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Grade-I LECTURER

SCHOOL EDUCATION

ENGLISH

(PAPER - II)

- RPSC Question Paper 24 June 2025 Fully Solved with Explanations.
- More than 90% Questions asked in the last ten RPSC Examinations are based on this Book.

— Prof. B.K. Rastogi —

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A Complete Guide for

**Grade-I LECTURER***(SCHOOL EDUCATION)***ENGLISH****(PAPER - II)****Special Attractions**

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Preface to the 11th Edition

The need of a fresh edition due to the new and changed syllabus has provided the author and the publishers with an opportunity for thoroughly revising the book. The change of syllabus in Part I (Grammar and Usage) required a lot of new matter to be selected, written and included in this new edition.

In Part - II (Graduation Level) literature portion comprehensive and intelligible matter has been included on Poetry, Prose, Novel, drama, Major Literary Periods, Major Literary Movements and Varieties of Language.

I have made sincere efforts to discuss each poem in detail with summary and explanation in English and Hindi. Prose, Novel and Drama also have been discussed comprehensively in English and Hindi for the convenience of the students. Summary of each poem, prose lesson, novel, story and play has been included to make it more useful for the students.

Suggestions for improvement are invited and would be duly incorporated in the next edition.

I am sure the book will prove the best and most useful for candidates preparing for Lecturer (School Education) Grade 1st RPSC.

I would like to thank Shri Paritosh Vardhan Jain, Gaurav Jain, Shiv Shanker Prasad, D.C. Gupta and Mr Ajay for their cooperation in bringing out the book.

Jaipur

B.K. Rastogi

RAJASTHAN PUBLIC SERVICE COMMISSION, AJMER

Syllabus

for Examination for the post of
LECTURER • ENGLISH
(SCHOOL EDUCATION)

PAPER-II

Part-I

SENIOR SECONDARY LEVEL

Grammar and Usage

1. Use of Articles and Determiners
2. Tenses
3. Conditional Sentences
4. Use of Prepositions
5. Modal Auxiliaries
6. Subordination and Coordination (Compound and Complex Sentences)
7. Transformation of Sentences
 - i. Affirmative, Negative, Interrogative and Imperative Sentences
 - ii. Active and Passive Voice
 - iii. Direct and Indirect Speech
8. Phrasal Verbs
9. Proverbs/Idiomatic Expressions
10. Phonetic Transcription and Word Stress
11. One Word Substitution
12. Synonyms and Antonyms
13. Subject Verb Agreement/Concord
14. Basic Sentence Patterns
15. Clause/Phrase Analysis (in terms of SVOCA)
16. Reading Comprehension and Vocabulary

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3. John Donne: Batter My Heart
4. Andrew Marwell: To His Coy Mistress
5. John Dryden: Alexander's Feast
6. Thomas Gray: Elegy Written in a Country Churchyard
7. William Wordsworth: Lines Written a Few Miles Above Tintern Abbey on Revisiting the Banks of the Wye During a Tour, July 13, 1798
8. John Keats: Ode to a Nightingale
9. Robert Browning: Andrea Del Sarto

10. Matthew Arnold: Dover Beach
11. T. S. Eliot: The Hollow Men
12. W.B. Yeats: Sailing to Byzantium
13. Walt Whitman: Crossing Brooklyn Ferry
14. Robert Frost: After Apple Picking
15. Emily Dickinson: Because I Could not Stop for Death; I Heard a Fly Buzz
16. Rabindra Nath Tagore: Where the Mind is Without Fear
17. Sri Aurobindo: The Pilgrim of Night
18. Nissim Ezekiel: Goodbye Party for Miss Pushpa T.S
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2. Richard Steele: Spectator Club
3. Charles Lamb: Modern Gallantry
4. M.K. Gandhi: "What is Swaraj" (Chapter 4 from *Hind Swaraj*)
5. Robert Louis Stevenson: On Walking Tours
6. T.S. Eliot: Tradition and the Individual Talent

Novel

1. Charles Dickens: *David Copperfield*
2. Shashi Deshpande: *That Long Silence*

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- Teaching models- advance organizer and inquiry training (information processing) Group Investigation (Social Interaction) Non-Directive model (Personal development).
- Preparation and use of teaching-learning material during teaching.
- Cooperative learning.

II Use of Computers and Information Technology in Teaching Learning

- Concept of ICT and Digital learning.
- E-learning and Virtual Classroom.
- Technology integration in teaching-learning and assessment



For the competitive examination for the post of **School Lecturer:-**

1. The question paper will carry maximum **300 marks**.
2. Duration of question paper will be **Three Hours**.
3. The question paper will carry **150 questions** of multiple choices.
4. Negative marking shall be applicable in the evaluation of answers. For every wrong answer one third of the marks prescribed for that particular question shall be deducted.
5. Paper shall include following subjects: -
 - (i) Knowledge of Subject Concerned: Senior Secondary Level
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Lecturer - 'Grade-I' ★ English 2025

Solved Paper : 24 June, 2025

● Time : 2½ Hours

● Number of Questions : 150

● Maximum Marks : 300

1. Answer all questions.
2. All questions carry equal marks.
3. Negative marking will be done 1/3 of the total question marks will be deducted.

1. Select the correct options:

Look!storks are gobbling up.....frogs.

- (A) x, x (B) x, the
(C) the, x (D) the, the [D]

Exp. : यहाँ “Look!” के बाद हम विशेष (specific) पक्षियों और मेंढकों की ओर इशारा कर रहे हैं, इसलिए दोनों “storks” और “frogs” से पहले definite article “the” लगेगा। English grammar में जब हम किसी विशेष वस्तु या प्राणी की बात करते हैं जिसे श्रोता/पाठक जानता हो, तो हम “the” का इस्तेमाल करते हैं। अतः “the storks” और “the frogs” दोनों ही सही हैं। Continuous tense “are gobbling up” से भी स्पष्ट है कि यह अभी हो रही क्रिया है।

2. Choose the correct option changing the given sentence into Direct Speech.

Mary asked if there were any letters for her.

- (A) “Are there some letters for her?”, Says Mary.
(B) “Were there any letters for me?”, Said Mary.
(C) “Is there any letters for me?”, Said Mary.
(D) “Are there any letters for me?”, Said Mary. [D]

Exp. : Indirect speech “Mary asked if there were any letters for her.” को direct speech में बदलने पर हमें question form में subject-verb inversion करना होता है: “Are there any letters ...?” और tag में past reporting verb “said Mary” काम में लेंगे। “some” नहीं क्योंकि negative/question context में “any” प्रयोग होता है। Tense backshift नहीं होगा क्योंकि reporting verb past में है, पर question form वही रहेगा।

3. Transform the given sentence into Direct Speech.

He promised that he'd behave himself.

- (A) He promised, ‘I must behave myself.’
(B) He promised, ‘I would behave himself.’
(C) He promised, ‘I would behave myself.’
(D) He promised, ‘I'll behave myself.’ [D]

Exp. : “He promised that he'd behave himself.” को direct speech में बदलते समय original speaker की first person perspective (I) और future intention दिखाने के लिए “I'll” (I will) का प्रयोजन होता है। दूसरा विकल्प “would”

backshift दिखाएगा लेकिन promise के context में future intent के लिए “I'll” बेहतर है। इसलिए “I'll behave myself” सही transformation है।

4. Fill in the blanks with the correct forms of the verbs given in the brackets.

I usually.....(go) by train, but this weakened I.....(go) by bus. It.....(take) longer but it.....(cost) less.

- (A) go, am going, takes, costs
(B) went, go, takes, costs
(C) went, went, took, costed
(D) go, went, took, costs [A]

Exp. : Habitual action के लिए present simple “go”, इस specific समय (this weekend) के लिए present continuous “am going”, third person singular में duration और cost बताने वाले verbs के साथ “takes” और “costs” में – s लगाया जाता है। ये सभी English में समय और habitual vs temporary action को सही दर्शाते हैं।

5. Select the correct Phrasal Verb from the options given below:

We.....her yesterday.

- (A) call in (B) call at
(C) called up (D) called on [D]

Exp. : Phrasal verb “call on” का मतलब होता है “visit” या “kisi ke paas jaana”। “called up” फोन करने का, “call in” बुलाने का, और “call at” किसी place पर briefly रुकने का होता है। चूँकि हम “her” से मिलने गए, इसलिए “called on” ही उपयुक्त है।

6. Transform the following affirmative sentence into negative sentence without changing the meaning.

Alfred was the best King that ever reigned in England.

- (A) Not Alfred but other King reigned in England.
(B) No other King than Alfred reigned in England.
(C) No other King best than Alfred reigned in England.
(D) No other King as good as Alfred ever reigned in England. [D]

am/are + V-ing' हो जाएगा। कर्ता 'His uncle' एकवचन है, इसलिए 'is looking after' का प्रयोग होगा। मूल कर्ता ('He') कर्म ('him') बन जाएगा। इस प्रकार, सही कर्तृवाच्य वाक्य "His uncle is looking after him" है।

33. Change the following simple sentence into complex. No one knows the time of his coming.

- (A) Everyone knows the time of this coming.
 (B) No one knows why he is coming.
 (C) No one knows when he will come.
 (D) No one knows that he is coming. [C]

Exp. : इस सरल वाक्य (simple sentence) को एक जटिल वाक्य (complex sentence) में बदलना है। सरल वाक्य में संज्ञा वाक्यांश "the time of his coming" है। इसे एक संज्ञा उपवाक्य (noun clause) में बदलना होगा। "the time" को "when" से बदला जा सकता है, जो समय को इंगित करता है। "his coming" को एक पूर्ण उपवाक्य "he will come" में बदल दिया जाता है। इस प्रकार, "No one knows when he will come" एक जटिल वाक्य बनता है जिसमें एक मुख्य उपवाक्य (main clause) और एक आश्रित उपवाक्य (subordinate clause) है।

34. Select the correct option:

She sent.....word that she was coming.

- (A) x(zero) (B) an
 (C) a (D) the [A]

Exp. : "send word" एक मुहावरेदार अभिव्यक्ति (idiomatic expression) है जिसका अर्थ है किसी को संदेश भेजना। इस अभिव्यक्ति में 'word' से पहले किसी भी अनुच्छेद (article) का प्रयोग नहीं किया जाता है। यह एक निश्चित वाक्यांश है। इसलिए, यहाँ शून्य अनुच्छेद (zero article) का उपयोग सही है, और वाक्य होगा "She sent word that she was coming"।

35. Choose the correct meaning of the following idiom from the options given:

Blowing his own trumpet

- (A) Keeping promise (B) Touches deeply
 (C) Praising himself (D) Cry out loudly [C]

Exp. : "Blowing his own trumpet" एक मुहावरा (idiom) है। इसका अर्थ है अपने बारे में या अपनी उपलब्धियों के बारे में डींगें हांकना या शेखी बघारना।

36. Choose the correct form of tense from the options given below:

Everybody.....the rising sun.

- (A) worshiped (B) worship
 (C) worships (D) worshipping [C]

Exp. : यह वाक्य एक सार्वभौमिक सत्य या एक सामान्य तथ्य (universal truth or a general fact) को व्यक्त करता है। ऐसे तथ्यों के लिए, हम सामान्य वर्तमान काल (Simple Present Tense) का उपयोग करते हैं।

37. Choose the correct Prepositions to fill in the blanks— It never occurred.....me to ask him.....proof.....his identity.

- (A) to, for, about (B) to, about, of
 (C) to, for, of (D) with, of, for [C]

Exp. : इस वाक्य में सही पूर्वसर्गों (prepositions) का चयन करना है। 'occur' क्रिया के बाद व्यक्ति के लिए 'to' का प्रयोग होता है ('occurred to me')। किसी चीज़ की मांग करने या पूछने के लिए 'ask' के साथ 'for' का प्रयोग होता है ('ask him for proof')। किसी चीज़ का प्रमाण होने के संदर्भ में 'proof' के साथ 'of' का प्रयोग होता है ('proof of his identity')। इस प्रकार, सही क्रम 'to, for, of' है।

Read the following passage carefully and answer Qs.38-41, Choosing the correct option:

The great advantage of early rising is that one can start one's work long before others. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh and no sounds or noises disturb our attention. The work done at that time is generally well done. Also one finds time to take some exercise in the fresh morning air. Exercise supplies him with a good deal of energy that enables him to work hard until the evening. By beginning so early, he knows that he has plenty of time to do his work thoroughly. He has not to hurry over any part of his work. He gets to sleep long before midnight. At that time sleep is most refreshing. After a sound night's rest, he rises early next morning in good health for the labour of a new day.

38. What according to the passage the atmosphere for the early riser? Choose the correct option:

- (1) It is serene
 (2) Refreshing
 (3) Indolent
 (A) (1), (2) & (3) are correct
 (B) (1) & (3) are correct
 (C) (1) & (2) are correct
 (D) (2) & (3) are correct [C]

Exp. : Ans. (C) is correct. गद्यांश के अनुसार, सुबह जल्दी उठने वाले के लिए वातावरण शांत (serene) होता है क्योंकि कोई शोर या आवाज ध्यान भंग नहीं करती ("no sounds or noises disturb our attention")। इसके अलावा, सुबह की ताज़ी हवा में व्यायाम करने से ताज़गी (refreshing) मिलती है और ऊर्जा का संचार होता है। गद्यांश में कहीं भी आलस्य (indolent) का उल्लेख नहीं है, बल्कि जल्दी उठने को कड़ी मेहनत से जोड़ा गया है। इसलिए, वातावरण शांत (serene) और ताज़गी भरा (refreshing) होता है।

दाएं (पारंपरिक) से बाएं (आधुनिक) में आने वाले: (c) Laptop, (d) PowerPoint, (e) Hypermedia।
 यह पुनर्व्यवस्था दोनों सूचियों को सही बनाती है:
 आधुनिक ICTs: Multimedia projector, Digital Library, Laptop, PowerPoint, Hypermedia.
 पारंपरिक ICTs: Print Journals, Diagram, Resource book, Television, Puppetry.
 इसलिए, विकल्प (A) सही बदलावों का वर्णन करता है।

147. While planning instructional system approach in language teaching, a teacher committed a mistake. Find out the mistake from the following.

- (A) Defined objectives.
 (B) Specifying materials, aids and media.
 (C) Assigning Personnel roles.
 (D) Specifying appropriate strategies. [C]

Exp. : Not in Syllabus.

148. Which one of the following is helpful for teachers to adopt Computer Assisted Learning (CAL) in the classroom?

- (A) Complete the language data accurately and rapidly.
 (B) CAL is unable to develop essential features of language competency.
 (C) Inadequate training of teacher.
 (D) CAL is a mechanical approach to education. [A]

Exp. : कंप्यूटर असिस्टेड लर्निंग (Computer Assisted Learning - CAL) शिक्षकों के लिए कक्षा में अपनाने में कई तरह से सहायक हो सकता है। इसका एक प्रमुख लाभ यह है कि यह भाषा डेटा को सटीक और तेजी से पूरा (complete) और संसाधित (process) कर सकता है। यह छात्रों को तत्काल प्रतिक्रिया प्रदान कर सकता है और विभिन्न प्रकार के अभ्यास प्रदान कर सकता है। अन्य विकल्प CAL की सीमाएं या नकारात्मक पहलू हैं (B, C, D), न कि इसके सहायक गुण।

149. An English teacher taught 'interjection' by using Concept Attainment Model. In this context, which one of the following activity is not required?

- (A) Selected positive and negative exemplars on

- 'interjection' after presenting it to students.
 (B) Students generated examples on their own.
 (C) Students described their thoughts.
 (D) After comparing positive and negative exemplars students generated and tested hypotheses. [A]

Exp. : कॉन्सेप्ट अटेनमेंट मॉडल (Concept Attainment Model) का उपयोग करते समय, प्रक्रिया में छात्रों को सकारात्मक (positive) और नकारात्मक (negative) उदाहरण प्रस्तुत करना शामिल है ताकि वे स्वयं अवधारणा (concept) की विशेषताओं की खोज कर सकें। छात्र परिकल्पना बनाते और परीक्षण करते हैं (D), अपने विचारों का वर्णन करते हैं (C), और अंततः अपने स्वयं के उदाहरण उत्पन्न करते हैं (B)। गतिविधि (A) मॉडल के विपरीत है; शिक्षक छात्रों को अवधारणा प्रस्तुत करने के बाद उदाहरणों का चयन नहीं करता है, बल्कि वह छात्रों को अवधारणा की खोज में मार्गदर्शन करने के लिए पहले से चुने गए उदाहरणों का उपयोग करता है।

150. To convert a school into Cooperative Learning School, which one of the following is not to be considered?

- (A) Social and emotional needs of students get less priority.
 (B) Students work cooperatively to achieve the shared goals.
 (C) Create a learning climate that values and celebrates diversity.
 (D) Team work from teachers to support use of cooperative learning. [A]

Exp. : एक सहकारी शिक्षण विद्यालय (Cooperative Learning School) बनाने के लिए, छात्रों को साझा लक्ष्यों को प्राप्त करने के लिए सहकारी रूप से काम करना चाहिए (B), विविधता को महत्व देने वाला सीखने का माहौल बनाना चाहिए (C), और सहकारी सीखने के उपयोग का समर्थन करने के लिए शिक्षकों से टीम वर्क होना चाहिए (D)। इस मॉडल का एक प्रमुख लाभ यह है कि यह छात्रों के सामाजिक और भावनात्मक कौशल को विकसित करने में मदद करता है। इसलिए, यह कथन कि छात्रों की सामाजिक और भावनात्मक जरूरतों को कम प्राथमिकता मिलती है (A), सहकारी शिक्षण के सिद्धांतों के बिल्कुल विपरीत है और इसे नहीं माना जाना चाहिए।

GRAMMER AND USAGE

1

Articles and Determiners
(निर्धारक शब्द या संज्ञा आगमन द्योतक शब्द)

Definition : The words that determine the type of nouns which follow them are called **Determiners**. Determiners always precede the noun they determine.

वे शब्द जो अपने आगे प्रयुक्त होने वाली संज्ञा (Noun) के प्रकार (type) को निर्धारित करते हैं Determiner कहलाते हैं। Determiner हमेशा संज्ञा (Noun) के पहले आते हैं।

Determiners are also called **function words** or grammatical words. They stress their function as structural markers. Thus a determiner signals the beginning of a noun phrase :

- (a) My **friend** Naresh.
- (b) The **boy on the roof**.

Study these sentences :

1. **A** dog has a tail.
2. **This** pen is good.
3. **One** book is needed.
4. **Every** student will pass.
5. There is **only one** table in this room.

उपर्युक्त वाक्यों में क्रमशः A, This, One, Every और Only one शब्द एकवचन हैं इसलिए उनके आगे प्रयुक्त संज्ञा शब्द (Noun) dog, pen, book, student, और table भी singular एकवचन हैं।

Study these sentences :

1. **All** dogs have tails.
2. **These** pens are not good.
3. **Many** books are needed.
4. **Some** students will pass.
5. There are **several** tables in the room.

उपर्युक्त वाक्यों में क्रमशः All, These, Many, Some और several शब्द बहुवचन (plural) है इसलिए उनके आगे प्रयुक्त संज्ञा-शब्द (Noun) dogs, pens, books, students और tables भी बहुवचन (Plural) हैं।

इससे यह निष्कर्ष निकलता है कि निर्धारक शब्द (Determiners) अपने आगे प्रयुक्त होने वाली संज्ञा (Noun) के प्रकार (Type) को निर्धारित करते हैं।

Kinds of Determiners (निर्धारक शब्दों के प्रकार)

Classes of determiners

- (a) **Pre-determiners**
- (b) **Central determiners - sub classes**
- (c) **Post determiners**

Central determiners

They are used before noun or noun phrases.

- (a) **Definite article** - the
- (b) **Indefinite article** - a / an
- (c) **demonstratives** - This, that, these, those
- (d) **possessives** - my, our, your, his, her, its, their
- (e) **interrogatives** - what, which, whose
what day is it ? **whose** book is this ?
- (f) **relatives** - which, whose, whatever, whichever,
(i) At **which** point I interrupted you ?
(ii) **Whose** student I used to be?
(iii) you can use it for **whatever** purpose you wise,
- (g) **Indefinites** - some / any / no / enough / every / many / many a / each / either / neither /
- (h) **Numeral determiners** - one, two, three / once / twice / thrice

Pre-determiners

They are used before central determiners.

- (a) These also include the **multipliers (double, twice thrice, three times..., and fractions / half, one third etc...)**

half a loaf, double my fee

- (b) They also include the words **all, both, such and what**

all the boys, **both** the brothers, such a joke, **what a** good book !

Note: These can also occur without a central determiner

all boys / both brothers / such boys.

Note : 'such' can combine with other predeterminers - **all such** books, **no such** boys, **many such** books

Post determiners

Post determiners can come after the **central determiners**. They include the **cardinal numerals** and the ordinal numerals.

The **two** rooms / our **first** Principal.

Note : They also include many, few, and little.

It means 'not much'. The little का प्रयोग मात्रा में कम और सम्पूर्ण मात्रा के लिए होता है। जो थोड़ा बहुत अनाज था वह बाढ़ में नष्ट हो गया।

15. He said he was ... employee of ... Pawan gas company. [RPSC 14-10-2022]

(A) the ; an (B) the ; the
(C) an ; zero article (D) an ; an [C]

Exp. : Ans. (C) is correct. Employee की प्रारम्भिक ध्वनि स्वर है और यह एकवचन है इसलिए employee के पहले 'an' लगेगा और Pawan Gas Company के पहले zero article (×) आयेगा। Ans. (C) सही है।

16. I will not sanction you ... loan this year. [RPSC 14-10-2022]

(A) any (B) some (C) little (D) few [A]

Exp. : Ans. (A) is correct. यह वाक्य negative है। इसमें any का प्रयोग होगा। इसलिए Ans. (A) सही है।

17. Words beginning with a silent 'h' require— [RPSC 14-10-2022]

(A) A (B) An
(C) The (D) None of the above [B]

Exp. : Ans. (B) is correct. Silent 'h' से शुरू होने वाले शब्दों की प्रारम्भिक ध्वनि स्वर होती है और उनके पहले 'an' आता है। जैसे – an hour, an honest man.

18. Fill in the blank with appropriate determiner—
... Delhi was without electricity last night. [RPSC Sans. Edu. 16-11-2022]

(A) Many of (B) Most of
(C) Each of (D) One of [B]

Exp. : Ans. (B) is correct. यहाँ Most of का प्रयोग स्थान के लिए हुआ है। अर्थ है – दिल्ली का अधिकतर भाग।

19. Fill in the blank with the correct article—
With ... little patience, you will be able to cross this obstacle. [RPSC Sans. Edu. 16-11-2022]

(A) an (B) a
(C) the (D) Zero article [B]

Exp. : Ans. (B) is correct. A little patience का अर्थ थोड़ा धैर्य है जो सकारात्मक भाव व्यक्त करता है। इसलिए answer (B) सही है।

20. Fill in the blank with the correct determiner—
... of what he said was very sensible. [RPSC Sans. Edu. 16-11-2022]

(A) Much (B) Such (C) A few (D) Many [A]

Exp. : Ans. (A) is correct. 'Much' uncountable noun के पहले आता है। इसलिए Much of what he said सही है।

21. Fill in the blank with the appropriate determiner—
... information he had was not quite reliable. [RPSC Sans. Edu. 16-11-2022]

(A) Little (B) A few
(C) Many (D) The little [D]

Exp. : Ans. (D) is correct. The little का प्रयोग uncount noun के पहले कम पर सारी या सम्पूर्ण सूचना के लिये हुआ है जो थोड़ी बहुत सूचना उसके पास थी।

22. Fill in the blank with a suitable article—

- ... honorary secretary is one who is not paid for his services. [RPSC Sans. Edu. 16-11-2022]

(A) A (B) An
(C) The (D) Zero article [B]

Exp. : Ans. (B) is correct. Honorary की initial sound – Vowel sound है और इसके बाद एकवचन की संज्ञा है। इसलिए इसके पहले an आयेगा।

23. ... students who attended the talk did not stay long— [RPSC 2020]

(A) A few (B) The few
(C) Most of (D) Most all [B]

Exp. : Ans. (B) is correct. 'The few' का प्रयोग संख्या में कम पर सारे की सारे के अर्थ में होता है।

24. Fill in the blanks choosing the correct option.
... philosophy is concerned with questions that have no answers. [RPSC 2020]

(A) Many of (B) Much of
(C) Each of (D) One of [B]

Exp. : Ans. (B) is correct. Much of का प्रयोग uncountable noun के पहले अधिक मात्रा का बोध कराता है।

25. There is ... room left in the auditorium—

(A) many (B) few [RPSC 2020]
(C) a few (D) little [D]

Exp. : Ans. (D) is correct. Uncountable noun के पहले little का प्रयोग बहुत कम के अर्थ में होता है।

26. Do you know Orwell's books? I haven't read ...

(A) much (B) some [RPSC 2020]
(C) more (D) any [D]

Exp. : Ans. (D) is correct. Negative में any का प्रयोग होता है।

27. Add ... vowel after ... last consonant.

(A) an, the (B) a, a [RPSC 2020]
(C) an, a (D) a, the [D]

Exp. : Ans. (D) is correct. Consonant ध्वनि के पहले a और vowel ध्वनि के पहले an आता है। Last के पहले the का प्रयोग हुआ है।

28. His was ... European. [RPSC 2019]

(A) a (B) the (C) one (D) an [A]

29. The BJP elected Modi ... PM— [RPSC 2019]

(A) the (B) a
(C) an (D) zero article [D]

Exp. : Ans. (D) is correct. पद के पहले article नहीं लगता। यदि PM का प्रयोग व्यक्ति के लिए हो तो article लगता है। जैसे : The PM के लिए हो तो article लगता है। जैसे : The PM is coming to Jaipur tomorrow.

30. We were walking under ... dark sky—

(A) A (B) The [RPSC 2019]
(C) zero article (D) This [A]

Exp. : Ans. (A) is correct. यदि Sky के पहले विशेषण हो तो article 'A' का प्रयोग होता है।

31. Have you read any Charles Dickens ? [RPSC 2019]
Do you know any Shivin ?

3. The man who came to see me said that when he started from home, he saw some people in the street who shouted long live Indo-Soviet Friendship.'

1.	The man said	Principal Clause.
2.	who came to see me	Adjective Clause, qualifying <i>man</i> in 1.
3.	that he saw some people in the street	Noun Clause, object of <i>said</i> in 1.
4.	when he started from home	Adverb Clause of Time modifying <i>saw</i> in 3.
5.	who shouted	Adjective Clause qualifying <i>people</i> in 3.
6.	long live Indo-Soviet Friendship.'	Noun Clause, object of <i>shouted</i> in 5.

Analysis of Compound Sentences & Compound-complex Sentences

Compound Sentences

As we have already seen, a Compound Sentence is a sentence having two or more Co-ordinate clauses (i.e., independent clauses of equal rank) joined together by a Co-ordinating Conjunction.

- The night is dark and I am far from home. (2 co-ordinate clauses).
- Some are born great, some achieve greatness and some have greatness thrust upon them. (3 co-ordinate clauses).
- I laugh, I run, I leap, I sing for joy. (4 co-ordinate clauses).

The co-ordinating clauses of a Compound or Compound-Complex sentence can be joined by four kinds of Co-ordinating conjunctions :

- Cumulative**—simply adding one clause to another:
He is a fool *and* you are a bigger fool.
He is a scientist *and* a philosopher too.
Strikes are bad for the management *as well as* for the workers.
Annadurai was *not only* a politician *but also* a great orator.
He cannot speak *nor* can he hear.
- Alternative**—placing two alternatives before us :
He must be *either* a fool *or* a mad man.
You should *neither* borrow *nor* lend.
You must do this, *otherwise* you will have trouble.
Come away from the window *or else* they will see you.
- Adversative**—drawing a contrast between two facts:
Wise men welcome advice, *whereas* fools scorn it.
He is good-natured *but* not very intelligent.
I tried my best, *still* I couldn't pass the test.
He is rich, *yet* always looks rather miserable.
- Illative**—drawing an inference from a statement or fact :
He has influence, *so* he may be able to do it.
He may see your point *for* he is a reasonable man.
He took things easy, *naturally* he couldn't do well in the examination.

The two angles are equal, *therefore* the opposite sides must be equal.

Shortened Forms of the Compound Sentence

Omission of the Conjunction

I came, I saw, I conquered.

I laugh, I run, I leap, I sing for joy.

Omission of the Subject : (When the clauses have a common Subject)

He wrote the letter, sealed it and sent it through the messenger.

The horse neighed and pawed the ground.

Omission of the Predicate : (When the clauses have a common Predicate)

Some played hockey and others cricket.

One threw a tomato and another an egg.

Compound-Complex Sentences

A Compound-Complex sentence has two or more Co-ordinate clauses and at least one Subordinate clause.

- As long as it was dry, we climbed up the steep hill-sides and ran races on their level tops.

A.	We climbed up the steep hill-sides	Principal Clause.
a.	As long as it was dry	Subordinate Adverb Clause of Time, modifying <i>climbed</i> in A.
B.	And ran races on their level tops	Principal Clause, co-ordinate with A.

- Macaulay had wealth and fame, rank and power, and yet he tells us in his biography that he owed the happiest hours of his life to books.

A.	Macaulay had wealth and fame, rank and power	Principal Clause.
B.	and yet he tells us in his co-ordinate with biography	Principal Clause, A.
b.	that he owed the happiest hours of his life to books	Subordinate Noun clause Object of tells in B.

- (C) S + V + O + C [C]
16. The italicized part in the following sentence is :
I asked him when he would go there.
(A) Noun clause with the pattern Adv + S + V + C
(B) Adverb clause with the pattern S + V + Adv
(C) Noun clause with the pattern Con + S + V + Adv. [C]
17. The King ordered that justice should be immediately done to the woman.
(A) Adjective clause with the pattern S + V + C + Adv.
(B) Noun clause with the pattern S + V + O + Adv.
(C) Noun clause with connective + S + V + O + Adv. [C]
18. As my son was very intellegent, I determined to send him to Oxford.
(A) Noun clause with S + V + Adj.
(B) Adverb clause of reason with S + V + C.
(C) Adjective clause with S + V + O. [B]
19. When the rain stopped, we set out for the next town, where we had planned to stay the night.
(A) Adverb clause of place with S + V + O.
(B) Noun clause with S + V + O + Adv.
(C) Adjective clause with connective + S + V + O. [C]
20. I told him that he would be promoted soon.
(A) Noun clause with S + V + O
(B) Noun clause with connective + S + V + Adv.
(C) Noun clause with S + V + C. [B]
21. He works hard that he may become rich.
(A) Noun clause with S + V + C.
(B) Adjective clause with S + V + Adj.
(C) Adverb clause of purpose with connective + S + V + C [C]
22. You must take the medicine whether you like it or not.
(A) Noun clause with S + V + O.
(B) Adverb clause of condition with Con + S + V + O.
(C) Adverb clause of condition with S + V + C. [B]
23. We will not go unless you release the accused.
(A) Adverb clause of condition with Con + S + V + O.
(B) Noun clause with S + V + C.
(C) Adjective clause with S + V + O. [A]
24. I rejoice that all your sons are now happily settled.
(A) Noun clause with S + V + Adv.
(B) Noun clause with Con + S + V + C.
(C) Adverb clause of cause with Con + S + V + C. [C]
25. In as much as he dedicated himself to the service of the poor he may be considered a true servant of God.
(A) Noun clause with S + V + O + C.
(B) Adverb clause of cause with conjunction + S + V + O + O.
(C) Adverb clause of purpose with S + V + O + O. [B]
26. Whereas Hari had several enemies, his brother was extremely popular.
(A) Adverb clause of concession with conjunction + S + V + O.
(B) Adverb clause with S + V + C.
(C) Noun clause with S + V + O. [A]
27. Brave as he was he could not fight against three people at once.
(A) Adverb clause of reason with S + V + C.
(B) Adverb clause of concession with conjunction + S + V + S.
(C) Adjective clause with S + V + O. [B]
28. The place where Gendhi was cremated became a place of pilgrimage.
(A) Noun clause with S + V + C.
(B) Adjective clause with conjunction + S + V.
(C) Adverb clause with S + V. [B]
29. I gave him such money as I had with me.
(A) Adjective clause qualifying the 'noun money'.
(B) Adverb clause modifying the verb 'had'.
(C) Noun clause used as Subject. [A]
30. The problem is how terrorism can be checked.
(A) Adverb clause with S + V + Adv.
(B) Noun clause with Con + S + V. (used as complement)
(C) Adjective clause with S + V. [B]
31. Why you should get involved in this is more than I can understand.
(A) Noun clause used as object.
(B) Noun clause used as subject with S + V + C + Adv.
(C) Adverb clause of reason. [B]
32. That he should have married her is not surprising.
(A) Adverb clause of purpose.
(B) Noun clause used as subject with S + V + O.
(C) Noun clause used as object. [B]
33. No one seems to know whether the plane will leave on time.
(A) Adverb clause of time.
(B) Noun clause introduced by adverb + S + V + A
(C) Noun clause with S + V + O. [B]

16

Reading Comprehension & Vocabulary (पठन बोध एवं शब्दावली)

Comprehension means the understanding of the meaning and implications (suggested meanings) of the ideas in a passage. Comprehension is one of the ways in which a student's progress in language is judged. It requires a comprehensive understanding of the given passage. It forms a very good exercise for intelligent reading, judicious selection and correct expression. The passage set for comprehension is supported by questions to test the student's grasp of the passage. The student is required to answer these questions as accurately as he can **in his own words**. The constant practice of this kind enables the student to express himself in clear, correct and coherent manners. This type of exercise eliminates memorizing.

How to proceed? (How to Answer Questions) :

Questions based on a given passage are meant, as already stated above, to test the student's comprehension and the power of expression. In a comprehension question the student is faced with objective queries on the passage which he should try to understand accurately. He is not required to be original in his answers so he has not to invent anything. He should base his answers on the matter given in the passage only.

The following points will be found very useful in answering questions on a given passage—

- ✦ Read the passage carefully and try to understand a general idea of the subject it deals with.
- ✦ Read the passage again, this time more thoroughly, as comprehension requires a full understanding of the sentences of the passage.
- ✦ Read each question, understand it, locate its answer in the given passage and underline the sentence or the sentences that contain the answer to the given questions.
- ✦ Rearrange these sentences and answer the questions clearly in your own words as far as possible.
- ✦ Answer to each question should be brief and to the point. Your language should be clear and simple.
- ✦ You should make sure that only the information asked for in the question is given in the answer. No extra information, even if it is correct, is to be given.
- ✦ The ideas for a Comprehension Exercise are given in the passage itself. You are not to supply your own ideas and the facts on the issues discussed. Broadly

speaking you are to deal with only that matter which is contained in the given passage.

How to Answer Vocabulary Questions :

- ✦ In the vocabulary question the candidate must show that he knows the meaning in which the word is used in the passage, not merely one meaning that might be shown opposite it in a dictionary.
- ✦ You should clearly explain the meanings of the difficult words and the italicized portion (if any) in your own simple and correct English.
- ✦ Idioms, phrasal verbs and proverbs should be fully explained in simple and correct English.

अपठित गद्यांश

अर्थ एवं तात्पर्य—

अपठित गद्यांश का तात्पर्य समझने की योग्यता से है। परीक्षाओं में अपठित गद्यांश इसलिए पूछे जाते हैं कि परीक्षार्थी में दिये गये गद्यांश का मूल अर्थ समझने की योग्यता है या नहीं। परीक्षार्थी को गद्यांश को पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होते हैं। निम्नलिखित बिन्दु अपठित गद्यांश पर आधारित प्रश्नों का उत्तर देने में सहायक होंगे—

- ✦ गद्यांश को एक बार पढ़कर उसकी विषय-वस्तु को समझना चाहिए। यह भी देखना चाहिए कि गद्यांश किस विषय के कौनसे पहलू से सम्बन्धित है।
- ✦ गद्यांश को पुनः पढ़कर उसे अच्छी तरह समझ लेना चाहिए।
- ✦ अब प्रत्येक प्रश्न को पढ़ें, उसे समझें और गद्यांश में उस भाग को रेखांकित (underline) करें जिसमें प्रश्न का उत्तर हो।
- ✦ इसके पश्चात् इन उत्तरों को क्रमबद्ध कर जहाँ तक सम्भव हो स्वयं के शब्दों में तथा सरल भाषा में लिखें।
- ✦ प्रश्नों का उत्तर गद्यांश पर आधारित होना चाहिए। परीक्षार्थी को अपनी ओर से कोई अतिरिक्त सूचना नहीं देनी है।
- ✦ मूलतः तुम्हें अपने उत्तरों में वही बात कहनी है जो गद्यांश में दी गई है।
- ✦ शब्दों के अर्थ और प्रयोग—सम्बन्धित प्रश्नों में परीक्षार्थी को बताना है कि वह पूछे गये शब्दों का अर्थ जानता है जिस अर्थ में वे शब्द गद्यांश में प्रयुक्त किये गये हैं।
- ✦ कठिन शब्दों एवं वाक्यांशों का अर्थ सरल और सही भाषा में लिखना चाहिए। इन नियमों को समझाने-हेतु पहला गद्यांश हल करके बताया है और गद्यांश भी प्रश्न-उत्तर सहित दिये हैं तथा पाँच गद्यांशों में प्रश्नों के सम्भावित उत्तर रेखांकित (underlined) कर दिये हैं। विद्यार्थी प्रयत्न कर इन गद्यांशों को स्वयं हल करें तो लाभदायक होगा।

- (B) an assessment of the education system should be made.
 (C) a committee should be set up in every school.
 (D) the programme should be reoriented and implemented. [D]
3. According to Americans, health education is more important than teaching—
 (A) social sciences (B) liberal arts
 (C) any subject (D) natural sciences [C]
4. The author wants the reoriented physical education programme to be—
 (A) given minimal curriculum time.
 (B) very comprehensive.
 (C) relevant to the modern society.
 (D) engaging, developmentally appropriate and instructionally powerful. [D]

Passage-4

Crude mineral oil comes out of the earth as a thick brown or black liquid with a strong smell. It is a complex mixture of many different substances, each with its own individual qualities; most of them are combinations of hydrogen and carbon in varying proportions. Such hydrocarbons are also found in other forms such as bitumen, asphalt and natural gas. Mineral oil originates from the carcasses of tiny animals and from plants that live in the sea. Over millions of years, these dead creatures form large deposits under the seabed and ocean currents cover them with a blanket of sand and silt. As this material hardens, it becomes sedimentary rock and effectively shuts out the oxygen, so preventing the complete decomposition of the marine deposits underneath. The layers of sedimentary rock become thicker and heavier. Their pressure produces heat, which transforms the tiny carcasses into crude oil in a process that is still going on today.

1. Marine deposits under the sea do not decompose because they—
 (A) become rock and prevent oxygen from entering them.
 (B) the layer of dead creatures is too thick.
 (C) contain a mixture of hydrogen and carbon.
 (D) are constantly washed by the ocean current. [A]
2. Sedimentary rock leads to the formation of oil deposits because—
 (A) it becomes hard and forms into rocks which produce oil.
 (B) its pressure produces heat and turns the deposits of animal carcasses and plants into oil.
 (C) it turns heavy and shuts out the oxygen.
 (D) it becomes heavy and hard, and develops pressure to squeeze out oil. [B]
3. In order to have mineral oil, hydrogen and carbon are combined in—
 (A) equal proportions
 (B) fixed proportions

- (C) varying proportions
 (D) the proportion of two and one [C]
4. The time taken for the marine deposits to harden into rocks is—
 (A) a few years
 (B) thousands of years
 (C) hundreds of years
 (D) millions of years [D]
5. The most apt title for the passage is—
 (A) The origin of crude mineral oil.
 (B) How sedimentary rock is formed.
 (C) The ecology of marine lives.
 (D) Marine deposits under the sea. [A]

Passage-5

All moralists recommend honesty as a virtue. Is it also to be recommended as a policy? Is it a wise plan of action in all situations? The answer is that it is. Is there anybody who will not approve of it. The answer shall definitely be in negative Dishonesty may serve a turn and bring temporary results but honesty is best in the end.

Once a thief came near a house to burgle it, but he was prevented by a dog which began to bark loudly. The thief tried to coax him into silence by offering him a tempting piece of meat. 'No' said the dog, I will not sell my master and myself for a bite of meat; for, after you have finished with my master, I am sure, you will finish me. The piece of meat is quite tempting but I love honesty more. The piece of meat was actually poisoned.

1. Which of the following words has the opposite meaning as the word 'moralists' as used in the passage?
 (A) virtuous person (B) righteous person
 (C) practical persons (D) upright persons [C]
- Exp.: Ans. (C) सही है।
2. Which of the following words has the same meaning as the word 'approve' as used in the passage?
 (A) endorse (B) refuse
 (C) disapprove (D) deny [A]
- Exp.: Ans. (A) सही है।
3. Which of the following is correct according to the passage?
 (A) The thief tried to persuade the dog
 (B) The thief tried to dissuade the dog
 (C) The thief tried to overlook the dog [A]
 (D) None of these
- Exp.: Ans. (A) सही है। Passage के अनुसार है।
4. What can be presumed from the passage?
 (A) Dishonesty may turn and bring temporary results but honesty is best in the end.
 (B) One cannot presume anything from the message.
 (C) One should be practical in life to get the best results.
 (D) Honest may turn and bring temporary results but dishonesty is best in the end. [A]

Exp.: Ans. (A) सही है। Passage का सार यही है।

AN ACQUAINTANCE WITH ENGLISH, AMERICAN AND INDIAN AUTHORS POETRY

1

Shall I Compare Thee to a Summer's Day (Sonnet 130)

[William Shakespeare : 1564-1616]

TEXT

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd:
And every fair sometime declines,
By chance or nature's changing course, untrimm'd
But thy eternal summer shall not fade,
Nor lose possession of that fair thou owest:
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou growe'st:
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.
—William Shakespeare

Introduction to the Poet

William Shakespeare was born at Stratford upon Avon in April, 1564. He was the eldest son of John Shakespeare and Mary Arden. His father was one of the most prosperous men of Stratford. Shakespeare married Ann Hathaway in December, 1582 Shakespeare had three children—Susanna (daughter), and twins, Hamnet (son) and Judith (daughter).

Little is known of Shakespeare's early life. There is one tradition that he fled from Stratford because he was in trouble for deer-stealing. This, however, is not universally accepted. There is another tradition that he was for sometime a social-master.

From 1592 onwards, records of his life and activities are much fuller. In the autumn of 1592 Robert Greene, the best known of the professional writers, as he was dying wrote a letter to three fellow writers in which, he warned them against an 'upstart-crow' who "supposes he is as much able to bombast out a blank verse as the best of you. This is the first reference to Shakespeare. It suggests that Shakespeare had become suddenly famous as a playwright.

In April, 1593, Shakespeare published his poem **Venus and Adonis**, which was dedicated to the young Earl of Southampton. It was a great and lasting success. In 1594,

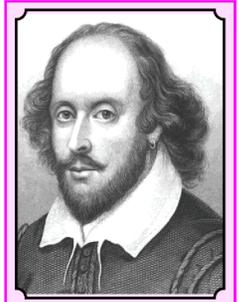
his second poem, *The Rape of Lucrece* was published.

By 1594, Shakespeare had written about nine plays. Soon afterwards he wrote the first of his greater plays—**Romeo and Juliet**. In 1598 Christmas, the players re-erected a new playhouse on the South bank of the Thames. This play-house was named the Globe. The expenses of the new building were shared by more important members of the Company including Shakespeare. Shakespeare was by now a prosperous person. In 1596 he had bought New Place, a large house in the centre of Stratford.

By the summer of 1598 Shakespeare was recognised as the greatest of English dramatists. Booksellers were publishing his more popular plays. A contemporary young writer named Francis Meres, in a long catalogue of English authors gave Shakespeare more prominence than any other writer. He mentioned by name twelve of his plays.

Queen Elizabeth I died in 1603. King James proved a more enthusiastic patron of plays. In the early years of King James' reign Shakespeare wrote **All's Well that Ends Well, Measure for Measure, Othello, Macbeth and King Lear**.

Since 1601 Shakespeare had been writing less. There were now a number of rival dramatists who were introducing new styles of drama. Chief among them was Ben Jonson. **Jonson's Every Man in his Humour** was acted by Shakespeare's Company. Shakespeare seems to have retired from the stage by 1608. His name does not occur in the various lists of players after 1607. Henceforward he lived for the most part at Stratford, where he was regarded as one of the most important citizens. He still wrote a few plays—chiefly tragi-comedies. The **'Tempest'** was one of the plays written during this period. For the last four years of his life he lived in retirement. His son Hamnet died in 1596. Shakespeare died at Stratford upon Avon on April 23, 1616. He was buried in the Chancel of the Church, before the high altar. His wife survived him.



23. Why does the Sultan order the execution of his own Stepmother?

- (A) She tried to poison him.
 (B) She was plotting with the rebels.
 (C) She murdered his advisor, Najib.
 (D) She refused to move to Daulatabad. [C]

Exp. : The Stepmother kills Najib because she believes his ruthless political advice is leading Tughlaq astray and turning him into a monster. When Tughlaq discovers this, he is heartbroken and orders her to be stoned to death publicly, marking a point of total emotional isolation for him.

24. What game is Tughlaq shown playing at the beginning of the play, which serves as a metaphor for his politics?

- (A) Dice (B) Chess
 (C) Cards (D) Wrestling [B]

Exp. : The play opens with Tughlaq reflecting on a chess problem. This symbolizes his intellectual approach to ruling; he treats real people like pawns on a chessboard. He believes he can maneuver political situations through logic, but fails to account for human emotion and unpredictability.

25. Who is Aazam in the play?

- (A) A general in the army.
 (B) Tughlaq's son.
 (C) Aziz's partner in crime.
 (D) A visiting diplomat. [C]

Exp. : Aazam is a pickpocket and Aziz's associate. He represents the common criminal who is frightened by the scale of Aziz's schemes. He eventually wants to leave the chaos and return to a simple life, but he is murdered by Aziz so that Aziz can maintain his new disguise as Ghiyas-ud-din Abbasid.

26. How does the play Tughlaq end?

- (A) Tughlaq is assassinated.
 (B) Tughlaq falls asleep/dazed while the call to prayer is heard.
 (C) The capital is successfully moved back to Delhi.
 (D) Tughlaq abdicates the throne. [B]

Exp. : The play ends on a note of unresolved tension and absolute isolation. After Barani leaves, Tughlaq looks around dazed and eventually falls asleep (or into a trance) on the throne. The Muezzin's call to prayer is heard, but the King does not respond, symbolizing his spiritual and political exhaustion.

27. Which politician acts as a cynical pragmatist and advises Tughlaq to use spies and violence?

- (A) Ratansingh (B) Najib
 (C) Ain-ul-Mulk (D) Ghiyas-ud-din [B]

Exp. : Najib is a converted Hindu politician who serves as Tughlaq's right-hand man. He is a realist who believes that ethics and religion have no place in politics. He constantly argues with Barani and encourages Tughlaq to take harsh measures to secure his power.

28. In Girish Karnad's play, the historical reign of Muhammad bin Tughlaq is often interpreted as an allegory for which modern political era in India?

- (A) The Emergency period under Indira Gandhi
 (B) The Partition of India in 1947
 (C) The Nehruvian era and the subsequent disillusionment
 (D) The rise of the Maratha empire [C]

Exp. : Karnad uses the 14th-century history of Tughlaq to comment on the political mood of the 1960s in India. The play reflects the initial idealism of the post-independence Nehruvian era, characterized by ambitious plans for a secular and unified nation, and the eventual disillusionment as those ideals collapsed into chaos and violence.

29. Why does Tughlaq ban prayer in his kingdom for a period of time?

- (A) He becomes an atheist.
 (B) He wants to punish the religious leaders for conspiring against him.
 (C) He wants to convert everyone to a new religion.
 (D) He believes the people are too sinful. [B]

Exp. : Tughlaq discovers a conspiracy led by religious leaders (Amirs and Sheikhs) to assassinate him during prayer time. To assert authority and punish the hypocrisy of blending religion with treason, he bans public prayer. He only lifts the ban later when the descendant of the Caliph arrives.

30. How does Sheikh Imam-ud-din meet his end in the play?

- (A) He is executed by Tughlaq for treason.
 (B) He is killed by Ain-ul-Mulk during a battle while resembling the Sultan.
 (C) He dies of natural causes during the march to Daulatabad.
 (D) He is assassinated by Aziz. [B]

Exp. : Tughlaq cunningly persuades the Sheikh, who bears a striking physical resemblance to him, to go as a peace envoy to meet the rebel Ain-ul-Mulk. Tughlaq dresses the Sheikh in royal robes; consequently, during the confrontation, the Sheikh is mistaken for the Sultan and killed. This highlights Tughlaq's Machiavellian willingness to sacrifice holy men for political survival.

(A) AN ACQUAINTANCE WITH LITERARY TERMS/FORMS/TECHNIQUES**1a****An Acquaintance with Literary Terms & Techniques
(Simile, Metaphor, Personification, Hyperbole, Alliteration, Onomatopoeia)**

Figures of speech are departures from the direct way of speaking. A figure of speech is used to produce a greater effect on the reader or the listener. Figures of speech are chiefly used in poetry for the sake of vividness. They are also used in prose especially in public speeches to give effect or beauty to what is said. Thus figures of speech increase the beauty and effectiveness of language.

Figures of speech may be divided into five sections:

- Figures based on Similarity or likeness.** They are: (1) Simile (2) Metaphor (3) Personification (4) Apostrophe (5) Conceit.
- Figures based on contrast, difference or surprise.** They are: (1) Antithesis (2) Paradox (3) Oxymoron (4) Irony (5) Epigram (6) Euphemism (7) Litotes.
- Figures based on Association or substitution.** They are : (1) Metonymy (2) Synecdoche.
- Figures based on construction or arrangement of words.** They are : (1) Interrogation (2) Assertion (3) Exclamation (4) Climax (5) Anticlimax (6) Hyperbole (7) Transferred Epithet (8) Tautology (9) Epithet
- Figures based on sound.** They are: (1) Pun (2) Alliteration (3) Onomatopoeia (4) Assonance.

(i) Simile (उपमा)

A simile is a figure in which a comparison is made between two objects of different kinds, which have at least one point of resemblance.

In a simile words 'like', 'as' or 'so' are, always used.

Note : There are two essential elements in a simile.

- First**, the two objects or events compared must be different in kind.
- Secondly**, the point of resemblance between the two different objects compared must be clearly stated, so a simile is always introduced, by such words as, 'like', 'as', 'so' etc.

Note : Comparison between objects of the same kind is not a simile but a simple comparison.

e.g. The girl sang like her sister. (Comparison)
(because the objects compared are of the same kind (both person).

The girl sang like a nightingale. (Simile)

(because the objects compared are of different kind
(one person and the other bird).

Example :

- He looks as cheerful as a rose.
- That story is as old as the hills.
- Curses are like chickens : they come home to roost.
- He roared like a lion.
- He walked about as proud as a peacock.
- Thy smile is as the dawn of vernal day.
- It stirred the heart as a trumpet.
- Only a sweet and virtuous soul,
like seasoned timber, never gives. (Virtue-Herbert)
- Like a star of heaven
In the broad daylight
Thou art unseen, but I hear thy shrill delight.
(To A Skylark—Shelley)
- The quality of mercy is not stained
It droppeth as the gentle rain from heaven.
(Merchant of Venice—Shakespeare)
- I wandered lonely as a cloud. (Wordsworth)
- "Look like a flower but be a serpent under it."
(Othello-Shakespeare)
- Live like a hermit but work like a horse.

(ii) Metaphor (रूपक)

Metaphor is a figure of speech in which there is comparison of one thing (object) with another without the words 'like' or 'as'. The resemblance is implied.

- ✦ A metaphor is a figure of speech used for transferring the quality of one object to another without the use of comparisons.
- ✦ A metaphor is an implied comparison. (परोक्ष तुलना)

Examples :

- Ministers are the pillars of the state.
- The fairest rose in all Greece was Helen of Troy.
- Infancy is the dawn of life.
- And all that mighty heart is lying still.
- The ship ploughs the sea.
- Idleness is the rust of the soul.

generation to the next. **Literary ballad** is a poem that tells a tale without music in written form.

Important Points:

- ❖ A ballad is a narrative poem or song consisting of short stanzas usually rhymed quatrains in iambic with a refrain.
- ❖ It arises out of folk literature and is transmitted orally. It is a narrative species of folk songs.
- ❖ A ballad is personal in treatment and the writer shows his feelings and emotions.
- ❖ A song transmitted orally which tells a story to literate persons.
- ❖ A long lyric poem elaborated in its stanza structure.
- ❖ Its language is simple.
- ❖ It is a third person objective narrative. it is a story accompanied by music.
- ❖ A ballad can also refer to a slow, romantic or sentimental song.
- ❖ It tends to have some sort of musical quality to it.
- ❖ Its rhyme scheme is generally a b c b usually only the second and the fourth lines rhyme.
- ❖ A ballad is a form of verse, often a narrative set to music.

गाथा-गीत—यह एक साधारण वर्णनात्मक या कथनात्मक कविता होती है। सामान्यतया यह चार पंक्तियों के छोटे चरण, खण्ड या छन्द के रूप में होती है। यह एक ऐसा गीत भी हो सकता है जिसको नृत्य करते हुआ गाया जाता है। यह एकान्तर रूप में (बारी-बारी से) आठ और छः शब्दांशों में गीत होता है। सामान्यतया बैठक (स्वागत-कक्ष या अतिथि-कक्ष) में गाया जाने वाला यह एक भावुकतापूर्ण गीत होता है। यह किसी पुरानी कहानी की विषय-वस्तु का वर्णन करता है। यह रचना की दृष्टि से अवैयक्तिक होता है तथा इस कारण लेखक की पहचान एवं व्यक्तित्व सामने नहीं आता। ये मुख्यतः दो प्रकार के होते हैं—Authentic Ballads, जिनके लेखक अज्ञात होते हैं तथा Literary Ballads जिनके लेखक ज्ञात होते हैं।

(xi) Soliloquy (स्वगत-कथन)

A soliloquy is a monologue spoken by a character alone on the stage; usually it either indicates what is to happen later in the play or expresses the innermost thoughts of the speaker. Soliloquies of Macbeth are famous.

A passing thought uttered aloud by an actor in front of other actors on the stage. The other actors are not supposed to hear.

सौलिलोकवी (स्वगत कथन)—अपने-आप से बात करने की क्रिया को 'सौलिलोकवी' कहते हैं। एक नाटक में जब कोई पात्र अपने विचारों को मंच पर जोर से बोलता है तो उसकी यह क्रिया सौलिलोकवी अथवा स्वगत कथन कहलाती है। इस परंपरा को पात्र के उद्देश्यों एवं मनोदशाओं से दर्शकों को परिचित कराने का आसान तरीका माना जाता है।

शेक्सपियर ने इस युक्ति का प्रयोग बड़े पैमाने पर किया है। उसके कुछ स्वगत कथन प्रसिद्ध हो चुके हैं। हैमलेट का स्वगत कथन 'To be or Not to be' तथा मैकबेथ का स्वगत कथन 'If it were done, when it is done' शेक्सपियर के कुछ प्रसिद्ध स्वगत कथनों में से हैं।

स्वगत कथन अथवा सौलिलोकवी 'असाइड' से इस रूप में भिन्न है कि 'असाइड' अन्य पात्रों की उपस्थिति में बोला जाता है जिनसे अपेक्षा होती है कि वे इसे नहीं सुन रहे हैं जबकि सौलिलोकवी एक पात्र द्वारा मंच पर अकेले होने पर ही बोली जाती है।

(xii) Dramatic Monologue (नाटकीय एकालाप)

Dramatic monologue is a type of narrative poetry in which a single character speaks. It is dramatic because the poet expresses the character and situation through conflicts. It is addressed to someone.

A dramatic monologue is a type of poem in the form of a speech or narrative by an imagined person, in which the speaker inadvertently reveals aspects of their character while describing a particular situation or series of events.

The dramatic monologue is a lyric poem in which the speaker addresses a silent listener, revealing themselves in the context of dramatic situation. The listener is silent. The speaker in such poems usually speaks alone in a one way conversation, and so it is called a monologue.

As the poem begins, we find that the main character is found engaged in an emotional expression of his ideas and feelings, he is confident, excited, angry or proud.

The speaker will be found talking to someone in a situation and manner that he exposes the secrets about his real character. In 'My Last Duchess' from the Duke's one-sided conversation we piece together the situation, both past and present and we infer what sort of woman the Duchess really was, and what sort of man the Duke is.

A dramatic monologue is a type of poetry written in the form of a speech of an individual character: it compresses into a single vivid scene and narrative sense of the speaker's history and psychological insight into his character.

Important Points

- ❖ An audience is implied.
- ❖ A dramatic monologue involves one character speaking to another character.
- ❖ The rhyme scheme is not important in a dramatic monologue.
- ❖ There is no dialogue; and the poet takes on the voice of a character, a fictional identity, or a person.

Tennyson's – Ulysses

Browning's – The Last Ride Together, My Last Duchess.

(xiii) Epic (महाकाव्य)

The Epic is one of the most ancient and dignified of poetic types. A long narrative based on myth or legend, it recounts grandly and vastly the adventures of a deity or culture hero whose actions have been crucial in the development of a society, a culture or a religion.

An epic is either a result of natural growth in popular song and story or of conscious literary effort on the part of the artist. The former is called the **Folk Epic**. Epic of Growth or Authentic Epic or Secondary Epic: the latter, the **Literary Epic** or Epic of Art.

3. Creole

Introduction

All living languages change constantly. They show variations along different dimensions. Languages vary across time, space, social class, gender, sex, education, etc.

All languages have regional varieties called dialects. Dialects refer to features of pronunciation, vocabulary and grammar. An international language like English which is spoken across the globe not only has regional varieties, i.e. it is spoken differently in different areas within Britain, but also has national varieties. The differences between British English, American English and Australian English are reflected more in the spoken form and, to a lesser degree, in the written form.

Native languages also vary according to social classes. Labels like ‘speech of the aristocracy’ (or Queen’s English), ‘upper-class speech’, ‘language of the man-in-the-street’, etc. refer to social dialects or sociolects. Present day American society, for example, shows interesting differences between varieties used by the upper-middle classes and the lower working classes. In England, where class distinctions are sharper, differences in sociolects are more pronounced and more easily recognized.

These variations in languages are important. Most of these differences occur in accent, stress, pronunciation, choice of words (vocabulary) and sentence structure. These variations exist at regional levels and national levels. Creole and Pidgin are languages which have developed (created) at national levels.

In this chapter we shall try to define these terms, present overview of their origin, development, use and important hints about them.

Creole Language

A **creole language**, or simply a **creole**, is a stable natural language developed from the mixing of parent languages; creoles differ from pidgins (which are believed by scholars to be necessary precedents of creoles) in that they have been nativized by children as their primary language, making them have features of natural languages that are normally missing from pidgins.

The vocabulary of a creole language consists of cognates from the parent languages, though there are often clear phonetic and semantic shifts. On the other hand, the grammar often has original features but may differ substantially from those of the parent languages. Most often, the vocabulary comes from the dominant group and the grammar from the subordinate group, where such stratification exists. For example, Jamaican Creole features largely English words superimposed on West African grammar. Likewise, Haitian Creole features a French vocabulary superimposed on West African grammar.

क्रियोल एक स्थायी स्वाभाविक भाषा है जिसका विकास मूल भाषाओं के

मिश्रण से हुआ है। क्रियोल पिजिन भाषाओं से इसलिए भिन्न हैं कि क्रियोल को बच्चे अपनी मूल भाषा के रूप में अपना लेते हैं। इस प्रकार से क्रियोल भाषा में मूल भाषा की विशेषताएँ मिलती हैं जो पिजिन में नहीं मिलती।

Creole भाषा की शब्दावली मूल भाषा के समान शब्दों से बनती है। यद्यपि उनमें उच्चारण और अर्थ की दृष्टि से भिन्नता होती है। इसके अलावा Creole की व्याकरण में मौलिक विशेषताएँ होती हैं जो मूल भाषा से भिन्न होती हैं। Creole की शब्दावली प्रायः अधिक प्रभावशाली भाषा से आती है। जैसे जैमेका में बोली जाने वाली Creole भाषा के अधिकतर शब्द अंग्रेजी भाषा से लिए गये हैं। इसी प्रकार से हायती Creole भाषा के शब्द भी French भाषा से लिए गये हैं क्योंकि French एक (dominant) प्रभावशाली भाषा है।

Overview (सामान्य विवरण)

A creole is believed to arise when a pidgin, developed by adults for use as a second language, becomes the native and primary language of their children—a process known as nativization. The pidgin-creole life cycle was studied by Hall in the 1960s.

Creoles share more grammatical similarities with each other than with the languages from which they are phylogenetically derived. However, there is no widely accepted theory that would account for those perceived similarities. Moreover, no grammatical feature has been shown to be specific to creoles.

Many of the creoles known today arose in the last 500 years, as a result of the worldwide expansion in European maritime power and trade in the Age of Discovery, which led to extensive European colonial empires and an intense slave trade. Like most non-official and minority languages, creoles have generally been regarded as degenerate variants or dialects of their parent languages. Because of that prejudice, many of the creoles that arose in the European colonies have become extinct. However, political and academic changes in recent decades have improved the status of creoles, both as living languages and as object of linguistic study. Some creoles have even been granted the status of official or semi-official language.

Linguists now recognize that creole formation is a universal phenomenon, not limited to the European colonial period, and an important aspect of language evolution (see Vennemann (2003)). For example, in 1933 Sigmud Feist postulated a creole origin for the Germanic languages.

Other scholars, such as Salikoko Mufwene, argue that pidgins and creoles arise independently under different circumstances, and that a pidgin need not always precede a creole nor a creole evolve from a pidgin. Pidgins, according to Mufwene, emerged among trade colonies among “users who preserved their native vernaculars for their day-to-day interactions”. Creoles, meanwhile, developed in settlement colonies in which speakers of a European language, often indentured servants whose language would be far from the standard in the first place,

Exp. : Ans. (D) is correct. See the chapter on code mixing.

5. Which of the following statements is correct?

- (A) Switching from one code to another is a matter of individual choice. [RPSC 2017]
 (B) Code-switching is a strategy adopted in response to situational features.
 (C) Code-switching is restricted to multilingual societies.
 (D) Code-switching is not context governed. [*]

Exp. : This question has been deleted.

6. "Code-Mixing" is: [RPSC 2014]

- (A) Being able to use many languages fluently

- (B) Using words from one language only
 (C) Making use of reduced structures only
 (D) Using words from two languages together [D]

Exp. : दो भाषाओं के शब्दों का मिलाकर प्रयोग करना Code-mixing कहलाता है। जैसे—Why are you 'marring gappe'?

7. Code mixing refers to: [RPSC 2012]

- (A) language translation
 (B) knowing multiple languages
 (C) the art of mixing up of words
 (D) the change from one language to another within the same utterance or in the same oral/written text. [D]

Exp. : पुस्तक में सम्बन्धित Chapter देखें।

EXERCISE FOR PRACTICE

1. Which is not true?

- (A) Code-mixing may occur where speakers share more than one language.
 (B) Code-mixing may occur where speakers do not share a common language.
 (C) Code-mixing refers to the mixing of two or more languages. [B]

2. Which is not true?

- (A) Code-mixing was considered a substandard variety of language a few years ago.
 (B) Presently code-mixing is extensively used in advertisements and conversation.
 (C) The Non-resident Indians do not use code-mixed language. [C]

3. यहाँ के folk dance और cultural activity मुझे बहुत पसन्द आई।

The above sentence is an example of :

- (A) Code-switching (B) Code-mixing
 (C) Pidgin (D) Creole [B]

4. English, Hinglish, the चटनीफिकेशन ऑफ इंग्लिश पर आधारित discussion में सलमान रूशदी भाग लेंगे—

The above sentence is an example of :

- (A) Code-mixing (B) Code-switching
 (C) borrowing (D) pidgin [A]

5. Which is true?

- (A) Code-switching emphasizes a multilingual speaker's movement from one grammatical system to another.
 (B) Code-mixing emphasizes the formal aspects of language structures or linguistic competence.
 (C) Code-mixing suggests a hybrid-form, drawing from distinct grammars.
 (D) All are true. [D]

6. रट्टाफिकेशन से काम नहीं चलेगा। "Cramming won't do."

The above sentence is an example of :

- (A) Pidgin (B) Code-switching
 (C) Code-mixing [C]

Note : Here code-mixing is done by adding the English suffix-ification to a Hindi word. (Noun रट्टा)

7. Which is not true?

- (A) In code-mixing a sentence of one language is combined with a sentence of another language.
 (B) Code-mixing is the embedding (अच्छी तरह मिलाना) of various linguistic units such as affixes (उपसर्ग और प्रत्यय), words, phrases and clauses of two languages. जैसे—delegates के पहनावे में Traditional and modern culture साफ दिखाई दे रहा था।
 (C) Code-mixing requires the knowledge of the parent language only.
 (D) (A) and (C) [C]

8. Choose the correct statement :

- (A) Parts of words from two different languages being combined while speaking is code-switching.
 (B) Part of words from two different languages being combined while speaking is code-mixing.
 (C) Moving from one language to another freely in speech is code-mixing. [B]

9. Choose the correct statement :

- (A) Moving from one language to another freely in speech as code-switching.
 (B) Code-switching is mother tongue or language learnt from infancy.
 (C) Person having command over two languages is a bilingual.
 (D) (A) and (C). [D]

1

Communication Skills and Its Use of Various Verbal & Non-verbal Classroom Communication Strategies

COMMUNICATION SKILLS: DEFINITION & DETAILED INFORMATION

Definition

- ❖ Communication skills are the abilities used to convey, receive, and understand messages effectively through verbal, non-verbal, written, or digital means. These skills encompass the articulation of thoughts, feelings, and ideas clearly, as well as the ability to actively listen and interpret messages from others.

संचार कौशल :
परिभाषा और विस्तृत जानकारी

परिभाषा

- ❖ संचार कौशल वे क्षमताएँ हैं जो संदेशों को प्रभावी ढंग से व्यक्त करने, प्राप्त करने और समझने के लिए उपयोग की जाती हैं, चाहे वह मौखिक, अशाब्दिक, लिखित या डिजिटल माध्यमों के द्वारा हो। ये कौशल विचारों, भावनाओं और विचारों को स्पष्ट रूप से व्यक्त करने के साथ-साथ दूसरों से संदेशों को सक्रिय रूप से सुनने और समझने की क्षमता को भी शामिल करते हैं।

Communication Skills

Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project. Communication skill involve listening, speaking, observing and empathising. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications like email and social media.

Communication skill is the ability to convey or share ideas and feelings effectively. C. skills enable individuals to understand others and to be understood by others. A variety of aspects are important in the context of these skills, such as **listening, speaking, observing** and **empathy**.

Communication is the act of giving, receiving and sharing information in other words, talking or writing and listening or reading. Good communicators listen carefully, speak or write clearly, and respect different opinion.

Effective communication must be clear, correct, complete, concise and compassionate. These are the five Cs of communication.

संचार कौशल

संचार कौशल वे क्षमताएँ हैं जिनका उपयोग आप विभिन्न प्रकार की जानकारी देने और प्राप्त करने के लिए करते हैं। इसके कुछ उदाहरणों में नई विचारधारा प्रस्तुत करना, भावनाओं को व्यक्त करना, या किसी परियोजना की नवीनतम स्थिति साझा करना शामिल है। संचार कौशल में सुनना, बोलना, अवलोकन करना और सहानुभूति रखना शामिल है। इसके अलावा, आमने-सामने की बातचीत, फोन पर बातचीत और ईमेल या सोशल मीडिया जैसी डिजिटल संचार विधियों के बीच अंतर को समझना भी सहायक होता है।

संचार कौशल प्रभावी रूप से विचारों और भावनाओं को व्यक्त करने या साझा करने की क्षमता है। ये कौशल व्यक्तियों को दूसरों को समझने और दूसरों द्वारा समझे जाने में सक्षम बनाते हैं। इन कौशलों के संदर्भ में सुनना, बोलना, अवलोकन करना और सहानुभूति जैसी विभिन्न विशेषताएँ महत्वपूर्ण होती हैं।

संचार का अर्थ है जानकारी देना, प्राप्त करना और साझा करना—दूसरे शब्दों में, बोलना, लिखना, सुनना और पढ़ना। अच्छे संचारकर्ता ध्यानपूर्वक सुनते हैं, स्पष्ट रूप से बोलते या लिखते हैं, और विभिन्न विचारों का सम्मान करते हैं।

प्रभावी संचार स्पष्ट, सही, संपूर्ण, संक्षिप्त और सहानुभूतिपूर्ण होना चाहिए। ये संचार के पाँच 'C' होते हैं।

Characteristics of Communication

- (1) Communication is essentially a two way process. Information has not only to be sent but has also to be received and understood. The process is incomplete until the response or reaction based on proper understanding is available. **Feedback is an essential part of communication.**
- (2) Communication is an ongoing process. When communication is absent human activity ceases to exist.
- (3) We can communicate a lot through signs, symbols and gestures. A victory sign made by two fingers communicates better than words.
- (4) The basic purpose of communication is to create mutual understanding by giving and seeking information.
- (5) Communication is essential in all types of organisations and at all levels of management.

- (6) It takes two to complete communication. There should be a sender and a receiver.
- (7) Communication is a goal oriented process. The sender and the receiver must be aware of their goals.

संचार की विशेषताएँ

- (1) संचार एक द्विपक्षीय प्रक्रिया है। इसमें केवल सूचना भेजना ही नहीं बल्कि उसे प्राप्त और समझना भी आवश्यक होता है। जब तक उचित समझ के आधार पर प्रतिक्रिया या उत्तर प्राप्त नहीं होता, तब तक संचार प्रक्रिया अधूरी रहती है। प्रतिक्रिया (फीडबैक) संचार का एक आवश्यक हिस्सा है।
- (2) संचार एक सतत प्रक्रिया है। जब संचार अनुपस्थित होता है, तो मानव गतिविधियाँ भी अस्तित्व में नहीं रह पातीं।
- (3) हम संकेतों, प्रतीकों और हावभाव के माध्यम से भी बहुत कुछ संप्रेषित कर सकते हैं। उदाहरण के लिए, दो उंगलियों से बनाया गया विजय चिह्न शब्दों से अधिक प्रभावी हो सकता है।
- (4) संचार का मूल उद्देश्य पारस्परिक समझ स्थापित करना है, जिसमें जानकारी देना और प्राप्त करना शामिल होता है।
- (5) संचार सभी प्रकार के संगठनों और प्रबंधन के सभी स्तरों पर आवश्यक होता है।
- (6) संचार को पूरा करने के लिए दो पक्ष आवश्यक होते हैं—एक प्रेषक (Sender) और एक प्राप्तकर्ता (Receiver)।
- (7) संचार एक लक्ष्य-उन्मुख प्रक्रिया है। प्रेषक और प्राप्तकर्ता को अपने उद्देश्यों की स्पष्ट जानकारी होनी चाहिए।

Types of Communication Skills

1. Verbal Communication

- ✦ **Definition:** Expressing information through spoken words.
- ✦ **Examples:** Conversations, presentations, interviews.
- ✦ **Uses:** Builds relationships, resolves conflicts, and conveys ideas in workplaces, classrooms, and personal settings.

2. Non-Verbal Communication

- ✦ **Definition:** Using body language, facial expressions, gestures, and tone of voice.
- ✦ **Examples:** Smiling to show friendliness, maintaining eye contact to demonstrate confidence.
- ✦ **Uses:** Enhances verbal communication by adding context or emotions.

3. Written Communication

- ✦ **Definition:** Conveying information through written words.
- ✦ **Examples:** Emails, reports, social media posts.
- ✦ **Uses:** Documentation, record-keeping, formal communication in professional settings.

4. Listening Skills

- ✦ **Definition:** The ability to actively hear and interpret messages from others.

- ✦ **Examples:** Paying attention during meetings or while receiving feedback.
- ✦ **Uses:** Improves understanding, reduces conflicts, fosters collaboration.

5. Visual Communication

- ✦ **Definition:** Sharing ideas using visual aids.
- ✦ **Examples:** Graphs, charts, infographics, videos.
- ✦ **Uses:** Simplifies complex information, improves engagement.

संचार कौशल के प्रकार

1. मौखिक संचार

- ✦ **परिभाषा:** मौखिक शब्दों के माध्यम से जानकारी व्यक्त करना।
- ✦ **उदाहरण:** बातचीत, प्रस्तुतियाँ, साक्षात्कार।
- ✦ **उपयोग:** रिश्ते बनाना, संघर्षों को हल करना, और कार्यस्थलों, कक्षाओं, और व्यक्तिगत सेटिंग्स में विचारों को व्यक्त करना।

2. अशाब्दिक संचार

- ✦ **परिभाषा:** शारीरिक भाषा, चेहरे के हाव-भाव, इशारे, और स्वर का उपयोग करना।
- ✦ **उदाहरण:** मित्रता दिखाने के लिए मुस्कुराना, आत्मविश्वास प्रदर्शित करने के लिए आंखों से संपर्क बनाए रखना।
- ✦ **उपयोग:** मौखिक संचार को संदर्भ या भावनाएँ जोड़कर बढ़ाता है।

3. लिखित संचार

- ✦ **परिभाषा:** लिखित शब्दों के माध्यम से जानकारी व्यक्त करना।
- ✦ **उदाहरण:** ईमेल, रिपोर्ट, सोशल मीडिया पोस्ट।
- ✦ **उपयोग:** दस्तावेज़ीकरण, रिकॉर्ड-कीपिंग, और पेशेवर सेटिंग्स में औपचारिक संचार।

4. सुनने के कौशल

- ✦ **परिभाषा:** दूसरों से संदेशों को सक्रिय रूप से सुनने और समझने की क्षमता।
- ✦ **उदाहरण:** बैठकों के दौरान या प्रतिक्रिया प्राप्त करते समय ध्यान से सुनना।
- ✦ **उपयोग:** समझ में सुधार, संघर्षों को कम करना, और सहयोग को बढ़ावा देना।

5. दृश्य संचार

- ✦ **परिभाषा:** दृश्य उपकरणों का उपयोग करके विचारों को साझा करना।
- ✦ **उदाहरण:** ग्राफ़, चार्ट, इन्फोग्राफिक्स, वीडियो।
- ✦ **उपयोग:** जटिल जानकारी को सरल बनाना, और सहभागिता में सुधार करना।

Effective Communication Skills (प्रभावी संचार कौशल)

Active Listening (सक्रिय सुनना)

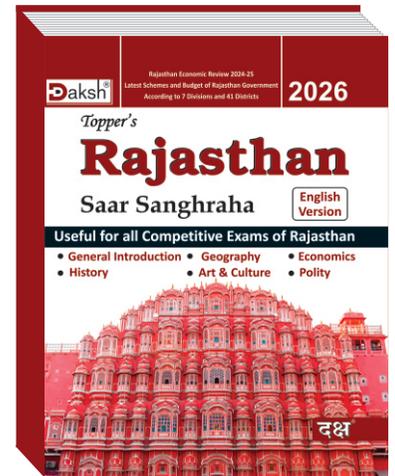
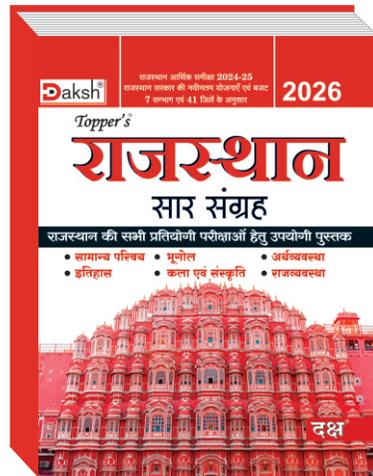
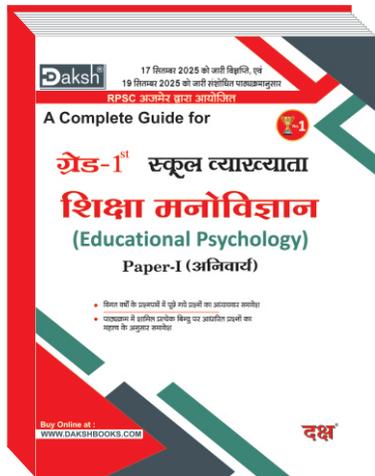
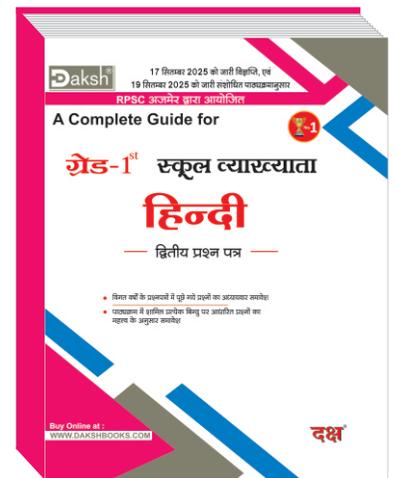
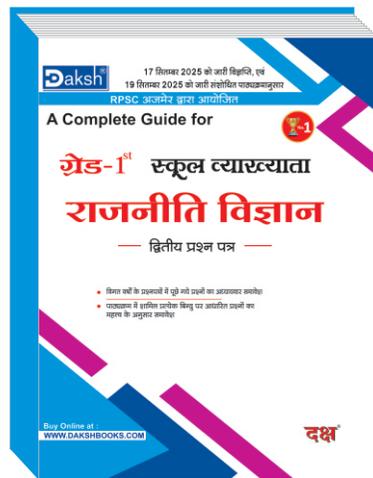
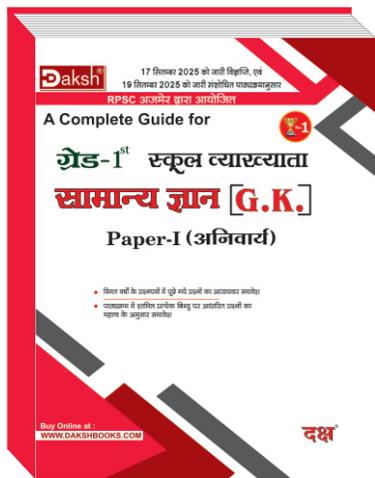
- ✦ Active listening means paying close attention to the person who is speaking to you. People who are active listeners are well-regarded by their co-workers because of the attention and respect they offer others. While it seems simple, this is a skill that can be hard to develop and improve. You can be an active listener by focusing on the speaker, avoiding distractions like cell phones,

Author Introduction



Prof. B.K. Rastogi has been P.G. Principal and Head of the Department of English in Govt. Colleges in Rajasthan. He has been teaching English at Undergraduate & Post-graduate levels for the last 52 years. He has been guiding students for R.J.S., R.A.S. and other competitive examinations for more than 50 years. He has authored many famous books : English for Administrative Services; English for Judicial Services; English for School Lecturers; English for Teachers; English Communication Techniques.

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