
7. Iron is most useful than any other metal.
8. He is the bad boy in the whole class.
9. Vikram is the most cleverest boy in the school.
10. This is the late fashion in the city.

Activity II:
Write out the missing forms of the adjectives under the appropriate columns:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Easy</td>
<td></td>
<td>Most difficult</td>
</tr>
<tr>
<td>2.</td>
<td>Angrier</td>
<td></td>
</tr>
<tr>
<td>3. notorious</td>
<td>More patient</td>
<td></td>
</tr>
<tr>
<td>4. merry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. fearless</td>
<td>More ferocious</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity III:
Choose the correct form of the adjective from those given and fill in the blanks:

1. Susheel is the ______ orator of all.
   (excellent, more excellent, most excellent)
2. He took the ______ notice of us.
   (little, less, least)
3. A known devil is ______ than an unknown angel.
   (good, better, best)
4. Goods are sold here at a ______ rate.
   (cheap, cheaper, cheapest)
5. This is a ______ place; don’t make noise here.
   (holy, holier, holiest)
6. Ants are the ______ of all insects.
   (industrious, more industrious, most industrious)
7. Honey tastes ______.
   (sweet, sweeter, sweetest)
8. Mr. Deshpande is the ______ man in the village.
   (old, older, oldest)
9. This school is a ______ one.
   (big, bigger, biggest)
10. My mother prepares ______ food.
    (tasty, tastier, tastiest)
The teacher goes through the answers of the students, clarifies their doubts and gives the right answers.

Stage iv) Review exercise:
The teacher gives the students a review exercise:

Frame meaningful sentences from the substitution table given below:

<table>
<thead>
<tr>
<th></th>
<th>Honesty is</th>
<th>the most interesting one</th>
<th>policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>This story is</td>
<td>the most melodious</td>
<td>in this collection.</td>
</tr>
<tr>
<td>3</td>
<td>Sheetal is</td>
<td>the best</td>
<td>singer in this troupe.</td>
</tr>
<tr>
<td>4</td>
<td>Abdul sings</td>
<td>better than</td>
<td>Sayeed.</td>
</tr>
<tr>
<td>5</td>
<td>This pen writes</td>
<td>louder than</td>
<td>the other one.</td>
</tr>
<tr>
<td>6</td>
<td>Today is</td>
<td>the most elegant</td>
<td>sugar.</td>
</tr>
<tr>
<td>7</td>
<td>Prem is</td>
<td>sweeter than</td>
<td>day of the month.</td>
</tr>
<tr>
<td>8</td>
<td>Honey is</td>
<td>the hottest</td>
<td>dancer in the group.</td>
</tr>
<tr>
<td>9</td>
<td>This fox’s tail is</td>
<td>faster than</td>
<td>the other one.</td>
</tr>
<tr>
<td>10</td>
<td>The cheetah runs</td>
<td>longer than</td>
<td>any other animal.</td>
</tr>
</tbody>
</table>

The teacher emphasizes that in most adjectives of one syllable ‘er’ is added to get the comparative form and ‘est’ to get the superlative form. In most adjectives of two and in all adjectives a more than two syllables, the comparative form is obtained by adding ‘more’ to the adjective; the superlative is formed by adding ‘most’ to the adjective.
LESSON PLAN - 22

Standard : XI  Subject : English
Time:  : 40 minutes  Area : Language Usage
Date :  Unit : Degrees of comparison:

Comparative form.

Teaching Strategy : Task Based Approach

Objectives:

a). Students learn the comparative aspect of adjectives – to begin with, using the Positive degree;
b). Students learn to apply the degree (positive) in sentences of their own and write correct English.

Instructional Aids: Flash – cards, Black board.

Stage i) Motivation:
The teacher asks the students a few questions; and speaks to them bringing in the Positive degree of comparison, casually in speech.

Meena, what is your score in English?

➤ I've scored 70%.

Sheethal, how much did you score in English?

➤ I've also scored 70%.

Meena's mark is the same as that of Sheethal.

Meena has scored as high as Sheethal, in English.

Suma and Rama, stand up.

Suma is as tall as Rama.

Show me your pencils.

This pencil is as sharp as that one.

Stage ii) Presentation:
The teacher explains that, when two things of similar qualities are compared, the phrase ‘as + adjective + as’ is used. Such a comparison is of the positive degree. The teacher shows flash cards with parts of sentences written on them.

Ram runs as fast as Naren.

Naveen is as rich as Shoban.

To stress/ point out that one thing is not so good as the other, we use the Positive degree.

Shyam is not so tall as Rahim.

This room is not so big as that one.

This chair is not so comfortable as that sofa.

Stage iii) Enrichment Activities:
The teacher gives the following exercises of various types to make the students learn while doing the exercises themselves.
Activity I:
Frame meaningful sentences from the substitution table:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>as + adjective + as is of the positive degree;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>She is</td>
<td>mischievous</td>
</tr>
<tr>
<td>2.</td>
<td>My car is not</td>
<td>sweet</td>
</tr>
<tr>
<td>3.</td>
<td>This river is</td>
<td>poisonous</td>
</tr>
<tr>
<td>4.</td>
<td>The parrot’s beak is</td>
<td>proud</td>
</tr>
<tr>
<td>5.</td>
<td>My cousin is</td>
<td>elegant</td>
</tr>
<tr>
<td>6.</td>
<td>Water snakes are not</td>
<td>big</td>
</tr>
<tr>
<td>7.</td>
<td>Sugar is not</td>
<td>costly</td>
</tr>
<tr>
<td>8.</td>
<td>My coat is</td>
<td>deep</td>
</tr>
<tr>
<td>9.</td>
<td>The Taj is</td>
<td>hot</td>
</tr>
<tr>
<td>10.</td>
<td>My home town is</td>
<td>sharp</td>
</tr>
</tbody>
</table>

Activity II:
Fill in the given comparisons in the blanks appropriately:
Match the group of words under part A with the appropriate set of words under part B, to make meaningful sentences:

<table>
<thead>
<tr>
<th></th>
<th>Part A</th>
<th>Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rahim is not so punctual</td>
<td>as I do.</td>
</tr>
<tr>
<td>2.</td>
<td>The street where I live is not so narrow as his sister.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>You look as smart as Ram.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Karim is as intelligent as yours.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>His heart is as hard as cakes.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Character is as important as brains.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Trains are not so fast as oranges.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Biscuits are not so tasty as education.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Apples are not so costly as a stone.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Beauty is as essential as planes.</td>
<td></td>
</tr>
</tbody>
</table>

The teacher repeatedly drills the following aspects, in the students mind:
as + adjective + as is of the positive degree;
not so + adjective + as is of the positive degree
Lesson Plan - 23

Standard: XI
Subject: English

Time: 40 minutes
Area: Language Usage
Date: 
Unit: Degrees of comparison:
Comparative Degree

Teaching Strategy: Task Based Approach

Objectives:
1. Students learn and comprehend the use of degrees of comparison - the Comparative degree;
2. Students apply the Comparative degree in the appropriate contexts.

Instructional Aids: Blackboard, pictures, charts.

Stage i) Motivation:
The teacher asks two students their marks in Science. One has scored 65% while the other has scored 80%. The teacher says “B has scored more marks than A, in Science. B’s performance is better than A’s.”
If C has scored just 40%, the teacher says, C has done worse than A. The teacher asks Sheetal how much her father earns. Sheetal replies that her father earns Rs. 50,000/- per month. The teacher says “Your father’s salary is higher than my salary.”
“My salary is lesser than that of your father.”

Stage ii) Presentation
The teacher highlights the use of the Comparative degree in various contexts, citing many examples / verbal situations. The Comparative degree is used to compare two persons or things.
e.g.: Mohan is taller than any other boy in the class.
   The words ‘any other’ are highly important, for the meaning is absurd when the words are omitted.
   The peacock dances more beautifully than any other bird.
   When the comparison is restricted to only two things / persons, the Superlative degree cannot be formed.
e.g.: The pen is mightier than the sword.
   Ram is richer than Rahim.
   Begging is better than stealing.

Stage iii) Enrichment Activities
The teacher gives the class some sentences for practice.
Activity I:
Form meaningful sentences from the substitution table:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My pen</td>
<td>is more interesting</td>
<td>than yours.</td>
</tr>
<tr>
<td>2. Your uncle</td>
<td>is not cheaper</td>
<td>than mine</td>
</tr>
<tr>
<td>3. Village life</td>
<td>is greater than</td>
<td>city life.</td>
</tr>
<tr>
<td>4. The horse</td>
<td>is costlier</td>
<td>the cheetah.</td>
</tr>
<tr>
<td>5. Chess</td>
<td>is more useful</td>
<td>than carrom.</td>
</tr>
<tr>
<td>6. Meena’s dress</td>
<td>is not faster than</td>
<td>Rekha’s.</td>
</tr>
<tr>
<td>7. Platinum</td>
<td>is better than</td>
<td>than gold.</td>
</tr>
<tr>
<td>8. Pollution in towns</td>
<td>is prettier than</td>
<td>pollution in villages.</td>
</tr>
<tr>
<td>9. Iron</td>
<td>is not older</td>
<td>than any other metal.</td>
</tr>
<tr>
<td>10. Cycles</td>
<td>are cheaper</td>
<td>than bikes.</td>
</tr>
</tbody>
</table>
Activity II:
Choose the right word from those given in brackets:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Swimming is</td>
<td>(better than, good than)</td>
<td>cycling.</td>
</tr>
<tr>
<td>2. Dancing is</td>
<td>(as difficult than, more difficult than)</td>
<td>singing.</td>
</tr>
<tr>
<td>3. Thy need</td>
<td>(is larger than, is greater than)</td>
<td>Mine.</td>
</tr>
<tr>
<td>4. Diamond is</td>
<td>(more precious than, as precious than)</td>
<td>gold.</td>
</tr>
<tr>
<td>5. The coconut tree is</td>
<td>(more useful than, most useful than)</td>
<td>any other tree.</td>
</tr>
<tr>
<td>6. Jack is</td>
<td>(cleverer than, cleverer to)</td>
<td>any other boy in the class.</td>
</tr>
<tr>
<td>7. Darjeeling is</td>
<td>(more beautiful than, most beautiful than)</td>
<td>any other hill-station in India.</td>
</tr>
<tr>
<td>8. The Brahmaputtra is</td>
<td>(as long as, longer than)</td>
<td>any other river in India.</td>
</tr>
<tr>
<td>9. My sister is</td>
<td>(more cautious than, carefuller than)</td>
<td>me.</td>
</tr>
<tr>
<td>10. His bark is</td>
<td>(worse than, worser than)</td>
<td>his bite.</td>
</tr>
</tbody>
</table>

The teacher checks the work of the students, points out the errors committed by them and rectifies their mistakes.

Stage iv) Review exercise:
The teacher gives the class some sentences as a review exercise.
Fill in the blanks with the correct form of the adjectives given in brackets.

1. Watching a live circus show is ________ (good) than watching the T.V.
2. The activities of a mad dog are ________ (dangerous) than those of an angry dog.
3. Pearls are ________ (attractive) than beads.
4. An A.C. machine is ________ (expensive) than an air-cooler.
5. Crime stories are ________ (interesting) than social novels.
6. Boys are ________ (lazy) than girls.
7. Lead is ________ (heavy) than any other metal.
8. Kala is ________ (beautiful) than her sister.
9. T.Nagar is ________ (busy) than any other shopping area in the city.
10. This packet of flour weighs ________ (little) than that.

The teacher stresses the fact that ‘more + adjective + than + any other . . . . .’ or the comparative form of the adjective + than + any other is the essential feature of the Comparative degree.
LESSON PLAN - 24

Standard : XI  Subject : English
Time:  : 40 minutes  Area : Language Usage
Date : Unit : Degrees of comparison:
       Superlative Degree

Teaching Strategy : Task Based Approach

Objectives :
   a) Students learn and comprehend the use of the Superlative degree;
   b) Students learn to apply the Superlative degree correctly at the appropriate contexts.

Aids : Charts, black-board

Stage i) Motivation:
The teacher points out to some objects, persons in the class and employs the Superlative degree, in describing them.
   - Vimal, Babu and Gopal, who is the tallest of these?
   - Gopal is the tallest of all boys in this class.
   - Who has scored the highest mark in Mathematics?
   - The best essay has been written by Prabhakar.

Stage ii) Presentation:
The teacher states that the Superlative degree is used to compare one thing with three or more things. The Superlative form of the adjective is always preceded by ‘the’.
   - Akbar was the greatest of all kings.
   - Solomon was the wisest of all men.

The teacher thus explains that the qualities of a thing / person is ranked the best, when compared to three or more things / persons.

Stage iii) Enrichment Activities :

Activity I :
Rectify the errors in the following sentences.
   1. Mahesh was the most industrious of all other boys.
   2. Calcutta is most crowded city in India.
   3. The giraffe is the taller of all animals.
   4. This is the better hotel in the whole city.
   5. Who is the younger student in this class?
   6. He offered me the TV for a little price.
   7. Which is the second larger beach of the world?
   8. This is the most wonderful place I’ve ever been to.
   9. What is the latest score?
   10. This is hottest part of the desert.

Activity II:
Choose the best answer and fill up the blanks:
   1. Kavitha is the _______ girl in the class. (obstinate, more obstinate, most obstinate)
   2. He was adjudged the _______ student. (good, best, better)
   3. Velan is the _______ man in the village. (richest, rich, richer)
   4. He brought up the child with the _______ care. (utmost, onmost, almost)
   5. Which is the _______ route to the city? (near, next, nearest)
   6. He gave us the _______ task. (more difficult, difficult, most difficult)
   7. This is the _______ dish I have ever prepared. (tastiest, more tastier, tasty)
   8. His act is the _______ one. (most irresponsible, more irresponsible, irresponsible)
   9. He was _______ bothered about the warning. (little, least, less)
   10. Gandhiji was the _______ man on the earth. (more truthful, most truthful, truthful)
The teacher checks the answers of the students, points out the mistakes they have committed, helps them correct the mistakes and writes the correct answers on the board.

Stage iv) Review exercise:
The teacher gives the students a task as a review exercise.
Fill in the blanks with the right form of the adjective given in brackets.
1. He is the ________ (trustworthy) person on earth.
2. Neelam is the ________ (pretty) girl in the school.
3. This is the ________ (sweet) variety of mangoes.
4. This is the ________ (easy) question in the paper.
5. You have taken the ________ (safe) route to the forest.
6. My uncle always follows ________ (wise) course as he is the ________ (experience) person in our household.
7. My mother is the ________ (affectionate) person on earth.
8. Mrs. Celia is the ________ (strict) teacher in the whole school.
9. This is the ________ (bore) story in the entire series.
10. Mr. James is the ________ (considerate) officer in the entire department.

The teacher strongly emphasizes that;

i) when one thing is compared with all the rest, the superlative degree is used;

ii) the ‘most + adjective’ ....(or) the ‘superlative form of the adjective’ is an essential feature of the Superlative degree.

iii) The superlative form of the adjective is always preceded by ‘the’.
LESSON PLAN – 25

Standard : XI  Subject : English

Time:  : 40 minutes  Area : Language Usage
Date :  Unit : Degrees of comparison: From Positive to Comparative Degree

Teaching Strategy : Task Based Approach

Objectives :

a) Students learn to transform sentences from the Positive into the Comparative form;
b) Students learn to write correct English using the appropriate form of the adjectives.

Aids : Flash-cards, blackboard

Stage i) Motivation :
The teacher talks to the class, subtly introducing the Positive and Comparative degrees in his/her speech.

How is the weather today?
Is it hotter than yesterday?
Has Madan’s fever subsided?
Does he feel better today?

He isn’t as healthy as he was earlier / last year.
His brother’s condition is worse than his condition.

The teacher then says that he/she would try to express the same meaning/sense through the two different structures – namely, Positive and Comparative.

Stage ii : Presentation
The teacher shows flash cards containing different words related to the Positive and Comparative degrees and asks the students to match them appropriately.

e.g.

Ramesh  Kapil  is not so brilliant as

than  Ramesh  Kapil  is more brilliant

The flash cards are picked at random by the students. The teacher reads out the words found on each card and helps the children form meaningful sentences, indicating the Positive and the Comparative degrees.

The teacher points out that the words ‘any other’ are essential in the Comparative degree. The comparative form of the adjective is followed by ‘than’. These are the essential things to be borne in mind when framing the Comparative degree.

e.g. No other city in Tamilnadu is so crowded as Chennai. (Positive)
Chennai is more crowded than any other city in Tamilnadu. (Comparative)

The teacher drills the pattern by means of various examples.
Stage iii) Enrichment Activity :
Activity I :
Rewrite the following sentences using the Comparative degree.
1. No other Indian mathematician is so talented as Ramanujam.
2. No other peak in the world is so high as Mt.Everest.
3. No other person in this office is so experienced as Mr. Chetan.
4. No other child in this class is so talkative as Nitin.
5. A camel is not so tall as a giraffe.
6. Suresh's dress is not so clean as yours.
7. The dining hall is not so big as the kitchen.
8. The books in this stack are not so interesting as the ones in our library.
9. Apples are not so costly as pomegranates.
10. No other human being can be so truthful as Mahatma Gandhi.

When the students finish writing, the teacher gives the correct answers, finds out how many students have gone wrong and then discusses the right answers, enabling the students understand the concepts taught thoroughly.

Stage IV : Review exercise :
The teacher gives the students a review exercise.
Express the following situations using the Comparative degree. (Clues are given in the box). Then rewrite them using the Positive degree of Comparison.

<table>
<thead>
<tr>
<th>more accurate than</th>
<th>kinder than</th>
</tr>
</thead>
<tbody>
<tr>
<td>larger than</td>
<td>deeper than</td>
</tr>
<tr>
<td>faster than</td>
<td>quicker than</td>
</tr>
<tr>
<td>more effective than</td>
<td>lazier than</td>
</tr>
<tr>
<td>smaller than</td>
<td>smarter than</td>
</tr>
</tbody>
</table>

1. Rekha's pencil measures 7 inches. Her sister Monica's pencil measures 4 inches.
   a. Monica's pencil is _______ Rekha's pencil. (Comp.)
   b. Rekha's pencil is not _______ as Monica's pencil. (Pos.)

2. The Pacific ocean is very deep.
   a. The Pacific ocean is _______ any other ocean. (Comp.)
   b. No other ocean is _______ the Pacific ocean. (Pos.)

3. Dr. Mohan gave me some medicines. They did not work. Dr. Kumar gave me some medicines. I became alright.
   a. The medicines Dr. Kumar gave me were _______ than the medicines given by Dr. Mohan. (Comp.)
   b. The medicines Dr. Mohan gave me were not _______ as the ones given by Dr. Kumar. (Pos.)

4. Ramesh made some predictions. Neetha made some predictions. Neetha's predictions were accurate.
   a. Neetha's predictions were _______ than Ramesh's predictions. (Comp.)
   b. The predictions made by Ramesh were not _______ as the ones made by Neetha. (Pos.)

5. Shyam would not go to the shop on his bi-cycle. He wanted someone to drop him at the shop. Naresh was not willing to go to the shop, even if he were given a lift. Both of them are lazy.
   a. Naresh is _______ Shyam. (Comp.)
   b. Shyam is not _______ as Naresh. (Pos.)

6. Kamala can type 70 words per minute. Swetha can type only 40 words per minute. Who does the work quickly?
   a. Kamala types _______ Swetha. (Comp.)
   b. Swetha is not _______ as Kamala in typing data. (Pos.)

7. Vikram can bake twenty cakes per hour. Sekar can bake only ten cakes per hour. Who is faster?
   a. Vikram bakes cakes _______ Sekar. (Comp.)
   b. Sekar is not _______ as Vikram, in baking cakes. (Pos.)
8. We cannot find an equal to Mother Teresa in kindness.
   a. Mother Teresa is _______ any other person on earth. (Comp.)
   b. No other person is _______ as Mother Teresa. (Pos.)

9. This shopping complex occupies large space. This is the only complex of this kind in the town.
   a. This shopping complex is _______ (large) any other shopping complex / building in the town. (Comp.)
   b. No other building / shopping complex in the town is _______ as this one. (Pos.)

10. Our project leader is very smartly dressed and gives brilliant answers.
    a. Our project leader is _______ any other member of our team. (Comp.)
    b. No other member of our team is _______ as our Project leader. (Pos.)

The teacher makes it clear that when only two things / persons are compared, there can be no superlative form.

The form ‘No other . . . . ‘ in the positive is replaced by ‘ more + adjective / + . . . . + than + any other or comparative form of the adjective + than + any other.
LESSON PLAN - 26

Standard : XI  Subject : English

Time:  : 40 minutes  Area : Language Usage
Date :  Unit : Degrees of comparison: From Comparative to Positive Degree

Teaching Strategy : Task Based Approach

Objectives:
   a) Students learn to transform the Positive degree into the Comparative form, and vice-versa;
   b) Students learn to speak and write correct English.

Aids : Charts, black-board

Stage i) Motivation:
The teacher makes use of some verbal situations and employs the Positive and Comparative degrees in his/her speech.

   Were the portions you learnt yesterday more difficult than those you had learnt earlier?
   Did you spend more time on the assignment than on playing?
   Were the sentences tougher than the examples?
   Were you helped by your father?
   Were the concepts understood thoroughly?

Stage ii) Presentation:
The teacher proceeds with the transformation of sentences from the Comparative into the Positive degree.

B is taller than A implies that A is not so tall as B. The negative word ‘not’ is employed, when rendering the adjective into its positive form.

Cream is tastier than milk, implies that
Milk is not so tasty as cream.
Honey is sweeter than sugar, implies that
Sugar is not so sweet as honey.
This book is better than that one, implies that
That book is not so good as this one.
The pen is mightier than the sword, implies that
The sword is not so mighty as the pen.

The teacher then continues with activities and tasks, involving the transformation from the Comparative into the Positive degree, all the time stressing the inclusion of ‘as + adj + as’ or ‘not so +adj. + as’ in the Positive structure.

Stage iii : Enrichment Activity :
Activity :
Rewrite the following sentences, using the Positive degree of Comparison.
1. Jaundice is more dangerous than Malaria.
2. Pumpkin is bigger than pine-apple.
3. Porus was braver than any other Indian king.
4. Hitler was more cruel to the Nazis, than any other dictator.
5. Practising is more difficult than preaching.
6. This locality is more crowded than any other locality in the city.
7. China has a larger population than any other country.
8. This book is more exciting than any other book published recently.
9. Antony’s speech was more powerful than that of Brutus.
10. Caesar was more ambitious than any other ruler.

The students write out the answers and the teacher goes round checking them. Wherever a mistake has been committed, it is discussed and rectified.

Stage iv) Review exercise :
The teacher gives the students a review exercise.
Supply the right form of the adjective given in brackets in the following blanks:
1. Tirupati is _______ _______ _______ (crowd) any other pilgrimage centre.
2. Algebra is not _______ _______ (complicated) as geometry.
3. No other girl in the class is _______ _______ (bold) as Radha.
4. His calculations are _______ _______ (accurate) than John’s.
5. Listening is _______ _______ (important) as reading.
6. Your handwriting is not _______ (good) than mine.
7. Sheela’s cousins are _______ (rich) than her.
8. Silver is not _______ _______ (costly) as gold.
9. My grandfather’s teeth are _______ (strong) than mine.
10. You are _______ _______ (tall) as your sister.

The teacher points out that;
‘is + comparative form of adjective ‘/’ more + adjective + than . . . .’ is replaced by ‘is not so + adjectival form + as’ in the positive degree; and vice versa.
# LESSON PLAN - 27

<table>
<thead>
<tr>
<th>Standard</th>
<th>XI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Time</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Area</td>
<td>Language Usage</td>
</tr>
<tr>
<td>Unit</td>
<td>Degrees of comparison: Positive, Comparative and Superlative Degree</td>
</tr>
</tbody>
</table>

**Teaching Strategy:** Task Based Approach

**Objectives:**

a) Students learn the structure of the Superlative degree;
b) Students use the Superlative degree appropriately to emphasise comparison.

**Aids:** Pictures, flash cards, blackboard

**Stage i) Motivation:**
The teacher casually converses with the students, employing the Positive and Superlative degrees in her/his speech.

- Who has scored the highest marks in Science?
- Subha, is your mark 95%? Subha, is your mark the highest in class?
- Srikant, have you scored only 40%? Is yours the least mark?
- Subha has scored the highest mark in Science.
- No other student in the class has scored so high a mark as Subha.
- Srikant has scored the lowest mark in Science.
- No other boy in the class has scored so low a mark as Srikant.

**Stage ii) Presentation:**
The teacher explains that in the Superlative degree, the Superlative form of the adjective / the structure ‘the most+ / superlative form of the adjective+ of all...’ is used.

**For eg:**
1. Reeta is the most beautiful girl in the class.
2. Harry is the tallest of all.
3. Water is the most precious liquid.
4. Shakespeare is the greatest of all poets.
5. Ashoka was the most powerful of all the kings.

**Stage iii) Enrichment Activity:**

Frame meaningful sentences from the substitution table given below:

| 1. The Eiffel tower is so beautiful as structure in the world. |
| 2. Meena is the most useful girl in the whole class. |
| 3. No other invention is the tallest the computer. |
| 4. Helen of Troy was is as tall as woman in the world. |
| 5. No other girl in the class so/as useful as Meena. |
| 6. No other demon king was the most responsible Ravana. |
| 7. Ravana was so powerful as of all demon kings. |
| 8. No other woman was the most beautiful Helen of Troy. |
| 9. No other structure in the world is as responsible the Eiffel Tower. |
| 10. Computers are the most powerful of all inventions. |

The teacher goes round checking and correcting the work of the students. All the sentences are discussed in class.
Stage iv: Review exercise:
The teacher gives the students an exercise to test them in the portions taught.

Rewrite the following sentences using the Positive degree of Comparison:
1. Ashoka was the greatest of all Indian kings.
2. Reema is the naughtiest girl in our family.
3. Narayan is the best bowler in our cricket team.
4. The Arctic region is the coldest place on earth.
5. Crackers are the most dangerous of all substances.
6. Hydrogen sulphide is the most foul-smelling of all chemicals.
7. Susheel owns the most expensive car in the town.
8. His last novel was the lengthiest of all his works.
9. Our melancholic songs are the sweetest.
10. Petrol is the most inflammatory of all substances.

The teacher points out that the transformation is done in the following way:
1. No other . . . .                         (positive)
2. . . . . . more + adjective + than any other         (comparative)
3. .... the + superlative form of adjective / most+adjective...(superlative)
LESSON PLAN - 28

Standard : XI  Subject : English
Time: : 40 minutes  Area : Language Usage
Date :  Unit : Degrees of comparison:
        Comparative and Superlative

Teaching Strategy : Task Based Approach

Objectives :
a) Students learn the use of the Comparative and Superlative forms; and
b) Students are able to convert the sentences from one form to the other.

Instructional Aids : Blackboard, charts

Stage i) Motivation:
The teacher asks the students a few questions and makes them employ the
Comparative and Superlative degrees in their answers.
Is this book better than that one?
Do you consider that as the best book, you've ever come across?
Do you spend more time on cycling than on reading?
Is reading the most favourite past time of yours?
Which activity do you find most interesting?
Who lives closer to school, Suresh or Mohan?

Stage ii) Presentation
The teacher points out the difference between the Positive and Comparative
degrees. The teacher enumerates the steps involved in transforming the
sentences from one form into the other.

Stage iii) Enrichment Activity
Rewrite the following sentences into the Comparative form or the Superlative
form as is necessary.
1. This variety of grapes is sweeter than any other variety.
2. The cheetah is the fastest of all animals.
3. This is the largest textile showroom in the city.
4. Fruits are more nutritious than any other source of eatables.
5. Swimming is the best exercise.
6. Floods are the most damaging of all calamities.
7. June is the hottest month of the year.
8. The pine-tree is the tallest of all trees.
9. The traffic here is heavier than on any other street of the town.
10. Mrs. Sinha is more affectionate than any other lecturer in this college.

The teacher goes round checking the answers of the students. All the answers
are discussed in class.

Stage iv) Review exercise:
An exercise is given to the students to assess their understanding of the
concepts they have learnt.

Fill in the blanks with the suitable form of the adjectives, choosing from the
given options.
1. An elephant is ________ than any other animal. (more intelligent, most
   intelligent, intelligent)
2. He failed in his first attempt. So he was ________ in his next attempt. (most
   careful, more careful, careful)
3. There is nothing ________ than a cup of coffee. (refreshing, more refreshing,
   most refreshing)
4. His is the ________ response. (wittier, witty, Wittiest)
5. Orange is the ________ of all colours. (more attractive, most attractive,
   attractive)
6. It is the ________ story I've ever heard. (strange, stranger, strangest)
7. Naresh's suit is ________ than any other boy's suit. (elegant, more elegant,
   most elegant)
8. Children are the ______ of all God’s creations. (most innocent, more innocent, innocent)

9. He is the ______ of all boys. (arrogant, most arrogant, more arrogant)

10. The dog is ______ than any other animal. (most faithful, more faithful, faithful)

The teacher drills the structures by means of several examples and by discussing several sentences in class.
LESSON PLAN - 29

Standard : XI  Subject : English
Time: : 40 minutes  Area : Language Usage
Date :  Unit : Degrees of comparison: Positive, Comparative and Superlative.

Teaching Strategy : Task Based Approach

Objectives :
   a) Students learn the three forms of Comparison;
   b) Students use the three forms appropriately in their speech and writing.

Instructional Aids : Blackboard, charts

Stage i) Motivation:
The teacher asks the students their opinion on a few topics – like books, films, music etc.,
Have you read Milton’s poems?
How about Wordsworth?
Do you like his poems?
Are you interested in Tennyson’s poems?
All the three are famous poets of English Literature. So we say, Tennyson is one of the most popular poets of English Literature.
What is your favourite hobby?
Only swimming? Cycling too?
Reading books also?
Reading is one of my favourite hobbies.
Are you a student of Physics?
Do you learn Mathematics?
Are you interested in Chemistry?
Which do you find difficult - Physics, Mathematics or Chemistry?
Maths is one of the most difficult subjects.

Stage ii) Presentation
The teacher then explains how a sentence with ‘one of the’ in the Superlative is transformed into the other two degrees – namely, the Positive and the Comparative.
The lotus is one of the prettiest flowers – Superlative.
Very few flowers are as pretty as the lotus.
The Positive degree includes the words ‘Very few’.
The lotus is prettier than most other / many other flowers.

We find the words ‘more+adj. +than+most other/ many other’ in the Comparative degree.
The teacher then explains the concept by means of various examples.

The teacher then explains the concept by means of various examples.

She is one of the cleverest girls in the class – Superlative.
Very few girls in the class are so clever as her – Positive.
She is cleverer than most other girls in the class – Comparative.

Cricket is one of the most thrilling games – Superlative.
Very few games are as thrilling as cricket – Positive.
Cricket is more thrilling than most other games - Comparative.

Stage iii) Enrichment Activities :
Activity I :
Transform each of the given sentences into the other possible degrees of comparison.
1. Trichy is one of the biggest towns in India.
2. Mr. Sridhar is one of the richest men in our town.
3. Sundar is one of the most obedient boys in the school.
4. P.T. Usha is one of the fastest runners in the world.
5. Very few outdoor games are as exciting as cricket.
6. Veena is more talkative than most other girls in the class.
7. The rainbow is one of the most charming scenes of nature.
8. Chess is more interesting than most other indoor games.
9. Bala is one of the most talented resource persons in our faculty.
10. AIDS is one of the deadliest diseases.

Activity II:
Make meaningful sentences from the substitution given below:

<table>
<thead>
<tr>
<th></th>
<th>Cocaine is</th>
<th>one of the most</th>
<th>addictive substances.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Oranges are</td>
<td>as nutritious as</td>
<td>most other fruits.</td>
</tr>
<tr>
<td>2.</td>
<td>This colour is</td>
<td>one of the most</td>
<td>attractive colour.</td>
</tr>
<tr>
<td>3.</td>
<td>Very few disasters of Nature</td>
<td>more furious than</td>
<td>hurricanes.</td>
</tr>
<tr>
<td>4.</td>
<td>Very few substances are</td>
<td>more addictive than</td>
<td>cocaine.</td>
</tr>
<tr>
<td>5.</td>
<td>Cocaine is</td>
<td>as addictive as</td>
<td>most other substances</td>
</tr>
<tr>
<td>6.</td>
<td>Very few fruits are</td>
<td>more nutritious than</td>
<td>oranges.</td>
</tr>
<tr>
<td>7.</td>
<td>Hurricanes are</td>
<td>one of the most</td>
<td>furious disasters</td>
</tr>
<tr>
<td>8.</td>
<td>Very few colours are</td>
<td>more attractive than</td>
<td>orange.</td>
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</tr>
<tr>
<td>10.</td>
<td>Oranges are</td>
<td>are as furious as</td>
<td>nutritious fruits.</td>
</tr>
<tr>
<td>11.</td>
<td>Hurricanes are</td>
<td>one of the most</td>
<td>most other disasters of Nature.</td>
</tr>
</tbody>
</table>

The teacher checks the answers of the students and writes the correct answers on the blackboard.

Stage iv) Review exercise:
Rewrite the following sentences in the other forms as indicated in the brackets:
1. Rehman paints better than Amir. (into Positive)
2. The Nile is the longest river in the world. (into Comparative)
3. Raju is one of the most industrious boys in the class. (into Positive)
4. The use of cell phones has become more popular than the use of walkie-talkies. (into Positive)
5. Very few animals are as ferocious as the tiger. (into Comparative)
6. This room is bigger than the other one. (into Positive)
7. Ram does not talk so politely as his sister. (into Comparative)
8. No other girl is as melodious a singer as Daya. (into Superlative)
9. Swimming is more beneficial than most other exercises. (into Superlative)
10. The weather in Ooty is more pleasant than that in Kodaikanal. (into Positive)

The teacher summarises the key points of transformation of sentences:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Very few . . . as + adjective + as . . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. No other . . . as + adjective + as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Some . . . at least as . . . .</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The teacher gives some more sentences for practice.

The teacher summarises the key points of transformation of sentences:

<table>
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<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Very few . . . as + adjective + as . . . .</td>
<td>. . . comparative form of adjective / more + adjective + than many other . . . . . . . . . . .</td>
<td></td>
</tr>
<tr>
<td>2. No other . . . as + adjective + as</td>
<td>. . . comparative form of adjective / more + adjective + than any other</td>
<td></td>
</tr>
<tr>
<td>3. Some . . . at least as . . . .</td>
<td>. . . not comparative form / more + adjective than some other . . . .</td>
<td></td>
</tr>
</tbody>
</table>

The teacher summarises the key points of transformation of sentences:

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<th>Superlative</th>
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</thead>
<tbody>
<tr>
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<td>. . . comparative form of adjective / more + adjective + than many other . . . . . . . . . . .</td>
<td></td>
</tr>
<tr>
<td>2. No other . . . as + adjective + as</td>
<td>. . . comparative form of adjective / more + adjective + than any other</td>
<td></td>
</tr>
<tr>
<td>3. Some . . . at least as . . . .</td>
<td>. . . not comparative form / more + adjective than some other . . . .</td>
<td></td>
</tr>
</tbody>
</table>

The teacher summarises the key points of transformation of sentences:
LESSON PLAN - 30

Standard : XI  Subject : English
Time: : 40 minutes  Area : Language Usage
Date :  Unit : Degrees of comparison:

Teaching Strategy : Task Based Approach

Objectives :
 a) Students learn to write correct English, employing the Degrees of Comparison aptly in suitable contexts.
 b) Students also learn the differences between the various Degrees of Comparison.

Instructional Aids : Flash cards, blackboard.

Stage i) Motivation :
The teacher describes the likes, tastes, dislikes of a few students, compares their qualities and introduces the various Degrees of Comparison in his/her speech.

Neeraj, what is your height?
Kannan, how tall are you?
Viswanath, let me measure your height.
I find that Neeraj is not the tallest boy in the class. (Sup.)
i.e. Some boys in the class are at least as tall as Neeraj. (Pos.)
(or) Some boys in the class are taller than Neeraj. (Comp.)
The teacher points out that the same meaning is conveyed in three different ways using the three Degrees of Comparison.

Stage ii) Presentation:
The teacher then gives a number of sentences and points out the salient features of each structure.

Ram is not the most intelligent boy in the school. (Sup.)
This implies that there are some boys who are as intelligent as Ram, possessing the same degree of intelligence.
Some boys in the school are at least as intelligent as Ram. (Pos.)
This also means that there are a few students who are more intelligent than Ram. Hence we say,
Some boys in the school are more intelligent than Ram. (Comp.)

Stage iii) Enrichment Activities :
Activity I :
Explain the meaning of the following sentences, by expressing them in the other forms of the Degrees of Comparison.

1. Sheela is not the fastest runner.
2. Hari is not the best comedian.
3. Prema is not quicker than some girls in the typing class.
4. Some domestic animals are at least as tame as the cow.
5. Some vegetables are at least as nutritious as peas.
6. Lead is the heaviest of all metals.
7. Bangalore is cooler than Hyderabad.
8. He is as wise as Solomon.
9. Shankuntala is the best drama in Sanskrit.
10. Some poets are at least as great as Tennyson.
11. Some beans are at least as nutritious as meat.
12. Very few boys are so industrious as John.
13. A wise enemy is better than a foolish friend.
14. Australia is the largest island in the world.
15. Shakespeare is greater than any other English poet.
Activity II:

Match the fragments of sentences with their right parts and complete them:

Kesav is not have scored in the series
Some players the highest scorer higher than Keshav in the series
Some players Keshav in the series some players
have scored Keshav Are better

at least as high as is not the best Some varieties of apples
than this variety of apples as good as this one That variety of apples
Some varieties of apples are at least at least as high as
are better than keshav in the series players in the series
The teacher asks the students to read out the answers they have written and to indicate the corresponding degree of comparison. The teacher writes the answers on the board, points out the mistakes if any, and explains the structure of the sentences in detail.

Stage iv: Review exercise:
The teacher gives the students some more sentences for practice.

Rewrite the following sentences in the other possible degrees of comparison:

1. The cheetah is the fastest animal.
2. Carrots are more nutritious than brinjals.
3. Chickenguniya is the most painful of all infectious diseases.
4. He is not so forgetful as his brother.
5. Some metals are at least as costly as gold.
6. Water is one of the most valuable gifts of Nature.
7. No other exercise is so healthy as swimming.
8. Samudra Gupta was one of the greatest of Indian Kings.
9. The mango is sweeter than the pine-apple.
10. The wild-apple is the sourest of all fruits.

The teacher gives many examples and drills the structures in the students thoroughly.

The teacher announces a test on Degrees of comparison in the next class.

---

A. Change the degree of comparison of the following sentences according to the instructions given in brackets:

1. Mohan is elder to me (into positive)
2. This is the oldest school in Palayamkottai. (into comparative)
3. Manoj is one of the bravest boys in the class. (into comparative)
4. Murugan is the kindest of all boys. (into positive).
5. No other girl in the class is so tall as Geetha. (into superlative)
6. No other playwright is so great as Shakespeare. (into superlative)
7. Mohan is one of the greatest players of this country (into comparative)
8. Geetha is more intelligent than me (into positive)

B. Here are some sentences divided into three parts A, B and C each. Spot in which part of a sentence there is an error. Correct them and rewrite the sentences.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Bruce-Lee was</td>
<td>the strongest</td>
<td>than any other man</td>
</tr>
<tr>
<td>10</td>
<td>Browning was</td>
<td>not the greater</td>
<td>of all poets</td>
</tr>
<tr>
<td>11</td>
<td>He is</td>
<td>no good</td>
<td>than me</td>
</tr>
<tr>
<td>12</td>
<td>Mumbai is</td>
<td>one of the big</td>
<td>towns of India</td>
</tr>
<tr>
<td>13</td>
<td>He is</td>
<td>the cleverest</td>
<td>than most other boys in the class</td>
</tr>
<tr>
<td>14</td>
<td>Ramu is</td>
<td>more taller</td>
<td>than Shyam</td>
</tr>
<tr>
<td>15</td>
<td>Mohan is</td>
<td>the tall boy</td>
<td>in this class</td>
</tr>
<tr>
<td>16</td>
<td>It is the</td>
<td>the most remarkable</td>
<td>than most other stories</td>
</tr>
</tbody>
</table>
C. Here are some sentences divided into three parts A, B and C each. Spot in which part of a sentence, there is error. If there is no error, write answer D.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>A wise enemy</td>
<td>is good</td>
<td>than a foolish friend.</td>
</tr>
<tr>
<td>18</td>
<td>It is</td>
<td>easy to preach</td>
<td>than to practice.</td>
</tr>
<tr>
<td>19</td>
<td>Many other fall</td>
<td>is as overwhelming</td>
<td>as the Niagara.</td>
</tr>
<tr>
<td>20</td>
<td>Many other metal</td>
<td>is as bright</td>
<td>as gold.</td>
</tr>
<tr>
<td>21</td>
<td>Cheetah is</td>
<td>the fast animal</td>
<td>of all.</td>
</tr>
<tr>
<td>22</td>
<td>Other countries are</td>
<td>developed</td>
<td>than India.</td>
</tr>
<tr>
<td>23</td>
<td>You are</td>
<td>more smarter</td>
<td>than India.</td>
</tr>
<tr>
<td>24</td>
<td>I have made</td>
<td>the more successful</td>
<td>experiment of my life.</td>
</tr>
</tbody>
</table>

D. Choose the correct alternative from those given below.

25. His brother is as _______ he looks.
   a. younger than  b. younger  c. young as  d. very young

26. His work is _______ yours.
   a. good as  b. as good as  c. better than  d. as good than

27. Tokyo is _______ Manchester
   a. big than  b. big as  c. biggest than  d. bigger than

28. You will have to choose _______ the two evils.
   a. the lesser of  b. the less than  c. as quickly as  d. as more quickly is.

29. you can type _______ she can, you must be very good indeed.
   a. as quickly than  b. quicker than  c. as quickly as  d. more quickly

30. I am _______ you think.
   a. not as silly as  b. not so silly than  c. no so silly as  d. not so silly as

31. John is _______ boy in the class.
   a. the youngest  b. most young  c. very young  d. the most young

32. It is _______ you can do for me
   a. the least  b. the less  c. a least  d. the lesser

E. Put the underlined words into Superlative form and write it on your answer sheet in the brackets provided at the end of each sentence.

33. Who runs the fast in the team? (                  )
34. Many people left before the end of the lecture. (                  )
35. Jane is by far likeable person, I’ve met since I came here.(                 )
36. Please direct me to near police station (                  )
37. Much I can give you is ten dollars. (                  )
38. Long game we ever played was against the Italians. (                  )
39. It was painful experience I have ever had. (                  )
40. Far I have ever been from home is my uncle’s house. (                  )
Degrees of comparison - Scoring key

1  I am not as old as Mohan
2  This school is older than any other school in Palayamkottai
3  Manoj is braver than most other boys in the class
4  No other boy is as kind as Murugan.
5  Geetha is the tallest girl in the class.
6  Shakespeare is the greatest playwright.
7  Mohan is greater than most other players of this country.
8  I am not so intelligent as Geetha
9  Bruce-lee was stronger than any other man.
10  Browning was not the greatest of all poets
11  He is no better than me.
12  Mumbai is one of the biggest towns of India
13  He is cleverer than most other boys in the class
14  Ramu is taller than Shyam
15  Mohan is the tallest boy in this class.
16  It is more remarkable than most other stories.
17
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the fastest
Most of the
the most likeable
the nearest
The most
The longest
the most painful
The farthest
APPENDIX - IV
PRE / POST-TEST
( Try Out)

Name : 
School : 
Time : 
Date : 

I. PREPOSITIONS

A. Insert the correct prepositions:
   1. The workman was innocent ____________ the charge brought against him.
   2. Even the worst person on earth isn’t indifferent ____________ his mother.
   3. He insisted ____________ doing the work himself.
   4. Are you interested ____________ this matter?
   5. * He abstained himself ____________ drinking.
   6. The girl was leaning ____________ the wall.
   7. Never try to interfere ____________ that issue.
   8. The teacher tried to impress ____________ us the importance of punctuality.
   9. My friend has kindly invited me ____________ tea.

B. In the following sentences four options are given in the brackets. Choose the correct option and fill in the blanks.
   10. The thirsty man longed ____________ water. (in, of, for, at)
   11. My friend was very kind ____________ me. (on, to, of, upon)
   12. Be regular ____________ school (to, for, at, of)
   13. * Jane prefers spring ____________ summer. (than, to, from, in)
   14. Always knock ____________ the door before you come in. (on, at, from, in)
   15. Our parents are ever proud ____________ us. (upon, with, of, at)
   16. He was severely punished ____________ his misconduct. (for, of, at, into)
   17. You should feel sorry ____________ what you have done. (at, upon, for, in)
   18. My friend was tired ____________ waiting for me. (with, at, of, upon)

C. In the following sentences wrong prepositions are used. Replace them with the correct ones.
   19. The girl is afraid from the dog.
   20. He aimed on the bird.
   21. The class consists for forty students.
   22* The man was cured from his illness.
   23. They arrive to the school late.
   24. He is very careful for his health.
   25. He came in train yesterday.
   26. Our class is composed with ten boys.
   27. I congratulate you for your success.

D. Tick the correct options:
   28. He was found guilty (for / of) murder.
   29. I am very glad (with / at) the news.
   30. We are very happy at Chennai (of/ in) India.
   31. * The woman was dressed (with / in) black.
   32. The jar was full (with / of) oil.
   33. They spend a lot of money (for / on) it.
   34. Reeta was sitting (on / at) a desk.
   35. The teacher is pleased (with / at) me.
   36. Geeta is married (with / to) Shyam.

E. Choose the correct prepositions:
   37. The fish swam (in / into) the water.
   38. (On / At) Christmas day I got many gifts.
   39. There is a road (besides / beside) the river.
   40. I live (at / in) a small village.
   41. He has been ill (from / since) Friday.
   42. They spoke (for / about) the weather.
   43. We draw lines (with / by) a ruler.
44. We send letters (with / by) post.

II. ARTICLES

A. In the following sentences, Insert ‘a’ ‘an’ or ‘the’ where needed.

45. She gave _______ correct change to me, but I dropped three coins.
46. The conductor found _______ wallet in the bus.
47. His first job paid him less than $2 _______ hour.
48. Ellen decided to do _______ best she could.
49. Ballpoint pens have revolutionized _______ field of writing.
50. No one knows _______ troubles I have taken.
51. The photograph was adjusted _______ little.
52. To me it was but _______ worthless bauble.

B. Choose between ‘a’ and ‘an’

53.* My father is _______ editor of the Indian Express?
54. _______ mad dog chased him fiercely.
55. He used _______ hammer to nail the board.
56. _______ one-hour lecture is more than I can take.
57. It was _______ useful piece of advice.
58. She is _______ M.A. in English.
59. Ramu is _______ honest man.
60. I met _______ very ambitious person.
61. She spoke for _______ hour.

C. In each of the following sentences a wrong article is used. Replace it with the correct one and write it in the bracket.

62.* She gave me an one rupee coin. (               )
63. No where in the world can one find an good bottle of beer. (              )
64. The doctor cured her of a tuberculosis. (                 )
65. Many investors are frightened by a prospect of continued inflation. (            )
66. One of my dreams is to have an sea worthy boat. (               )
67. I have a ability to operate this boat. (                )
68. I bought a umbrella yesterday. (             )
69. My daughter is a apple of my eye.  (                )
70. Writing letters to a editor is not that easy job for all of us. (             )

D. Omit articles where not necessary and rewrite the sentences correctly:

71.* All that glitters is not a gold.
72. * Make the hay while the sun shines
73. I have a black and a white dog named Peter
74. We make the bread from the flour.
75. The man he met is a friend of a mine.
76. The man is an immortal.
77. The Gold is very precious.
78. The truth always prevails.
79. What kind of a fruit is this?
80. The wisdom is divine.

E. Rewrite the following sentences using articles wherever necessary:

81. He is Gandhi of today.
82. Lady who met you is a friend of mine.
83. Older he grew, wiser he became.
84. We must help poor and needy.
85. It was ugly incident.
86. Both sisters look alike.
87. Lotus is national flower of India.
88. I sent article for magazine.

III. VOICE OF THE VERB

A. Change the following sentences into Passive Voice.

89. Someone assassinated the President.
90 * The people are electing a new leader.
91. The Police are stopping cars at the road blocks.
By the end of the year, they will have reduced inflation to single figure.
She has written letters to me.
If they find you guilty, they will send you to prison.
We cherish both our Democracy and our Secularism.
He has paid fifty rupees for the lunch.
Plant it.

B. Change the following sentences from the Passive Voice into Active Voice
Ram was punished by the headmaster.
By whom was the letter posted?
The plants were being watered by the gardener.
The building will be completed by the end of this month by the workers.
The answer is not known to me.
Will the fruit be eaten by your son?
I was given a book by my mother.

C. Change the following sentences into passive form, with the direct object as the subject:
I sent my friend a gift.
Our teacher teaches us grammar.
Do they teach you shorthand at College?
My teacher will give me a book tomorrow.
They refused the foreign students a work permit.
Has anyone sent you the details?
I will post him a letter tomorrow.
Have you sent him the required money?
She did not repay me the money.

D. Change the following sentences according to the verb/tense form given in the brackets:
The letter ______ (write) by Ramu yesterday. (Simple Past-Passive)
They ______ (finish) the work. (Present Perfect-Active)
Water ______ (fill) in the bucket. (Simple Present-Passive)
Hindi is not ______ (know) to me. (Simple Present passive)
The guests ______ (invite) ______ by my father. (Past Perfect-Passive)
The convict ______ (punish) by the judge. (Simple Future-Passive)
The judgment ______ (announce) shortly. (Simple Future-Passive form)
They ______ (finish) the assignment. (Past Perfect-Active form)

E. Change the following sentences into the Passive form
Bring me a glass of water.
Take a vessel full of water.
Boil the water at 100°C.
Add milk and sugar to it after that.
Serve it hot immediately.
Ring the bell now.
Obey the orders.
Finish the work.
Please permit me.

IV. TRANSFORMATION OF SENTENCES
A. Read carefully the follows sentences and identify their type (state if each is a Simple Sentence, a Complex Sentence or a Compound Sentence)
Due to sickness, she is absent.
Harry won the election by a margin of one percent whereas he had expected to lose.
I will take the papers when I leave.
In spite of his sickness, he is attending his office daily.
On account of his poverty he could not clear the debts.
He is poor but very honest.
Tom went to the shop, bought a pen and then went to school.
As the boxers advanced into the ring, people said they would not allow them to fight.

For disobedience, the teacher punished the boy.

B. In the following sentences, identify the Main clauses (MC) and Subordinate clauses (SC)

141. When Lincoln was a boy, he did not go to school.
142. It is a pity that she should have to undergo this disgrace.
143. How long I shall stay is doubtful.
144. He said that he was innocent.
145. The exact time when this occurred has not been ascertained.
146. The rat will play when the cat is away.
147. That he may become learned, he is studying hard.
148. We sow so that we may reap.

C. Here are two sets of clauses. Match them correctly (Main clause with subordinate clause) to form correct and complete sentences:

<table>
<thead>
<tr>
<th>Main Clause</th>
<th>Subordinate Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>149.* The teacher entered the class</td>
<td>a. which is to be taught well.</td>
</tr>
<tr>
<td>150. My friend helped me</td>
<td>b. as soon as the bell rang.</td>
</tr>
<tr>
<td>151. We believe in democracy</td>
<td>c. which was very shallow</td>
</tr>
<tr>
<td>152. Everything was quiet</td>
<td>d. who is always generous</td>
</tr>
<tr>
<td>153. Hitler committed suicide</td>
<td>e. when I was in great trouble</td>
</tr>
<tr>
<td>154. India is a great country</td>
<td>f. after the party was over.</td>
</tr>
<tr>
<td>155. We admire a man</td>
<td>g. because she has an ancient culture.</td>
</tr>
<tr>
<td>156. Physics is a subject</td>
<td>h. when the Germans were defeated</td>
</tr>
<tr>
<td>157. We bathed in a river</td>
<td>i. though it has many drawbacks.</td>
</tr>
</tbody>
</table>

D. Transform the following sentences according to the instructions given in brackets.

158. I proved that he was innocent (into Simple Sentence)
159. He is very popular but cannot be called a great writer (into Simple Sentence)
160. She came home to see me (into the Compound Sentence)
161. The duration of my stay is doubtful (into Complex Sentence)
162. Waste not, lack not. (into Complex Sentence)
163. Though Gandhiji believed in non-violence, some of his followers became violent. (into Compound Sentence).

164. He worked hard so that he might win the prize. (into Compound Sentence)
165. He confessed that he was guilty. (into Simple Sentence).

E. Change the phrases in italics into corresponding clauses.

166. You look like an aristocrat.
167. Arun was promoted because of his honesty. I heard of his arrival.
168. The accused at last admitted his guilt.
169. Endure the incurable.
170. The reason for her failure is obvious.
171. After finishing cooking, I will give you a call.
172. I have a walking doll.

V. DEGREES OF COMPARISON

A. Change the degree of comparison of the following sentences according to the instructions given in brackets:

174. Mohan is elder to me (into positive)
175. This is the oldest school in Palayamkottai. (into comparative)
176. Manoj is one of the bravest boys in the class. (into comparative)
177* India is bigger than the United Kingdom (into positive)
178. Murugan is the kindest of all boys. (into positive).
179. No other girl in the class is so tall as Geetha. (into superlative)
180. No other playwright is so great as Shakespeare. (into superlative)
181. Mohan is one of the greatest players of this country (into comparative)
182. Geetha is more intelligent than me (into positive)
B. Here are some sentences divided into three parts A, B and C each. Spot in which part of a sentence there is error. Correct them and rewrite the sentences.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>183*</td>
<td>This was</td>
<td>best experience</td>
<td>of my life</td>
</tr>
<tr>
<td>184</td>
<td>Bruce - Lee was</td>
<td>the strongest</td>
<td>than any other man</td>
</tr>
<tr>
<td>185</td>
<td>Browning was</td>
<td>not the greater</td>
<td>of all poets</td>
</tr>
<tr>
<td>186</td>
<td>He is</td>
<td>no good</td>
<td>than me</td>
</tr>
<tr>
<td>187</td>
<td>Mumbai is</td>
<td>one of the big</td>
<td>towns of India</td>
</tr>
<tr>
<td>188</td>
<td>He is</td>
<td>the cleverest</td>
<td>than most other men in the class</td>
</tr>
<tr>
<td>189</td>
<td>Ramu is</td>
<td>more taller</td>
<td>than Shyam</td>
</tr>
<tr>
<td>190</td>
<td>Mohan is</td>
<td>the tall boy</td>
<td>in this class</td>
</tr>
<tr>
<td>191</td>
<td>It is the</td>
<td>the most</td>
<td>than most other stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>remarkable</td>
<td></td>
</tr>
</tbody>
</table>

C. Here are some sentences divided into three parts A, B and C each. Spot in which part of a sentence there is error. If there is no error, write answer D.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>192*</td>
<td>I always</td>
<td>prefer tea</td>
<td>than coffee</td>
</tr>
<tr>
<td>193</td>
<td>A wise enemy</td>
<td>is good</td>
<td>than a foolish friend.</td>
</tr>
<tr>
<td>194</td>
<td>It is</td>
<td>easy to preach</td>
<td>than to practice.</td>
</tr>
<tr>
<td>195</td>
<td>Many other fall</td>
<td>is as overwhelming</td>
<td>as the Niagara.</td>
</tr>
<tr>
<td>196</td>
<td>Many other metal</td>
<td>is as bright</td>
<td>as gold.</td>
</tr>
<tr>
<td>197</td>
<td>Cheetah is</td>
<td>the fast animal</td>
<td>of all.</td>
</tr>
<tr>
<td>198</td>
<td>Other countries are</td>
<td>Developed</td>
<td>than India.</td>
</tr>
<tr>
<td>199</td>
<td>You are</td>
<td>more smarter</td>
<td>than my teacher.</td>
</tr>
<tr>
<td>200</td>
<td>I have made</td>
<td>the more successful</td>
<td>experiment of my life.</td>
</tr>
</tbody>
</table>

D. Choose the correct alternative from those given below.

201. His brother is as _______ he looks.
   a. younger than  
   b. younger
   c. young as      
   d. very young

202. His work is _______ yours.
   a. good as     
   b. as good as
   c. better than 
   d. as good than

203. Tokyo is _______ Manchester
   a. big than   
   b. big as
   b. biggest than 
   d. bigger than

204. You will have to choose _______ the two evils.
   a. the lesser of 
   b. the less than
   c. as quickly as 
   d. as more quickly is.

205. If you can type _______ she can, you must be very good indeed.
   a. as quickly than 
   b. quicker than
   c. as quickly as  
   d. more quickly

206. I am _______ you think.
   a. not as silly as 
   b. not so silly than
   c. no so silly as  
   d. not so silly as

207.* Among all my students Raman is ____________
   a. best       
   b. better
   c. the best   
   d. good

208. John is _______ boy in the class.
   a. the youngest 
   b. most young
   c. very young   
   d. the most young

209. It is _______ you can do for me
   a. the least 
   b. the less
   c. a least     
   d. the lesser
E. Put the underlined words into Superlative form and write it on your answer sheet in the brackets provided at the end of each sentence.

210. Who runs the fast in the team? ( )
211. Many people left before the end of the lecture. ( )
212. Jane is by far likeable person, I've met since I came here. ( )
213. Please direct me to near police station ( )
214. Much I can give you is ten dollars. ( )
215. Long game we ever played was against the Italians. ( )
216. It was painful experience I have ever had. ( )
217. Far I have ever been from home is my uncle’s house. ( )

The * marked Item Nos. 5, 12, 21, 30, 53, 62, 71, 72, 90, 109, 123,132, 149, 177, 183, 192, 207 are not selected in the refined tool and the final refined tool contains 200 items.

PRE / POST TEST
Scoring key

I. Prepositions

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Answer</th>
<th>Item No.</th>
<th>Answer</th>
<th>Item No.</th>
<th>Answer</th>
<th>Item No.</th>
<th>Answer</th>
</tr>
</thead>
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<tr>
<td>1.</td>
<td>of</td>
<td>12</td>
<td>To</td>
<td>23</td>
<td>at</td>
<td>34</td>
<td>on</td>
</tr>
<tr>
<td>2.</td>
<td>to</td>
<td>13*</td>
<td>To</td>
<td>24</td>
<td>about</td>
<td>35</td>
<td>with</td>
</tr>
<tr>
<td>3.</td>
<td>on</td>
<td>14</td>
<td>At</td>
<td>25</td>
<td>by</td>
<td>36</td>
<td>to</td>
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<td>4.</td>
<td>in</td>
<td>15</td>
<td>Of</td>
<td>26</td>
<td>of</td>
<td>37</td>
<td>into</td>
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<tr>
<td>5.</td>
<td>* from</td>
<td>16</td>
<td>For</td>
<td>27</td>
<td>on</td>
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<td>On</td>
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<tr>
<td>6.</td>
<td>against</td>
<td>17</td>
<td>For</td>
<td>28</td>
<td>of</td>
<td>39</td>
<td>beside</td>
</tr>
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<td>7.</td>
<td>in</td>
<td>18</td>
<td>of</td>
<td>29</td>
<td>at</td>
<td>40</td>
<td>at</td>
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<td>8.</td>
<td>on / upon</td>
<td>19</td>
<td>of</td>
<td>30</td>
<td>in</td>
<td>41</td>
<td>since</td>
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<td>9.</td>
<td>to</td>
<td>20</td>
<td>At</td>
<td>31*</td>
<td>in</td>
<td>42</td>
<td>about</td>
</tr>
<tr>
<td>10.</td>
<td>for</td>
<td>21</td>
<td>Of</td>
<td>32</td>
<td>of</td>
<td>43</td>
<td>with</td>
</tr>
<tr>
<td>11.</td>
<td>to</td>
<td>22*</td>
<td>of</td>
<td>33</td>
<td>on</td>
<td>44</td>
<td>by</td>
</tr>
</tbody>
</table>

II. Articles

<table>
<thead>
<tr>
<th>Item No.</th>
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<th>Item No.</th>
<th>Answer</th>
<th>Item No.</th>
<th>Answer</th>
<th>Item No.</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>the</td>
<td>51</td>
<td>A</td>
<td>57</td>
<td>a</td>
<td>63</td>
<td>a</td>
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<tr>
<td>46</td>
<td>a</td>
<td>52</td>
<td>A</td>
<td>58</td>
<td>an</td>
<td>64</td>
<td>the</td>
</tr>
<tr>
<td>47</td>
<td>an</td>
<td>53*</td>
<td>An</td>
<td>59</td>
<td>an</td>
<td>65</td>
<td>the</td>
</tr>
<tr>
<td>48</td>
<td>the</td>
<td>54</td>
<td>A</td>
<td>60</td>
<td>a</td>
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<td>a</td>
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<td>the</td>
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<td>61</td>
<td>an</td>
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<td>an</td>
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<tr>
<td>50</td>
<td>the</td>
<td>56</td>
<td>A</td>
<td>62*</td>
<td>a</td>
<td>68</td>
<td>an</td>
</tr>
<tr>
<td>69</td>
<td>the</td>
<td>70</td>
<td>the</td>
<td>71*</td>
<td>All that glitters is not gold</td>
<td></td>
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</tr>
<tr>
<td>72*</td>
<td>Make hay while the sun shines.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>73</td>
<td>I have a black and white dog named Peter.</td>
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<td></td>
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<td></td>
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<td></td>
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<tr>
<td>74</td>
<td>We make bread from flour.</td>
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<tr>
<td>75</td>
<td>The man he met is a friend of mine.</td>
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<td></td>
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</tr>
<tr>
<td>76</td>
<td>Man is immortal.</td>
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<tr>
<td>77</td>
<td>Gold is precious.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>78</td>
<td>Truth always prevails.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>79</td>
<td>What kind of fruit is this?</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>80</td>
<td>Wisdom is divine.</td>
<td></td>
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</tr>
<tr>
<td>81</td>
<td>He is the Gandhi of today.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>82</td>
<td>The lady who met you is a friend of mine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>83</td>
<td>The older he grew, the wiser he became.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>84</td>
<td>We must help the poor and needy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
85 It was an ugly incident.
86 Both the sisters look alike.
87 Lotus is the national flower of India.
88 I sent an article for magazine.

III Voice of the verb
89 The president was assassinated.
90 * A new leader is being elected.
91 Cars are being stopped at the road blocks by the police.
92 By the end of the year, inflation will have been reduced to single figure.
93 Letters have been written to me by her.
94 If you are found guilty, you will be sent to prison.
95 Our Democracy and Secularism are both cherished.
96 Fifty rupees have been paid for the lunch by him.
97 It is to be planted/let it be planted.
98 The headmaster punished Ram.
99 Who posted the letter?
100 Finish this work.
101 The gardener was watering the plants.
102 The workers will complete the construction of the building by the end of this month.
103 I do not know the answer.
104 Will your son eat the fruit?
105 My mother gave me a book.
106 A gift was sent to me by my friend.
107 Grammar is taught to us by our teacher.
108 Is shorthand taught to you at college?
109 * A book will be given to me tomorrow by my teacher.
110 A work-permit was refused to the foreign students.
111 Have the details been sent to you?
112 A letter will be posted to him tomorrow.
113 Has the required money been sent to him?
114 The money was not repaid to me by her.
115 The letter was written by Ramu yesterday
116 They have finished the work.
117 The water is filled in the bucket.
118 Hindi is not known to me.
119 The guests had been invited by my father.
120 The convict will be punished by the judge.
121 The judgment will be announced shortly.
122 They had finished the assignment.
123 * Let a glass of water be brought to me.
124 * Let a vessel full of water be taken.
125 Let the water be boiled at 100°C.
126 Let milk and sugar be added to it.
127 Let it be served hot immediately.
128 The bell is to be rung now/let the bell be rung now.
129 The orders are to be obeyed/let the orders be obeyed.
130 The work is to be finished / let the work be finished.
131 Let me be permitted please.

IV Transformation of sentences
132 * Simple sentence
133 Complex sentence
134 Complex sentence
135 Simple sentence
136 Simple sentence
137 Compound sentence
138  Compound sentence
139  Complex sentence
140  Simple sentence
141  When Lincoln was a boy, he did not go to school.
142  It is a pity that she should have to undergo this disgrace.
143  How long I shall stay is doubtful.
144  He said that he was innocent.
145  The exact time has not been ascertained when this occurred.
146  The rat will play when the cat is away.
147  That he may become learned he is studying hard.
148  We sow so that we may reap.
149  * The teacher entered the class as soon as the bell rang.
150  My friend helped me when I was in great trouble.
151  We believe in democracy though it has many drawbacks.
152  Everything was quiet after the party was over.
153  Hitler committed suicide when the Germans were defeated.
154  India is a great country because she has an ancient culture.
155  We admire a man who is always generous.
156  Physics is a subject which is to be taught well.
157  We bathed in a river which was very shallow.
158  I proved his innocence.
159  Inspite of his popularity, he can't be called a great writer.
160  She wanted to see me, so she came home.
161  How long will I stay is doubtful.
162  If you do not waste, you will not lack.
163  Gandhi believed in non-violence but some of his followers became violent.
164  He wanted to win the prize, so he worked hard.
165  He confessed his guilt.
166  You look as if you are an aristocrat.
167  Arun was promoted because he was honest.
168  I heard that he had arrived.
169  The accused at last admitted that he was guilty.
170  What cannot be cured must be endured.
171  Why she failed is obvious.
172  After I had finished cooking, I will give you a call.
173  I have a doll that walks.

V. Degrees of comparison

174  I am not as old as Mohan
175  This school is older than any other school in Palayamkottai
176  Manoj is braver than most other boys in the class
177  * The United Kingdom is not so big as India.
178  No other boy is as kind as Murugan.
179  Geetha is the tallest girl in the class.
180  Shakespeare is the greatest playwright.
181  Mohan is greater than most other players of this country.
182  I am not so intelligent as Geetha
183  * This was the best experience of my life.
Bruce-Lee was stronger than any other man.
Browning was not the greatest of all poets
He is no better than me.
Mumbai is one of the biggest towns of India
He is cleverer than most other boys in the class
Ramu is taller than Shyam
Mohan is the tallest boy in this class.
It is more remarkable than most other stories.

The * marked Item Nos. 5, 12, 21, 30, 53, 62, 71, 72, 90, 109, 123, 132, 149, 177, 183, 192, 207 are not selected in the refined tool and the final refined tool contains 200 items.
## APPENDIX V

### PRE/POST-TEST SCORES

**GOVT. HIGHER SECONDARY SCHOOL, ARUMBAKKAM, BOYS**

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APPENDIX - VI – A
DIFFERENTIAL APTITUDE TEST
LANGUAGE USAGE – SPELLING (REVALIDATED)

Read all the words carefully and mark your answers on a separate sheet by putting √ for Right or x for Wrong Answer against the corresponding number

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DIRECTIONS

This test consists of 50 Sentences. Each sentence is divided into five parts. Each part has a letter – A, B, C, D, and E.

You are to look at each sentence and decide which of the lettered parts have errors in them. The mistakes may be in grammar, punctuation or spelling. When you have decided which parts are wrong, mark that part (by putting X in them) under those letters on the separate Answer Sheet. (Be sure to put the marks after the right sentence numbers) Study by the examples given below.

EXAMPLE

X. Was we/going to the/ office / next week / at all. A B C D E
   A B C D E (X) X X

In this sentence, X “was we” is wrong. So an X has been written in the circle under A on the sample Answer Sheet. There are no mistakes in part B, C and D of this sentence. However, look at part E. This sentence is asking a question, but the question mark has been left out. The missing question mark is a mistake in part E. So an X has also been written in the circle under E.

Y. They / went / on a / long jorney / together (Y) X
   A B C D E

In this sentence, “Y”, the word, ‘journey’ in part D is wrong spelling. So an X is marked under D, on the sample Answer Sheet.

Z. Why /are you / going / to/ the city ? (Z) A B C D E
   A B C D E

In sentence Z, there are no mistakes. Therefore, none of the letter in line Z has any marks in it.

Some of the sentences are entirely correct. Others may have from one to five parts wrong. For each part of the sentence, which you think is wrong, put an X in that part under that letter, on the separate Answer Sheet.

Do not make any marks on the test,

Marks your answers in proper part under the letters A, B, C, D, E on the separate Answer Sheet.
1. Where did you stop at on your trip to Delhi.
   A  B  C  D  E

2. Was it him/who got burned when the boiler bursted?
   A  B  C  D  E

3. The dog laid sleeping after chasing Gopal and with hardly no time out.
   A  B  C  D  E

4. I doubt if Jack has fewer than sixteen cricket bats.
   A  B  C  D  E

5. “It is me”, said Ram, as his mother answered his knock.
   A  B  C  D  E

6. If I were he, I would be sure of myself.
   A  B  C  D  E

7. I could of won if I had stood in the game a little longer.
   A  B  C  D  E

8. If Mohan were here he would sure have done faster work than Gopal
   A  B  C  D  E

9. I cannot hardly raise my hand more than three foot above the board
   A  B  C  D  E

10. I sung until I was hoarse, and then drunk a glass of water.
    A  B  C  D  E

11. Neither money/or fame/would have been/ alright as payment/for such a job.
    A  B  C  D  E

12. I do not understand/how anyone/could admire/a person as careless/as her.
    A  B  C  D  E

13. Is it I whom they are calling?
    A  B  C  D  E

14. I did not feel good enough to attend the conference last Tuesday.
    A  B  C  D  E

15. I did pretty good in history in last week’s tests.
    A  B  C  D  E

16. Her father replied “I feel that sita is some better than Mohini “.
    A  B  C  D  E

17. The rivers raised ten feet after the rains, overflowing their banks.
    A  B  C  D  E

18. I thought you was through doing your wok all ready.
    A  B  C  D  E

19. We accepted there proposal that we cooperate for our mutual profit.
    A  B  C  D  E
20. The writer / made / an illusion / to his hero's / earlier exploits.
   A B C D E

21. I do not like / those kind / of mangoes, / give me some / of the ripe ones.
   A B C D E

22. Leave / me go / with Sita / and She / to the show.
   A B C D E

23. He is / one of those men / who work / well / and long
   A B C D E

24. Mohan said, / "Work, / not words, / is what / is needed "
   A B C D E

25. None of the books / were / worth reading / more then / once or twice
   A B C D E

26. They / nearly were / starved / before they landed / somewhere in Kerala
   A B C D E

27. She / got hurt / when the dish / broke / in her hands.
   A B C D E

28. I thought it / was him, / and it sure / looked like him / from this distance.
   A B C D E

29. Who / do you / think / your / talking about ?
   A B C D E

30. The number / of volunteers / were / seldom ever / enough
   A B C D E

31. One issue of stamps / were / distributed / between / three Post Offices.
   A B C D E

32. There goes / Ram and Gopal, / fighting / like / always.
   A B C D E

33. Is it / me / who / you wanted / to see ?
   A B C D E

34. I do not see / as good / as Shankar, / my friend, / can see.
   A B C D E

35. Paul had / promised / to return / the book / in two weeks.
   A B C D E

36. The man who / everybody likes / is one / who / they can trust.
   A B C D E

37. He asked / we three, / "where / is the men / which lived here ?
   A B C D E

38. I have had / less headaches / since I / went to sleep / earlier.
   A B C D E

39. The books / laid / in the grass / all day / and got wet.
   A B C D E
40. You can / leave the house / in an hour / if you feel / good
   A  B  C  D  E

41. I will / be much glad / to visit you / whenever / you would prefer.
   A  B  C  D  E

42. The Gita / is one / of the best books / their / are for serious study.
   A  B  C  D  E

43. Each of / these flowers / look best / in a different / sort of a plot.
   A  B  C  D  E

44. We always turn / to who / we use to / know, the old friend / is best.
   A  B  C  D  E

45. Being that / a pipe bust, / we hadn't / hardly / any water.
   A  B  C  D  E

46. He had smoked / their tobacco / drank their wine / and heard / their tales.
   A  B  C  D  E

47. A man, / who beats his wife, / is considered wicked / by people / nowadays.
   A  B  C  D  E

48. We seldom / ever / have to / watch close / in our kind / of a job.
   A  B  C  D  E

49. If it was possible, / we could have / gave him / the workers / which he wanted.
   A  B  C  D  E

50. Neither Gopal / nor Hari / are / the men / for that sort of a job.
   A  B  C  D  E
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1. ….is to Uttar Pradesh as U.K. is to..  
   A. China    B. Norway    C. Turkey    D. United Kingdom

2. ….is to cavalry as foot is to……..  
   A. yard    B. travel    C. armoury    D. infantry

3. ….is to wide as thin is to……..  
   A. fat    B. weight    C. man    D. girl

4. ….is to masculine a woman is to....  
   A. intuitive    B. madam    C. feminine    D. girl

5. .is to dispute as endurance  is to...  
   A. peace    B. friendship    C. repulsion    D. oneness

6. ….is to verse a sculptor is to.....  
   A. crime    B. chisel    C. statue    D. artist

7. …is to chain as bead is to...  
   A. pearl    B. board    C. necklace    D. aim

8. ….is to animal as rind is to  
   A. hard    B. melon    C. nut    D. corn

9. ….is to cork as boxing  is to.......  
   A. fight    B. melon    C. nut    D. corn

10. ….is to tusk as dog is to...  
   A. den    B. kennel    C. cave    D. shed

11. …..is to song as dancer  is to ...  
   A. painting    B. dance    C. music    D. artiste

12. ….is to hang as shoot  is to .......  
   A. revolution    B. gun    C. captual    D. citizen

13. ….is to tree as melon is to  
   A. vine    B. water    C. ripe    D. sweep
14. ...is to pea as shell is to...
   A. rifle  B. nut  C. crack  D. pearls

15. ...is to cow as cock is to
   A. egg  B. pen  C. Fowl  D. Hen

16. ...is to sentence as sentence is to....
   A. fine  B. comma  C. paragraph  D. relative

17. ...is to uncle as mother is to........
   A. sister  B. father  C. teacher  D. relative

18. ...is to childhood as adolescence is to ....
   A. adultery  B. maturity  C. sinecure  D. intelligence

19. ...is to potato as beater is to.....
   A. winner  B. baton  C. steak  D. egg

20. ...is to dog as sparrow is to....
   A. bird  B. crow  C. chirp  D. furniture

21. ....is to top as base is to....
   A. vile  B. ball  C. bottom  D. home

22. ...is to chatter  as donkey is to....
   A. cry  B. scream  C. bray  D. bark

23. ...is to river as coast is to....
   A. beach  B. spa  C. sea  D. sled

24. ...is to foot as elbow is to.....
   A. hand  B. thumb  C. should  D. finger

25. ...is to day as calendar is to....
   A. year  B. weekend  C. march  D. century

26. ...is to constitution as prologue is to...
   1. Independence  2. Law  3. Preamble  4. Amendment
   A. eulogy  B. writ  C. play  D. epilogue

27. ...is to proceed as stop is to...
   A. prevent  B. bottle  C. gone  D. go
28. ….is to Horse as bray is to ....
   A. relay    B. pony    C. wagon    D. donkey

29. ….is to sea as general is to....
   A. special   B. war     C. land     D. soldier

30. …is to distance as kilogram is to..
   A. heavy     B. Ounce   C. weight   D. noise

31. ….is to door as pane is to...
   A. glass     B. window   C. ache     D. view

32. .....is to never as all is to....
   A. none      B. whole    C. every    D. total

33. ….is to future as regret is to .....
   A. past      B. atone    C. absent   D. sins

34. .....is to rain as dam is to....
   A. electricity B. flood   C. high     D. spillway

35. …is to fish as gun is to.....
   A. hunt      B. trigger  C. shot     D. bullet

36. …is to pacifist as religion is to ....
   A. devout    B. sacred  C. atheist  D. minister

37. .....is to deft as awkward is to ...
   A. skilful   B. stupid  C. ugly     D. left

38. .........is to nut as cricket is to......
   A. bend      B. golf    C. eyehole  D. pitch

39. ....is to Land as knot is to...
   A. rope      B. meter   C. sea      D. mountain

40. .....is to bird as barking is to ....
   A. barn      B. dog    C. hay      D. farm

41. ....is to physician as secretary is to ..... 
   A. office    B. stenographer C. clerk   D. executive
42. …is to England as Lira is to…..
   A. Italy  B. Mexico  C. Mandolin  D. International

43. ….is to city as national is to ......
   A. country  B. union  C. government  D. international

44. ….is to prison as White House is to....
   A. U.S.A.  B. Residence  C. paramour  D. fairies

45. ….is to  Canada as Rangoon is to......
   A. Indonesia  B. Burma  C. East Pakistan  D. Ceylon

46. ….is to play  as chapter is to......
   A. book  B. music  C. poem  D. writing

47. …is to bleached as flushed is to..........
   A. blushed  B. drained  C. wan  D. truffle

48. .....is to static  as dynamic is to ....
   A. speaker  B. motor  C. active  D. regal

49. ….is to all as part is to........
   A. whole  B. separate  C. role  D. many

50. .......is to diamond as black  is to.......
   A. triangle  B. oval  C. coal  D. smooth
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**VERBAL REASONING**

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142
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| 35. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 36. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 37. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 38. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 39. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 40. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 41. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 42. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 43. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 44. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 45. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 46. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 47. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 48. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 49. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
| 50. | 1A | 1B | 1C | 1D | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 3D | 4A | 4B | 4C | 4D |
APPENDIX - VII

ATTITUDE TOWARDS ENGLISH LANGUAGE LEARNING
(Validated)

Read each of the following statements related to English language learning and record your reaction by encircling one of the five responses -- A, B, C, D or E on a separate answer sheet provided to you.

A - I fully agree  D - I disagree
B - I agree    E - I strongly disagree
C - I am uncertain

1. English language is the most useful language
2. English has a rich literature
3. A knowledge of English literature will help us develop a new and modern outlook towards the literature of our mother tongue
4. A knowledge of English literature will help us develop a new and modern outlook towards the language structure of our mother tongue.
5. Mastery of English language will be useful in Higher Education.
6. Mastery of English is the gateway to sources of knowledge in various fields.
7. English is the most useful library language
8. English is an international language
9. English is a link language
10. Mastery of English will help one in getting a good job.
11. Mastery of English will help one in career building
12. Mastery of English is an indication of intelligence.
13. Mastery of English will enhance one's social image.
14. Mastery of English will enhance one's academic image.
15. Mastery of English will enhance one's professional image.
16. Mastery of English will help us to impress people.
17. Mastery of English though (rather) difficult to most of us, is not impossible to achieve.
18. One must make the best use of classroom teaching to master the English language.
19. One must make the best use of homework assignment to master the English language.
20. One must also make the best use of other sources (newspapers, journals, T.V.Radio, supplementary readers, C.D.s etc.) to master the English language.
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<thead>
<tr>
<th>S.No.</th>
<th>A</th>
<th>B</th>
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APPENDIX - VII

FAMILY CLIMATE SCALE (Revalidated)
(Pallavi Bhatnagar’s)

There are some questions in this scale. Read each one of them carefully and give your answers as required. These questions yield information about you and your family. Your answers will be kept CONFIDENTIAL, so be honest and truthful.

(i) Name ...........................................................(ii) Class.........................
(iii) Sex ..............................Male/Female    (iv) School ..................
(v) Class..............................(vi)School ..........................
(vii) Place of residence................. (viii) District .............
(ix) Father’s Age...............................(x) Mother’s Age............................

(xii) Give details of people living in your house

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Age</th>
<th>Sex</th>
<th>Relationship with you</th>
<th>Education</th>
<th>Occupation</th>
<th>Period of stay in the house</th>
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<td>12.</td>
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</table>

1. State the number and age of your brothers and sisters
   Brothers (No).................and their age..............
   Sisters (No).................and their age..............

2. Father’s educational qualification................................

3. Mother’s educational qualification.............................
4. Father's occupation ..............................
5. Mother's occupation ..............................
6. Is the occupation of your father is same as that of his father (your grandfather)? Yes / No
7. Is the occupation of your brother/s same as that of your father? Yes / No
8. State the monthly income of your father by ticking the appropriate alternative:
   (a) No Income    (b) Rs.1,800/- to Rs.2,700/-    (c) Upto Rs.900/-
   (d) Rs.2,700/- and above (e) Rs.900/- to Rs.1,800/-
9. State the monthly income of your mother by ticking the appropriate alternative:
   (a) No income    (b) Rs.1,800/- to Rs.2,700/-    (c) upto Rs.900/-
   (d) Rs.2,700/- and above (e) 900/- to Rs.1,800/-
10. State the other sources of income, and income from each:
    Sources                     Income   Per    month
    ............................................  ..........  ........  ........  ........
    ............................................  ..........  ........  ........  ........
    ............................................  ..........  ........  ........  ........
    ............................................  ..........  ........  ........  ........
11. Education of your brothers (no) .........................
    Their educational qualifications ...................
12. Education of your sister(no) .........................
    Their educational qualifications ...................
13. Age at which girls usually get married in your family,-
    (a) Less than 14 years
    (b) Between 14 years and 18 years
    (c) Between 18 years and 22 years
    (d) Between 22 years and 26 years
    (e) 26 years and above.
14. Age at which boys usually get married in your family
    (a) Less than 14 years
    (b) Between 14 years and 18 years
    (c) Between 18 years and 22 years
    (d) Between 22 years and 26 years
    (e) 26 years and above.
15. Is food for all members cooked in one kitchen? Yes/No
16. The house in which you live is-
   (a) Your grandfather’s house
   (b) Some other relative’s house
   (c) Government or official quarters
   (d) On rent
   (e) Father’s house (built/bought)

17. Who is the authority figure in your house?
   (a) Grand parents
   (b) Other members
   (c) Wife submits and patches up
   (d) Husband gives in and patches up
   (e) The couple talk it out and reach a compromise

18. Who is the authority figure in setting of marital disputes?
   (a) Grand Parents
   (b) Other members of the family
   (c) Wife submits and patches up.
   (d) Husband gives in and patches up
   (e) Couple talks out with mutual compromise

19. The person/s taking general important decision of the family is -
   (a) Father and Mother
   (b) Father / Mother
   (c) Grandparents
   (d) Other close relatives (specify)
   (e) Other distant relatives (specify)

20. Who decides the Educational / Vocational career of the children in the family?
   (a) Father and Mother
   (b) Father/Mother
   (c) Grandparents
   (d) Other relatives
   (e) Self decision

21. How are decisions taken in your family?
   (a) Leave it to the person concerned
   (b) Head of the family decides.
   (c) Head of the family decides and everyone abides.
   (d) Everyone talks about it and takes the decision from mutual consent
   (e) Head of the family respects everyone’s opinion and finally takes a decision
22. People consulted while taking important decision of the family -
   (a) Father and Mother
   (b) Father/Mother
   (c) Grandparents
   (d) Other close relatives
   (e) Other distant relatives

23. The status of women in your family -
   (a) Very significant and indispensable
   (b) More important than men
   (c) Equal to men
   (d) Inferior to men
   (e) Insignificant and have no say in any matter

**Family Climate Scale - Scoring**

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item Description</th>
<th>Response Categories</th>
<th>Score and their Detail</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>1</td>
<td>Gap of Siblings</td>
<td>a) 1 year</td>
<td>1</td>
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<td></td>
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<td>b) 2 yrs</td>
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<td>c) 3 yrs.</td>
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<td>d) 4 yrs.</td>
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<td>e) More than 5 yrs.</td>
<td>5</td>
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<td>2 &amp; 3</td>
<td>Education of father and mother</td>
<td>a) Illiterate</td>
<td>1</td>
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<td></td>
<td></td>
<td>b) Till Primary</td>
<td>2</td>
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<td></td>
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<td>c) Higher Secondary</td>
<td>3</td>
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<td></td>
<td></td>
<td>d) Graduation/Post Graduation</td>
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<td></td>
<td></td>
<td>e) Professional</td>
<td>5</td>
</tr>
<tr>
<td>4 &amp; 5</td>
<td>Occupation of father and mother</td>
<td>a) Unemployed</td>
<td>1. (Retired and Unemployed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Semiskilled, Labour/Agriculture</td>
<td>2. (Semi skilled like barber, gardner, dhobi, unskilled labour, or small sized Agriculture)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Small business/ skilled, Junior grade government/private</td>
<td>3. (Small business, shop, skilled driver, typist, mechanic, or specially trained for a job, junior grade office assistant, clerks, supervisors, sales representative etc.)</td>
</tr>
</tbody>
</table>
d) Large business; Senior Grade government, semi-professional and private.

4. (Large businessman or industrialist, Class I government officer, semi-Professional, Junior scientists, School teachers, Principals, Social workers, Regional Managers of private concerns)

e) Industrialist, Administrative Officials, Professionals, High Government and Private Officers.

5. (Eminent national Industrialists, IAS, IPS,IFS, Doctors,Engineers, Scientists, Judges, Directors and Secretaries,Class I government officials, DGM in private sector, eminent writers and scholars).

6 & 7 Occupational similarity between grand father, father and son.

Yes

No

0

1

8 & 9 Income of father and mother

a) No income
b) Till Rs.900/-
c) Rs.900 to Rs.1800/-
d) Rs.1800 to Rs.2700
e) Rs.2700 & above

1

2

3

4

5

10 Average income per head

Five Ratios are to worked out by the Formula.

No. of Earners

------------------------------- X

100

Total No.of Members

1

a) 0 - 20
b) 21 - 40
c) 41 - 60
d) 61 - 80
e) 81 - 100

2

3

4

5
11 & 12 Education of Brothers and Sisters

- a) No education
- b) Adult till primary
- c) High School
- d) Higher Secondary/Graduation
- e) Professionals

First each brother and sister will be assigned a score and then an average of that will be worked (see Point 9 in the rationale of scoring) as per age.

13 & 14 Marriage age for girls and boys

- a) Less than 14 yrs
- b) 14 yrs - 18 yrs
- c) 18 yrs - 22 yrs
- d) 22 yrs - 27 yrs
- e) 27 years and above

15 Cooking in the same kitchen

- a) Grand parent’s house
- b) Other relative house
- c) Govt./Official
- d) On rent
- e) Father’s (built/bought)

16 House

17 Authority Figure (identification)

- a) Father and Mother
- b) Father/Mother
- c) Grand parents
- d) Other close relatives
- e) Other distant relatives

18 Setting of Marital Disputes

- a) Grand parents
- b) Others member of the family
- c) Wife submit and patches up
- d) Husband gives in and patches up
- e) Couple talks out and mutual compromise.

19 & 20 Authority to take general decisions, and educational, vocational decisions.

- a) Father and Mother
- b) Father/Mother
- c) Grand parents
- d) Other close relatives
- e) Other distant relatives
| 21   | Method of Decision making | a) Undifferentiated  | 1 Alternative a |
|      |                            | b) Autocratic        | 2 Alternative b |
|      |                            | c) Autocratic/Participative + Undifferentiated. | 3 Alternative b/c+a |
|      |                            | d) Autocratic + Participative | 4 Alternative b+c |
|      |                            | e) Participative      | 5 Alternative c |

| 22   | People consulted for decisions | a) Father and Mother | 1 |
|      |                                | b) Father/Mother     | 2 |
|      |                                | c) Grand parents     | 3 |
|      |                                | d) Other close relatives | 4 |
|      |                                | e) Other distant relatives | 5 |

| 23   | Status of Woman                | a) Very significant & Indispensable | 5 |
|      |                                | b) More important than man | 4 |
|      |                                | c) Man Equal to man | 3 |
|      |                                | d) Inferior to men | 2 |
|      |                                | e) Insignificant and have no say in any matter | 1 |
APPENDIX - IX

ACHIEVEMENT MOTIVATION SCALE (Revalidated)
(Deo – Mohan’s)

DIRECTIONS

1. We are interested in measuring your attitude towards achievement in academic and other types of activities. So we are giving you this scale.

2. A separate response sheet is provided to you for marking your responses.

3. Do not put any mark on this booklet.

4. This scale consists of a number of items which are in the form of statements.

5. For every statement, the possible responses are divided into five categories which are: ‘Always,’ ‘Frequently,’ ‘Sometimes,’ ‘Rarely’ and ‘Never.’ Read each statement of an item very carefully and put a cross under the category which, in your opinion, best expresses your feelings about the statement. If you feel, the statement is true for you always, put a cross (x) under the column marked ‘Always,’ if ‘frequently,’ put a cross under ‘Frequently,’ if ‘Sometimes,’ put a cross under ‘Sometimes’ and if ‘Rarely,’ put a cross under ‘Rarely’ and if ‘Never,’ put a cross under ‘Never.’ In this way, you have to give your responses to all the statements. For your help, a sample item is given below:

Sample item

If I do not understand a subject or a topic, I make every effort to study hard so that I develop a good understanding of that subject/topic rather than leave it as a difficult subject / topic.

If your response after reading this item is, say, “Frequently” then put a cross under the category ‘Frequently’ as shown below.

<table>
<thead>
<tr>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>(x)</td>
<td>[ ]</td>
<td>[ ]</td>
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</tbody>
</table>

6. Please note that only one cross should be put under only one category for one statement. Do not put more than one cross under one category also do not put the cross in between the two categories. The cross should be clearly indicated under one category inside the box.

7. Do not leave any item blank. A response must be made to each statement.

8. This is not an ability test and there are no right or wrong responses. This is only trying to measure your feelings.

9. Do not spend too much time on one statement. Try to work quickly and carefully and try to give the first and the best response that comes to your mind on reading each statement.

10. The results will be kept confidential and will be used only to your advantage and for research purposes only. They will never be used for any disadvantage to you. So please do not worry and try to be honest and frank in giving your responses.
11. The results, if you so desire, can be used for giving you useful guidance, and we hope the results of this study should prove valuable in improving your achievement, academic or otherwise.

12. Be sure to answer every item.

13. If you have any doubts or queries, please seek clarification before you start responding to item no. 1. Once you start giving responses, there should be no questions or queries.

14. Please do not change your response once you mark it.
ACHIEVEMENT MOTIVATION SCALE

1. I shall be most pleased if I have to miss the classes for some days.
2. I pay full attention to the work in the class.
3. I mind much if I read late in the class.
4. I love to read more and more to find unknown regions of knowledge.
5. I love to have a personal library, not counting text-books.
6. I set standards for myself and then strive to achieve them.
7. I wish to specialize and become top most; in the field of my liking.
8. I like to experiment and create new things and surprise people.
9. I work hard for hours together to be successful in whatever I undertake.
10. I have a tendency to find solutions to problems and puzzles other people fail at.
11. I aspire to get excellent results; in all academic competitions.
12. I am ready to leave the job half done and try a new one.
13. I get nervous in the examination if one or two questions are not from the syllabus.
14. I prefer to go to a party rather than prepare for an examination next week.
15. On getting low marks, I feel disappointed and determine to work hard to do better next time.
16. I think I find my lessons meaningful and interesting.
17. While studying, my mind wanders off the lesson and I get lost in imagination.
18. I think it is better to gossip away in the canteen than to attend the classes.
19. When the teacher is teaching, I like to read stories/novels/comics or make cartoons in the class.
20. The school haunts me and I want to leave it at the very first opportunity.
21. It irritates me a lot if I have to stay late in the school for some lectures.
22. I want to go to school because there is plenty of opportunity to enjoy life.
23. I think studies, sports and other activities can go together.
24. I agree that the present course of my study will help in making my future life a success.
25. I feel very much frustrated if I do not get a chance to compete in the field of my choice.
26. I regularly take down notes in the class and complete my assignments.

27. I plan to study carefully all the year round in my effort to get good marks in all the subjects in all the tests.

28. I believe in work first and play later.

29. I do a lot of preparation at home for the next day’s working the class.

30. I like to ask questions regarding every information given in tables and charts in the books rather than leave them as such and read further.

31. I think my teachers are competent in their work.

32. I like to create nuisance in the class and annoy the teacher.

33. I try my utmost to please my teacher through work and not through flattery.

34. My friends consider me dull and a shirker.

35. It is true that my teachers think of me as a sincere and hard working student.

36. I feel hurt if others (parents, teachers and friends) criticize me and I try to improve upon my weaknesses.

37. My parents advise me to take life easy and never bother too much for studies or for future life.

38. I wish to carry my mission forward in spite of facing a lot of criticism.

39. I think of life to be an intellectual challenge.

40. I am interested in organizing the activities of a group team / class / committee.

41. I try to get associated with the topmost person in the field of my choice.

42. I love to have some adventure in my leisure hour.

43. I would like to watch a surgical operation being performed.

44. I like to compete in dramatics.

45. I consider dancing and music good hobbies for students.

46. I have a strong desire to be a champion in games / sports / athletics.

47. I have tried to get into the sports team of my school to represent my team in other states or countries.

48. I believe sports develop initiative, leadership and discipline.

49. Hill climbing and mountaineering are a welcome challenge I would like to take.

50. On a holiday, I prefer cycling, swimming or boating to sitting at home without much work.
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