APPENDIX - I

Modular Instructional Strategy
SELF- LEARNING MODULES
ON
ENGLISH GRAMMAR

ARTICLES

DEVELOPED BY
Neelam Sharma
M.A. (English), M.Ed, M.Phil (Education)

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH
Learners will be able to achieve the following objectives after studying Self Learning Modules on Articles

**General Objectives:**

i) To enable the students to listen, speak, read and write Correct English.

ii) To Increase the vocabulary of the students.

iii) To help the Students to compose grammatically correct sentences.

**Specific Objectives:**

i.) Define the concept of Articles.

ii.) Recall the types of Articles.

iii.) Distinguish among the various kinds of Indefinite (A and An) and Definite (The) Articles.

iv.) Use A, An and The correctly.

**CONTENTS OF MODULE**

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

**OVERVIEW**

UNIT I Prerequisites at Entry Level

UNIT II Indefinite Article - A and An

UNIT III Definite Article - The

**POST TEST**

**HOW TO USE THIS MODULE**

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

* This module is divided into three sections, presented in the form of a booklet.

* On the first page in each section, you will find the general and specific objectives. Read them carefully.

* On the inside front cover of every unit, you will find its content.

* Each unit has a sequence of activities.
INPUT
This contains new information for you to learn.

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

FEEDBACK TO PRACTICE TASK
This contains the correct answers to the practice tasks.

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

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

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

* Do not mark this module booklet. A separate practice task sheet is provided to write your answers.

However, these skills need to be further developed by the learners through practice.
ARTICLES

INPUT

UNIT- I

1.1 Prerequisites at Entry Level

In your previous classes, you must have known how to frame simple words by using A, An and The. Let us see the making of some simple words as:

i.) _______ Umbrella
ii.) _______ Carrot
iii.) _______ Earth
iv.) _______ hour
v.) _______ World
vi.) _______ headphone

These words can be written as:

i.) ______ An ______ Umbrella
ii.) ______ A ______ Carrot
iii.) _______ The _______ Earth
iv.) _______ An ______ hour
v.) _______ The _______ World
vi.) _______ A ______ headphone

Can you interchange the place of A, An and The?
Can you write ‘The Umbrella’ or ‘An Earth’? Obviously, No. There are some rules to write A, An and The before words, Sentences.

1.1.1 PRACTICE TASK

i) Copper is ______ useful metal.
ii.) He is not ______ honourable man.
iii.) ______ able man has not always a distinguished look.
iv.) Honest men speak ______ truth.
v.) Aladdin had ______ wonderful lamp.

1.1.2 FEEDBACK TO PRACTICE TASK

i.) a ii.) an iii.) an iv) the v.) a
Articles can be divided into two types: indefinite and definite.

• ‘A’ and ‘an’ are indefinite articles.

(i) ‘A’ is used before a singular countable noun that begins with a consonant sound.

Examples:
1. Mary bought a doll for her little sister.
2. Tom gave some money to a beggar.

(ii) ‘An’ is used before a singular countable noun that begins with a vowel sound or a ‘silent h’.

Examples:
1. John gave me an orange.
2. It took her an hour to finish the work.
1.2.1 PRACTICE TASK

Fill in the blanks with suitable articles:

1. Varanasi is ______ holy city.
2. The world is ______ happy place.
3. I first met him ______ year ago.
4. Yesterday ______ European called at my office.
5. Sanskrit is ______ difficult language.
6. Hindi is ______ easy language.
7. Rama has come without _____ umbrella.
8. Mumbai is _____ very costly place to live in.
9. The children found ______ egg in the nest.
10. I bought ______ horse, ______ ox, and ______ buffalo.
11. If you see him, give him ______ message.
12. He is ______ honour to this profession.

1.2.2 FEEDBACK TO PRACTICE TASK

1. a
2. a
3. a
4. a
5. a
6. an
7. an
8. a
9. an
10. a, an, a
11. a
12. an
• 'The' is a definite article.

(i) 'The' is used before the names of oceans, rivers and special buildings.

Examples:

1. There are many islands in the Pacific Ocean.

2. The Yellow River is in China.

3. The Pentagon is an important building in America.

(ii) We use 'the' when there is only one thing of its kind.

Examples:

1. The earth moves round the sun.

2. The sky is covered with dark clouds.
(iii) The is also used before a superlative adjective.

Examples:

1. John is the tallest player.

2. This is the most expensive watch I have ever bought.

(iv) We also use 'the' when we are talking about someone or something a second time.

Examples:

1. Mary lent me a book last week. I have finished reading the book.

2. My father was talking to a man. The man is our neighbour.

We do not use any article before names of: (i) games, (ii) diseases, (iii) days and months, (iv) cities and countries and (v) general places.

(i) Games

Example:

I like to play badminton.
(ii) Diseases

Example:

The patient died of cancer.

(iii) Days and months

Examples:

1. Today is Sunday.
2. My birthday is in July.

(iv) Cities and countries

Examples:

1. Singapore is a small country.
2. Shanghai is a modern city in China.

(v) General places

Examples:

1. The man was sent to jail.
2. Mark has his lunch first before going to school.

More examples:
1. Father has bought a blue car.
2. There is a boat by the river bank.
3. Mother bought an umbrella.
4. My sister helped me clean off the wrong words with an eraser.
5. I have a cat. The cat is brown.
6. The book you lent me is interesting.
7. Father is the tallest person in the family.
8. The stars are twinkling in the sky.
9. The sun is shining brightly.
10. Which is the highest mountain in the world?
11. Who is the man talking with the principal?
12. The new manager is an ambitious person.
13. Mr Brown caught a fish. The fish weighed 10 kg.
14. You need an oven to bake a cake.
15. It took me an hour to finish the work.
1. Which is ______ longest river in ______ world?
2. We had ______ fried rice for ______ lunch yesterday.
3. Mr. Ramesh is going to ______ Paris on ______ Monday.
4. ______ children walk to ______ School.
5. ______ Mobile Phone that was stolen was ______ expensive one.
6. ______ umbrella is very useful on ______ rainy day.
7. ______ Statue of liberty is in ______ America.
8. ______ Pacific Ocean is ______ largest ocean in ______ world.
9. Many people in ______ Africa are suffering from ______ tuberculosis.
10. ______ elephant escaped from ______ zoo yesterday.
11. Mohan has ______ computer ______ computer is very useful to him.
12. ______ salesman who sold me the watch was not ______ honest person.

### 1.4.1 FEEDBACK TO POST TEST

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>1.</td>
<td>the, the</td>
<td>7.</td>
<td>The, /</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>/</td>
<td>8.</td>
<td>The, the, the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>/</td>
<td>9.</td>
<td>/</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>The, /</td>
<td>10.</td>
<td>An, the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The, an</td>
<td>11.</td>
<td>a, the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>An, a</td>
<td>12.</td>
<td>The, an</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
SELF-LEARNING MODULES
ON
ENGLISH GRAMMAR

ADJECTIVES

DEVELOPED BY
Neelam Sharma
M.A. (English), M.Ed, M.Phil (Education)

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH
Learners will be able to achieve the following objectives after studying Self-Learning Modules on Adjectives

**General Objectives:**

i. To enable the students to listen, speak, read and write Correct English.

ii. To Increase the vocabulary of the students.

iii. To help the Students to compose grammatically correct sentences.

**Specific Objectives:**

i. Identify Adjectives.

ii. Use proper Adjectives.

iii. Classify the types of Adjectives.

iv. Place the Adjectives before Nouns and after Verbs.

**CONTENTS OF MODULE**

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

- **OVERVIEW**
- **UNIT I** Prerequisites at Entry Level
- **UNIT II** Adjectives before Nouns and Verbs
- **UNIT III** Kinds of Adjectives

**POST TEST**

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However, these skills need to be further developed by the learners through practice.
2.1 Prerequisites at Entry Level

Write a brief description of one of your classmates without revealing his/her name.
Now take turns to read out your description to the class. Let the other students guess who you are describing.
All the words you have used to describe your friend are **Adjectives**.

An Adjective is a word that qualifies or describes a noun.
It answers the question which or what kind asked by the noun.

2.1.1 PRACTICE TASK

Answers the following questions carefully:

i) Who is he?
   - Expected Answer: He is ______
   - A Boy

ii) Who is taller between the two?
   - Expected Answer: _______ is taller between the two.
   - Ram
   - Sohan

iii) Identify the tallest boy among these.
   - Expected Answer: _______ is the tallest boy among these.
   - Tall
   - Taller
   - Tallest
   - Ram
   - Sohan
   - Mohan

iv.) What do you call these words in English grammar?
   - Expected Answer: These are called degrees of Adjective.

2.1.2 FEEDBACK TO PRACTICE TASK

i.) a boy    ii.) Sohan    iii.) Mohan    iv.) Adjective
Adjectives are words that describe nouns. They tell us more about a person, animal, place or thing.

Examples:

1. Mr Brown is a **hardworking** teacher.

2. Susan has a very **talkative** parrot.

3. Let's find a **quiet** place to study.

4. Mr Colins bought an **expensive** present for his wife.
(ii) **Adjectives** can be used after the verb ‘to be’.

**Examples:**

1. The doctor is **tired** after a day’s work.

2. The girl was **terrified** when the dog rushed at her.

(iii) Some **adjectives** are used with the expression ‘too... to’.

**Examples:**

1. I am too **busy** to help you.

2. He was too **scared** to say anything.
When we use more than one adjective to describe a noun, we have to arrange them in a special order as shown below.

<table>
<thead>
<tr>
<th>Number</th>
<th>Size</th>
<th>Colour</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>several</td>
<td>tiny</td>
<td>white</td>
<td>mice</td>
</tr>
<tr>
<td>two</td>
<td>fat</td>
<td>black</td>
<td>cats</td>
</tr>
</tbody>
</table>

Examples:

There are several mice in the nest. They are tiny and white.

There are two cats under the table. They are fat and black.

More examples:

1. The boy is sick.
2. This sword is sharp.
3. These shoes are cheap but those shoes are expensive.
4. She wears a large yellow hat on her head.
5. There are many tall trees in the park.
Underline the adjectives in the following sentences.

1. A banana tree has long, green leaves.
2. The moon is round and bright tonight.
3. The elephant is a huge, grey animal with a long trunk.
4. Some parrots are big and have white feathers.
5. Most nurses put on white uniforms.
6. John bought a small orange goldfish.
7. There are two small pink dolphins in the zoo.
8. I caught some big red ants in the forest.
9. Some trees in the park are tall and shady.
10. The apple is big and juicy.
11. There are several tiny yellow fish in the tank.
12. Two little black birds are singing on the tree.

### FEEDBACK TO PRACTICE TASK

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>long, green</td>
<td>7.</td>
</tr>
<tr>
<td>2.</td>
<td>round, bright</td>
<td>8.</td>
</tr>
<tr>
<td>3.</td>
<td>huge, grey, long</td>
<td>9.</td>
</tr>
<tr>
<td>4.</td>
<td>big, white</td>
<td>10.</td>
</tr>
<tr>
<td>5.</td>
<td>white</td>
<td>11.</td>
</tr>
<tr>
<td>6.</td>
<td>small, orange</td>
<td>12.</td>
</tr>
</tbody>
</table>
2.3 Kinds of Adjectives

Adjectives are divided into the following classes:

1. Adjectives of Quality (or Descriptive Adjective):
Show the kind or quality of a person or thing; as,
* Kolkata is a large city.
* He is an honest man.

Adjectives of Quality answer the question: Of what kind?

2. Adjectives of Quantity:
Show how much of a thing is meant; as,
* I ate some rice.
* He showed much patience.

Adjectives of Quantity answer the question: How much?

3. Adjectives of Number (or Numeral Adjectives):
Show how many persons or things are meant, or in what order a person or thing stands; as,
* The hand has five fingers.
* Sunday is the first day of the week.

Adjectives of Number answer the question: How many?

Adjectives of Number (or Numeral Adjectives) are of three kinds:
(i) Definite Numeral Adjectives, which denote an exact number; as,
    One, two, three, etc. These are called Cardinals.
    First, second, third, etc. These are called Ordinals.

A Cardinal denotes how many, and an Ordinal the order of things in a series.

(ii) Indefinite Numeral Adjectives, which do not denote an exact number; as
    All, no; many; few; some, any; certain, several, sundry.

(iii) Distributive Numeral Adjectives, which refer to each one of a number; as,
    * India expects every man to do his duty.
    * Either pen will do.
4. Demonstrative Adjective:
Point out which person or thing is meant; as,
* These mangoes are sour.
* Yonder fort once belonged to Shivaji

Demonstrative Adjectives answer the question: Which?

5. Interrogative Adjectives:
What, which and whose, when they are used with nouns to ask questions, are called Interrogative Adjectives, like:
* What manner of man is he?
* Which way shall we go?
* Whose book is this?

It will be seen that what is used in a general sense and which in a selective sense

Kinds of Adjectives can be defined in the following manner also:

- **Size:** large, tall, wide, small,
- **Shape:** round, flat, circular, square, pointed
- **Colour:** blue, green, red, yellow, purple, orange
- **Quality:** clever, difficult, happy, easy, old, new, strong, unusual
- **Origin Or Nationality:** English, Indian, French, Japanese, Australian
- **Type Or Class:** electric, electronic, automatic, chemical, medical, political
- **Material:** plastic, wooden, steel, cotton
- **Your own opinion:** nice, nasty, beautiful, horrible, lovely.

- You can use two or more adjectives before a noun, but you have to put them in the right order, for example:
  - **Size** adjectives come before **shape** adjectives, and they both come before **colour** adjectives: a large square blue mat.
  - **Size, shape, quality** and **colour** adjectives come before type, **material** or **origin** adjectives: a long medical report; a circular plastic container; a clever paper sculpture; colourful Japanese sashes; a little red leather purse.
  - Adjectives giving your own opinion often come first: a splendid striped silk shirt.
2.3.1 PRACTICE TASK

* Pick out all the Adjectives in the following sentences, and say to which class each of them belongs:

1. The ship sustained heavy damage.
2. I have called several times.
3. A live ass is better than a dead lion.
4. Every man has his duties.
5. Say the same thing twice over.
6. Several persons were present at the time.
7. He is a man of few words.
8. Neither party is quite in the right.
9. Which pen do you prefer?
10. The way was long, the wind was cold, the minstrel was infirm and old.

2.3.2 FEEDBACK TO PRACTICE TASK

1. heavy-Adjective of Quality (Descriptive Adjective)
2. several-Indefinite Numeral Adjective
3. live-Adjective of Quality
   better-Adjective of Quality
   dead-Adjective of Quality
4. Every-Distributive Numeral Adjective
5. same-Demonstrative Adjective
6. Several-Indefinite Numeral Adjective
   present-Descriptive Adjective
7. few-Indefinite Numeral Adjective
8. Neither-Distributive Numeral Adjective
9. Which-Interrogative Adjective
10. long-Adjective of Quality
    cold-Adjective of Quality
    infirm-Adjective of Quality
    old-Adjective of Quality
2.4 POST TEST

Fill in the blanks with suitable adjectives from the box below.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Selfish</th>
<th>worried</th>
<th>modern</th>
</tr>
</thead>
<tbody>
<tr>
<td>wonderful</td>
<td>huge</td>
<td>weak</td>
<td>careless</td>
</tr>
<tr>
<td>torrential</td>
<td>flooded</td>
<td>busy</td>
<td>delicious</td>
</tr>
<tr>
<td>genuine</td>
<td>unconscious</td>
<td>stubborn</td>
<td></td>
</tr>
</tbody>
</table>

1. A _______ person does not make a good friend.
2. The _______ city was destroyed in the war.
3. The _______ rain caused many road accidents.
4. It was a _______ trip and we enjoyed ourselves very much.
5. The _______ boy refused to go to school.
6. The victim was _______ when the ambulance arrived.
7. The patient is too _______ to walk.
8. This wallet is made of _______ leather.
9. The road is closed to traffic as it is _______
10. All the guests agreed that the food was _______
11. Radha is too _______ to take a rest.
12. Ram was _______ when her daughter did not return home.
13. Most road accidents are caused by _______ drivers.
14. The woman cannot see clearly because of her _______ eyesight.
15. The ostrich is a _______ bird which cannot fly.

2.4.1 FEEDBACK TO POST TEST

<table>
<thead>
<tr>
<th>1. selfish</th>
<th>6. unconscious</th>
<th>11. busy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. modern</td>
<td>7. weak</td>
<td>12. worried</td>
</tr>
<tr>
<td>3. torrential</td>
<td>8. genuine</td>
<td>13. careless</td>
</tr>
<tr>
<td>4. wonderful</td>
<td>9. flooded</td>
<td>14. poor</td>
</tr>
<tr>
<td>5. stubborn</td>
<td>10. delicious</td>
<td>15. huge</td>
</tr>
</tbody>
</table>

- 12 -
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MODALS

DEVELOPED BY
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M.A. (English), M.Ed, M.Phil (Education)

DEPARTMENT OF EDUCATION
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Learners will be able to achieve the following objectives after studying Self Learning Modules on MODALS.

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i) To enable the students to listen, speak, read and write Correct English.

ii) To increase the vocabulary of the students.

iii) To help the Students to compose grammatically correct sentences.

**Specific Objectives:**

i.) Define Modals.

ii.) Distinguish between Modals and Auxiliary Verbs.

iii.) Describe the various kinds of Modals.

iv.) Use the Modals correctly.

**CONTENTS OF MODULE**

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

**OVERVIEW**

UNIT I Prerequisites at Entry Level
UNIT II Definition and Functions of Modals
UNIT III Use of Modals

**POST TEST**

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However, these skills need to be further developed by the learners through practice.
3.1 Prerequisites at Entry Level

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

i.) I am a Teacher.
ii.) You are a Teacher.
iii.) Ram is a Teacher.
iv.) My uncle was a Teacher.

These sentences can be written as:

<table>
<thead>
<tr>
<th>Subject (S)</th>
<th>Verbs (V)</th>
<th>Objects (O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>a Teacher</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>a Teacher</td>
</tr>
<tr>
<td>Ram</td>
<td>as</td>
<td>a Teacher</td>
</tr>
<tr>
<td>My uncle</td>
<td>was</td>
<td>a Teacher</td>
</tr>
</tbody>
</table>

Can you interchange the verbs and subjects?

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

3.1.1 PRACTICE TASK

Select the subject from column A and link it with the verb in column B and then make a complete sentence. First one is made for you.
3.1.2 FEEDBACK TO PRACTICE TASK
1. I am Intelligent.
2. We are Intelligent.
3. You are Intelligent.
4. They are/were Intelligent.
5. Mohan is/was Intelligent.
6. My Father is Intelligent.
7. His Uncle is/was Intelligent.

3.1.3 DEFINITION THROUGH RECALL
As you are aware of the use of 'is, are, am, was, were etc., let us frame a few more sentences here to familiarize ourselves with what we have already learnt:
1. I am a student.
2. We are in the school.
3. Mohan is the monitor of our class.
4. He was absent yesterday.
5. You were present in the playground.

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

| PRIMARY AUXILIARIES CHANGE ACCORDING TO THE SUBJECTS. |
| THERE IS A SET RULE OF SUBJECT-HELPING VERB COMBINATION. |

Now study the following sentences:
1. I can speak well.
2. She can speak well.
3. I will go to market.
4. We will go to market.
5. You will go to market.

In the above sentences you can well observe a pattern i.e. the helping verbs can, will, may etc. do not change with the changing subjects. These are interchangeable. Such helping verbs, which do not change with the subjects, are known as: MODALS OR MODAL AUXILIARIES
3.2. **DEFINITION AND FUNCTIONS OF MODALS**

The MODALS are the helping verbs. They perform a variety of functions. In the following figure can, could, shall, should, may, might, will, would, must, dare, need, used ought to etc. are modals.
3.2.1 PRACTICE TASK
Fill in appropriate modals and complete the table given below:

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>MODALS USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Permission</td>
<td>may, can, have to, shall</td>
</tr>
<tr>
<td>2. Obligation/ Advice</td>
<td>must, need to, have to, ought to</td>
</tr>
<tr>
<td>3. Ability</td>
<td>can, could</td>
</tr>
<tr>
<td>4. Willingness</td>
<td>will</td>
</tr>
<tr>
<td>5. Request</td>
<td>could, might, may, can, should</td>
</tr>
<tr>
<td>6. Possibility</td>
<td>can, may</td>
</tr>
<tr>
<td>7. Suggestion</td>
<td>should, shall, could</td>
</tr>
<tr>
<td>8. Probability</td>
<td>could, may, ought to, might, must</td>
</tr>
</tbody>
</table>

3.2.2 FEEDBACK TO PRACTICE TASK

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>MODALS USED</th>
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<tr>
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<td>5. Request</td>
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<td>should, shall, could</td>
</tr>
<tr>
<td>8. Probability</td>
<td>could, may, ought to, might, must</td>
</tr>
</tbody>
</table>
Modals are verbs like can, may, shall, will, must and should. They express ideas such as possibility, permission, intention or determination.

- **CAN**

  (i) It is used to express ability.

  **Examples:**
  1. A man *can* walk. He cannot fly like a bird.
  2. Andy *can* sing very well.
  3. I *can* speak fluent English.

  (ii) It is used to ask for permission.

  **Examples:**
  1. *Can* you help me?
  2. *Can* I use your telephone?
  3. *Can* I borrow your pencil?

  (iii) It is used to express possibility.

  **Examples:**
  1. Even teachers *can* make mistakes.
  2. That *can* be true.
• **MAY**

(i) It is used to ask for permission formally.

Examples:

1. Miss Lee, **may I** go home?
2. Mr Smith, **may I** go with you?
3. Mrs Jones, **may I** feed your fish?

(ii) It is used to express possibility.

Examples:

1. Eric **may** buy a bicycle soon.
2. The sky is dark. **It may** rain.
3. You **may** fall down if you are not careful.

• **SHALL**

(i) It is used to make a suggestion.

Examples:

1. **Shall we** play soccer now?
2. **Shall we** go for a swim?
3. **Shall I** post this letter for you?
(ii) It is used to show intention.

Examples:
1. I shall go to the library after school.
2. I shall celebrate my birthday this Sunday.
3. We shall get the answer tomorrow.

(iii) It is used to express determination.

Examples:
1. I shall visit my grandmother.
2. I shall not give up so easily!
3. I shall write to Tom.

• WILL

(i) It is used to make a request.

Examples:
1. Will you help me, please?
2. Will you come back?

(ii) It is used to express willingness.

Examples:
1. He will do his best to help me.
2. I will help you carry the basket.
(iii) It is used to show intention.

Examples:
1. Father **will** be back for dinner
2. She **will** attend the party.

(iv) It is used to show determination.

Examples:
1. I **will** not punish you.
2. He **will** try until he succeeds.

• **MUST**

It is used to express obligation or compulsion.

Examples:
1. We **must** sweep the floor.
2. You **must** be back by six o'clock this evening.
3. We **must** keep our classroom clean.

• **SHOULD**

It is used to express a duty to do something.

Examples:
1. They **should** read silently.
2. We **should** help our parents when they are busy.
3. You **should** go to bed early.
3.3.1 More Examples:

1. I can speak fluent English.
2. I feel he can do better in his examination this year.
3. He may receive a present from his friend sometime this week.
4. Mary may receive a parcel from her pen friend tomorrow.
5. I shall visit David today.
6. I will be coming home soon.
7. You will start on your new job on Monday.
8. You must serve your country.
9. All students must complete their homework.
10. We should postpone the match as it is raining heavily.

3.3.2 Practice Task

Underline the best answer for each of the following.

1. I don't think I (shall, should, can) be able to go.
2. He (shall, will, dare) not pay unless he is compelled.
3. You (should, would, ought) be punctual.
4. I wish you (should, would, must) tell me earlier.
5. (Shall, Will, Would) I assist you?
6. (Shall, should, would) you please help me with this?
7. You (ought, should, must) to pay your debts.
8. He said I (can, might, should) use his telephone at any time.
9. If you (shall, should, would) see him, give him my regards.
10. He (need, dare, would) not ask for a rise, for fear of losing his job.

3.3.3 Feedback to Practice Task

Choose the correct alternative:

1. I (needn't to see, needn't have seen, didn't need to see) him, so I sent a letter.
2. (Shall, Might, Could) you show me the way to the station.
3. To save my life, I ran fast, and (would, could, was able to) reach safely.
4. I (would, used, ought) to be an atheist but now I believe in God.
5. You (needn't, mustn't, won't) light a match; the room is full of gas.
6. The Prime Minister (would, need, is' to) make a statement tomorrow.
7. You (couldn't wait, didn't need to wait, needn’t have waited) for me; I could have found the way all right.
8. I was afraid that if I asked him again he (can, may, might) refuse.
9. She (shall, will, dare) sit outside her garden gate for hours at a time, looking at the passing traffic.
10. (Should, Would, Shall) you like another cup of coffee?
11. I wish he (should, will, would) not play his wireless so loudly.
12. I (am to leave, would leave, was to have left) on Thursday. But on Thursday I had a terrible cold, so I decided to wait till Saturday.
13. He (used, is used, was used) to play cricket before his marriage.
14. (Shall, Will, Would) I carry the box into the house for you?
15. He (will, can, might) come, but I should be surprised.

3.4.1 FEEDBACK TO POST TEST

1. didn't need to see  9. will
2. Could  10. would
3. was able to  11. would
4. Used  12. was to have left
5. mustn't,  13. used
6. is’ to  14. shall
7. needn’t have waited  15. might
8. might

- 13 -
SELF- LEARNING MODULES
ON
ENGLISH GRAMMAR

ACTIVE & PASSIVE VOICE

DEVELOPED BY
Neelam Sharma
M.A. (English), M.Ed, M.Phil (Education)

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH
Learners will be able to achieve the following objectives after studying Self Learning Modules on *Active and Passive Voice*.

**General Objectives:**

i. ) To enable the students to listen, speak, read and write Correct English.

ii. ) To Increase the vocabulary of the students.

iii. ) To help the Students to compose grammatically correct sentences.

**Specific Objectives:**

i. ) Describe the concept of Active and Passive Voice.

ii. ) Use appropriate verbs in Passive Voice.

iii. ) Recognise Active and Passive Voice Sentences.

iv) Change the sentences into Passive voice.

**CONTENTS OF MODULE**

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

- **OVERVIEW**
- **UNIT I** Prerequisites at Entry Level
- **UNIT II** Rules to change from Active Voice to Passive Voice.
- **UNIT III** Pictorial Examples of Active and Passive Voice

**POST TEST**

**HOW TO USE THIS MODULE**

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

* This module is divided into three sections, presented in the form of a booklet.
* On the first page in each section, you will find the general and specific objectives. Read them carefully.
* On the inside front cover of every unit, you will find its content.
* Each unit has a sequence of activities.
**INPUT**
This contains new information for you to learn.

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

**FEEDBACK TO PRACTICE TASK**
This contains the correct answers to the practice tasks.

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

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

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

* Do not mark this module booklet. A separate practice task sheet is provided to write your answers.

However, these skills need to be further developed by the learners through practice.
Active and Passive Voice

4.1 Prerequisites at Entry Level

Compare the following:

Tom Sawyer painted the wall.  
The wall was painted by Tom Sawyer.  

(Active Voice)  
(Passive Voice)

The meaning of both the sentences is the same. But in the first sentence the subject (Tom Sawyer) is the doer of the action (painted), while in the second sentence the subject (the wall) is the receiver of the action (was painted).

*A verb is said to be in the Active Voice if its subject is doing action and verb is said to be in the Passive Voice if its subject is being acted upon.

**A verb is said to be in the Passive voice when the person or thing denoted by the subject does not act, but receives the action done by something or someone.

Example – Ram was making a paper boat.

A paper boat was being made by Ram.

Radha is taking tea.

Tea is being taken by Radha.

*Read the following sentence carefully:

He wrote a letter

1. Underline the subject of the sentence.
   Answer: He
2. Cross the verb in the sentence.
   Answer: Wrote
3. Put in bracket the object of the sentence.
   Answer: (A Letter)
4. Identify the voice of the sentence i.e. whether it is an active or passive voice?
   Answer: It is in active voice.
He wrote

<table>
<thead>
<tr>
<th>He</th>
<th>wrote</th>
<th>a letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Verb</td>
<td>Object</td>
</tr>
</tbody>
</table>

In the Passive Voice

1. Subject of the active voice sentence becomes object and object becomes subject. In this sentence 'a letter' will become subject in the passive voice.

2. As a letter is singular and were is used the plural of was

3. In the last the third form of the verb 'write', becomes wrote. After third form of the verb preposition 'by' is used and subject is changed into object i.e. he is changed into - him.

Now the sentence became:

A letter was written by him

Object | Verb | Subject

4.1.1 PRACTICE TASK

Change the following sentences into passive voice.

1. He sang Song.

2. He broke a glass.

3. Sita loves savitri.

4. The mason is building the wall.

5. Raju helps Mohan

4.1.2 FEEDBACK TO PRACTICE TASK

1. Songs were sung by him.

2. A glass was broken by him.

3. Savitri is loved by sita.

4. The wall is being built by the mason.

5. Mohan is helped by Raju.
4.2 Rules to Change from Active Voice to Passive Voice

- **Voice** is the form a verb takes to indicate whether the subject of the verb performs or receives the action.
- Active voice is used to show that the subject of the sentence is performing or causing the action.
- Passive Voice is used when the subject is the recipient of the action.

**Active voice:**

*We ... chose ... plastic film to cover the mobile phone.*

**Passive voice:**

*Plastic film ... was chosen ... to cover the mobile phone.*

<table>
<thead>
<tr>
<th>TENSE</th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>take</td>
<td>is taken</td>
</tr>
<tr>
<td></td>
<td>takes</td>
<td>am taken</td>
</tr>
<tr>
<td></td>
<td></td>
<td>are taken</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>is taking</td>
<td>is being taken</td>
</tr>
<tr>
<td></td>
<td>am taking</td>
<td>am being taken</td>
</tr>
<tr>
<td></td>
<td>are taking</td>
<td>are being taken</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>has taken</td>
<td>has been taken</td>
</tr>
<tr>
<td></td>
<td>have taken</td>
<td>have been taken</td>
</tr>
<tr>
<td>Simple Past</td>
<td>took</td>
<td>was being taken</td>
</tr>
<tr>
<td></td>
<td></td>
<td>were being taken</td>
</tr>
<tr>
<td>Past Continuous</td>
<td>was taking</td>
<td>was being taken</td>
</tr>
<tr>
<td></td>
<td>were taking</td>
<td>were being taken</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>had taken</td>
<td>had been taken</td>
</tr>
<tr>
<td>Simple Future</td>
<td>will, shall take</td>
<td>will, shall taken</td>
</tr>
<tr>
<td>Can/May/Must, etc.</td>
<td>can/may, must, take</td>
<td>can/ may, must, taken</td>
</tr>
</tbody>
</table>
### 4.2.1 PRACTICE TASK

Use verb **eat** and fill the following table

<table>
<thead>
<tr>
<th>TENSE</th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple Past</td>
<td></td>
<td></td>
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<tr>
<td>Past Continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple Future</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.2.2 FEEDBACK TO PRACTICE TASK

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<thead>
<tr>
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<th>Passive Voice</th>
</tr>
</thead>
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<tr>
<td>Present Continuous</td>
<td>is eating</td>
<td>is being eaten</td>
</tr>
<tr>
<td></td>
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<td>am being eaten</td>
</tr>
<tr>
<td></td>
<td>are eating</td>
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<tr>
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<td>have eaten</td>
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<tr>
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<td>was being eaten</td>
</tr>
<tr>
<td></td>
<td>was eating</td>
<td>were being eaten</td>
</tr>
<tr>
<td>Past Continuous</td>
<td>were eating</td>
<td>were being eaten</td>
</tr>
<tr>
<td>Simple Future</td>
<td>will, shall eat</td>
<td>will, shall eaten</td>
</tr>
</tbody>
</table>
A sentence can be expressed in the **active voice** or the **passive voice**.

If the subject of a sentence does something, the verb is in the **active voice**. If something is done to the subject, the verb is in the **passive voice**.

(i) The **passive voice** is used to show that the action is more important than the doer.

**Examples:**

**Active**: They sweep the park every morning.

**Passive**: The park is swept every morning.

(ii) The **passive voice** is used when the doer of the action is not known or uncertain. The doer or ‘agent’ is left out of the sentence.

**Examples:**

**Active**: Someone stole Jean’s wallet.

**Passive**: Jean’s wallet was stolen.

(iii) The **passive voice** consists of a verb ‘to be’ and a past participle.

**Examples:**

1. **Active**: They sweep the park every morning.
   **Passive**: The park is swept every morning.
2. **Active** : May is **looking** after my younger brother.
   **Passive** : My younger brother is **being looked** after by May.

3. **Active** : Someone has **opened** the safe.
   **Passive** : The safe has been **opened**.

4. **Active** : The principal **praised** the pupil.
   **Passive** : The pupil was **praised** by the principal.

5. **Active** : Jack **was bullying** Tom.
   **Passive** : Tom was being bullied by Jack.

6. **Active** : They **had burgled** the house twice.
   **Passive** : The house had been **burgled** twice.

7. **Active** : Mr Owen **will serve** the guests himself.
   **Passive** : The guests will be **served** by Mr Owen himself.

8. **Active** : Mrs Mark **was preparing** the meal.
   **Passive** : The meal was being prepared by Mrs Mark.
More examples:

1. (a) Mr Owen *supervises* the workers. (active)
   (b) The workers *are supervised* by Mr Owen. (passive)

2. (a) A speeding car *knocked* down an old woman. (active)
   (b) An old woman *was knocked* down by a speeding car. (passive)

3. (a) Someone *has vandalised* the school canteen. (active)
   (b) The school canteen *has been vandalised.* (passive)

4. (a) They *are teaching* the parrot to sing. (active)
   (b) The parrot *is being taught* to sing. (passive)

5. (a) The volunteers *will deliver* the food hampers to the poor families. (active)
   (b) The food hampers *will be delivered* to the poor families by the volunteers. (passive)

6. (a) The doctors *operated* on the patient immediately. (active)
   (b) The patient *was operated on* immediately by the doctors. (passive)

7. (a) Some farmers *grow* rice. (active)
   (b) Rice *is grown* by some farmers. (passive)

8. (a) The hunter *killed* a wild boar. (active)
   (b) A wild boar *was killed* by the hunter. (passive)

9. (a) Mr Brown *will coach* the soccer team. (active)
   (b) The soccer team *will be coached* by Mr Brown. (passive)

10. (a) The maid *is looking* after the children. (active)
    (b) The children *are being looked after* by the maid. (passive)

11. (a) Billy *has painted* the house himself. (active)
    (b) The house *has been painted* by Billy himself. (passive)

12. (a) He *had cheated* the company. (active)
    (b) The company *had been cheated* by him. (passive)
Rewrite the following sentences in the passive voice.

1. The hunter has captured a lion cub.
   A lion cub has been captured by the hunter.

2. Shopkeeper is giving away the prizes.
   The prizes are being given away by Shopkeeper.

3. The factory employs many foreign workers.
   Many foreign workers are employed by the factory.

4. Ravi won the first prize in the contest.
   The first prize in the contest was won by Ravi.

5. Mother was bathing the baby.
   The baby was being bathed by Mother.

6. Radha made the dress herself.
   The dress was made by Radha herself.

7. Bees collect nectar from flowers.
   Nectar is collected by bees from flowers.
### 4.4. POST TEST

Change the following Sentences into passive voice.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cat killed the mouse.</td>
<td>The mouse was killed by the cat.</td>
</tr>
<tr>
<td>2. The man cut down the tree.</td>
<td>The tree was cut down by the man.</td>
</tr>
<tr>
<td>3. Columbus discovered America.</td>
<td>America was discovered by Columbus.</td>
</tr>
<tr>
<td>4. His teacher praised him.</td>
<td>He was praised by his teacher.</td>
</tr>
<tr>
<td>5. The boy teased the dog.</td>
<td>The dig was teased by the boy</td>
</tr>
<tr>
<td>6. Sohan threw the ball.</td>
<td>The ball was thrown by Sohan.</td>
</tr>
<tr>
<td>7. The police arrested him.</td>
<td>He was arrested.</td>
</tr>
<tr>
<td>8. Rama was making a kite.</td>
<td>A kite was being made by Rama</td>
</tr>
<tr>
<td>9. The boy caught the ball.</td>
<td>The ball was caught by the boy.</td>
</tr>
<tr>
<td>10. My father will write a letter.</td>
<td>A letter will be written by my father.</td>
</tr>
</tbody>
</table>
SELF- LEARNING MODULES ON ENGLISH GRAMMAR

PUNCTUATION

DEVELOPED BY
Neelam Sharma
M.A. (English), M.Ed, M.Phil (Education)

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH
Learners will be able to achieve the following objectives after studying Self Learning Modules on **Punctuation**.

**General Objectives:**
1. To enable the students to listen, speak, read and write Correct English.
2. To increase the vocabulary of the students.
3. To help the students to compose grammatically correct sentences.

**Specific Objectives:**
1. Define the Concept of Punctuation
2. Discriminate between the Signs of Punctuation.
3. Make correct use of Punctuation signs.
4. Mark the correct Punctuation Signs while writing the sentences.

**CONTENTS OF MODULE**

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

- **OVERVIEW**
- **UNIT I** Prerequisites at Entry Level
- **UNIT II** Common Punctuation Marks
- **UNIT III** Use of Punctuation Marks

**POST TEST**

**HOW TO USE THIS MODULE**

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

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* On the first page in each section, you will find the general and specific objectives. Read them carefully.
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This contains new information for you to learn.

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

FEEDBACK TO PRACTICE TASK
This contains the correct answers to the practice tasks.

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

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

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

* Do not mark this module booklet. A separate practice task sheet is provided to write your answers.

However, these skills need to be further developed by the learners through practice.
5.1 Prerequisites at Entry Level

Compare the following sentences:
1. Teena, my friend, is ill.
   Teena, my friend is ill.
2. Rohit said, “Ashok is not feeling well.”
   “Rohit”, said Ashok “is not feeling well.”

The above sentences can easily bring out the wide difference in meaning while applying different marks of punctuation. Punctuation marks may alter the sense of a sentence.

Punctuation is used to show clearly the meaning of a sentence and the pauses that should be used while speaking or reading the sentence. It emphasizes the meaning of a sentence.

5.1.1 PRACTICE TASK

Read the following Sentences carefully and Answer the Questions given below:

a) Release not, hang the criminal.

b) Release, not hang the criminal.

Q-1. What is the difference between these two sentences?
Answer: __________________________________________

Q-2. Why these two sentences differ in meaning?
Answer: __________________________________________

Q-3. Name this sign in English grammar.
Answer: __________________________________________

5.1.2 FEEDBACK TO PRACTICE TASK

1. These two sentences differ in their meanings.
2. These two sentences differ because of the position of 'comma'.
3. This is called punctuation sign.
5.2 COMMON PUNCTUATION MARKS

1. The Full Stop (,)
The full stop indicates the longest pause.
It should be used -
(a) At the end of an assertive or imperative sentence.
The peacock is a beautiful bird.

2. The Comma (,)
The comma indicates the shortest pause in a sentence.
Example - India, Pakistan and Bangladesh constitute the Indian subcontinent.

3. Inverted Commas (" ")
Inverted commas are used to mark the exact words of the speaker, or a quotation.
Example - The teacher said, "Don't make a noise."

4. Exclamation mark (!)
The sign of exclamation is used after interjections, exclamatory phrases and sentences.
Example - How beautiful is this Barbie doll!

5. Sign of Interrogation (?)
The sign of interrogation is used to mark direct questions.
Example - Would you like to have tea or coffee?

6. The Apostrophe (’)
The apostrophe mark is used to show possession.
Example - This is Maria's pen.

7. The use of capital letters (ABC, XYZ)
Capital letter is used:
(a) To begin a sentence.
(b) The first letter of every line of a poem.
(c) To begin all proper nouns.
(d) To begin the first letter within the inverted comma of direct speech.
5.2.1 PRACTICE TASK

Write correct signs of punctuation for each of the word given below:

1. Full stop
2. Comma
3. Interrogation mark
4. Exclamation sign
5. Inverted commas
6. Apostrophe

5.2.2 FEEDBACK TO PRACTICE TASK

1. Full stop (.)
2. Comma (,)
3. Interrogation mark (?)
4. Exclamation sign (!)
5. Inverted commas (" ")
6. Apostrophe (’)

5.2.3 Match the right punctuation mark, name to each one.
5.3 Use of Punctuation Marks

- CAPITAL LETTER

   (i) The first word of a sentence begins with a capital letter.

Examples:

1. It rained heavily last night.

   ![Image of rain]

2. Please help me.

   ![Image of person helping another]

   (ii) A proper noun begins with a capital letter.

Examples:

1. Paul is going to Australia in December.

   ![Image of a person at a desk]

2. The guide took Helen to the National Museum.

   ![Image of a guide and a person]
(iii) The **capital** letter is used for the first word in direct speech.

**Examples:**

1. Jim said, "I am nine years old."

2. Tommy said, "It's going to rain."

(iv) The **capital** letter is also used for the main words in the titles of books, poems, plays, songs and films.

**Examples:**

1. 'The Silent Shore' is an interesting book.

2. I saw the film 'The Ten Commandments' many years ago.

3. 'The Ancient Mariner' is a very long poem.
• **FULL STOP ( . )**

(ii) The full stop is used at the end of a sentence.

**Examples:**

1. The village was destroyed by the earthquake.

2. She asked me to play 'cat's cradle' with her.

(iii) The full stop is also used for abbreviations.

**Examples:**

- e.g. — for example
- nos. — numbers
- i.e. — that is

• **COMMA ( , )**

(i) The comma is used to separate a list of items in a sentence.

**Examples:**

1. Mrs Lee cooked a fish, a chicken, some beef and some prawns.

2. The stationery consists of two pens, a pencil, an eraser and a writing pad.
(ii) The **comma** is used in direct address.

**Examples:**

1. Miss Lee, may I use the telephone?
2. Dr Brown, can I be discharged tomorrow?

(iii) The **comma** is used to separate a series of actions in a sentence.

**Examples:**

1. Roy woke up, took a shower, ate his breakfast and went to school.
2. The referee whistled, walked up to the player, held up a red card and sent him out.

(iv) The **comma** is used in direct speech.

**Examples:**

1. The boy said, "I am tired."
2. Amy said, "Mr Brown can speak Chinese."
• APOSTROPHE (’)

(i) The apostrophe is used to show possession or ownership.

Examples:

1. The boy’s bicycle is new. 2. All the girls’ hands are dirty.

(ii) The apostrophe is used in contractions.

Examples:

1. Joe didn’t (did not) apply for the job. 2. Alice isn’t (is not) my cousin.

• INVERTED COMMAS (” ”)

The inverted commas are used to indicate the exact words of the speaker in direct speech.

Examples:

1. She said, “I made this dress myself.”
2. "You must work hard or you will fail," said the teacher.

• QUESTION MARK (?)

The question mark is used at the end of a question.

Examples:
1. How does a fish breathe? 2. Excuse me, are you Mr Robin?

• EXCLAMATION MARK (!)

The exclamation mark is used at the end of a sentence to express a strong feeling.

Examples:
1. I shall never talk to you again! 2. You are the best basketball player in the school team!
More Examples on Punctuation Marks:
Read the following sentences carefully indicating correct use of punctuation marks.

1. The old tree was struck by lightning.
2. Raju is going to England next week.
3. The National Library is at Short Street.
4. That boy is my cousin, Ashok.
5. Is Madhu going back to Australia?
6. Mohan, Rohit and I are classmates.
7. The fruiterer sells apples, oranges, bananas and watermelons.
8. The girls' books are placed on the teacher's table.
9. Are there many people at the beach?
10. "He will help you," said Kavita.
11. Have you read "The Heroes"?
12. The tourist can't understand English.
13. "What a breathtaking sight!" exclaimed the boy.
14. Mr. Krishna, who is on a week's sick leave, will be coming back to work on Friday.
5.3.1 PRACTICE TASK

Rewrite the following sentences by putting capital letters, full stops, commas, question marks and exclamations marks in the right places.

1. the surfer was attacked by a shark

2. is your birthday in december

3. she bought a pair of shoes a handbag a dress and a hat

4. when kamala returned home she found his house in a mess

5. although it started to rain the referee did not stop the game

6. has anyone seen my pet dog

7. it was such a breathtaking scene

8. is taj in agra

9. have you read "animal farm"

10. you are the greatest liar I have ever met
5.3.2 FEEDBACK TO PRACTICE TASK

1. The surfer was attacked by a shark.
2. Is your birthday in December?
3. She bought a pair of shoes, a handbag, a dress and a hat.
4. When Kamala returned home, she found his house in a mess.
5. Although it started to rain, the referee did not stop the game.
6. Has anyone seen my pet dog?
7. It was such a breathtaking scene!
8. Is Taj in Agra?
9. Have you read "Animal Farm"?
10. You are the greatest liar I have ever met!

5.3.3 PRACTICE TASK

Write the following abbreviations in correct way by adding punctuation marks in right place.

1. p u
2. p g i
3. dr
4. m a
5. u s a
6. u k
7. mr

5.3.4 FEEDBACK TO PRACTICE TASK

1. p u P.U.
2. p g i P.G.I
3. dr Dr.
4. m a M.A.
5. u s a U.S.A.
6. u k U.K.
7. mr Mr.
5.4. POST TEST
Rewrite the following sentences by putting apostrophes, commas, full stops, question marks and inverted commas in the right places.

1. Ram asked who has taken Sohan mobile phone

2. I didn't go because I hate parties

3. Kavita son is my classmate

4. Mohit right leg is injured so he can't walk fast

5. Can you recognise the thief the police officer asked the maid

6. There's a mouse in the room the girl screamed

7. Ravi grandfather doesn't understand English

8. I don't know that man said Pinky brother

9. Is that the principal's car

10. The children's clothes are wet
1. Ram asked, “Who has taken Sohan mobile phone?”
2. I didn't go because I hate parties.
3. Kavita’s son is my classmate.
4. Mohit’s right leg is injured, so he can't walk fast.
5. "Can you recognise the thief?" the police officer asked the maid.
6. "There's a mouse in the room!" the girl screamed.
7. Ravi grandfather doesn't understand English.
8. "I don't know that man," said Pinky’s brother.
9. Is that the principal's car?
10. The children's clothes are wet.