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A Complete Guide for
SENIOR TEACHER Grade-II

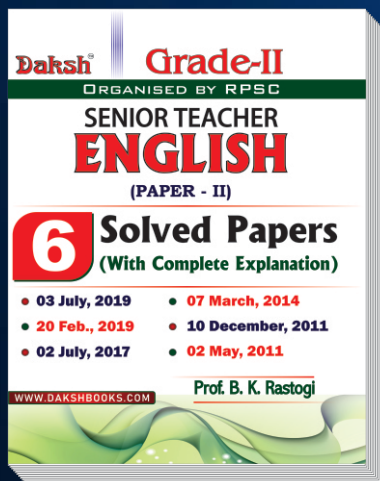


ENGLISH

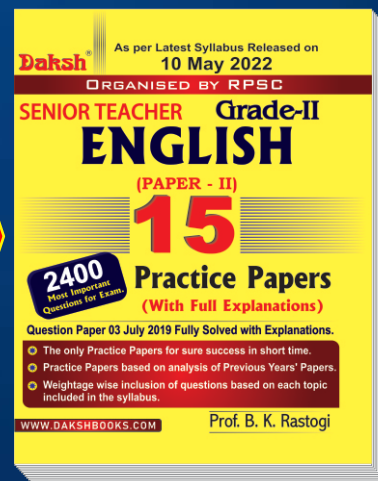
(PAPER - II)

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Prof. B. K. Rastogi

RPSC, Ajmer

Syllabus

for examination for the Post of

Sr. Teacher (Grade-II)

Secondary Education Department

PAPER-II : ENGLISH**Part-I Secondary and Senior Secondary Standard****Grammar and Usage**

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| 1 | Parts of Speech: Nouns, Verbs, Adjectives, Adverbs | 9 | Conditional Sentences |
| 2 | Articles and Determiners | 10 | Transformation of Sentences |
| 3 | Tenses | a. | Affirmative, Negative and Interrogative. |
| 4 | Prepositions | b. | Active, Passive |
| 5 | Modal Auxiliaries | c. | Direct, Indirect |
| 6 | Degrees of Comparison (Comparative, Superlative Degree). | 11 | Phrasal Verbs |
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Part-II Graduation Standard**Grammar, Usage and Literature**

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| 2 | Phrase analysis in terms of M H M. | a. | Romanticism b. Gothic c. Pre- Raphaelite |
| 3 | Clause analysis in terms of SPOCA. | | Movement d. Realism e. Existentialism f. Stream |
| 4 | Reading Comprehension and Vocabulary. | | of Consciousness g. Symbolism h. Modernism |
| 5 | Poetry Appreciation | i. | Post-Modernism |
| 6 | An Acquaintance with Literary Forms/ Devices. | 9 | An Acquaintance with Twentieth Century Indian |
| a. | Ode b. Elegy c. Sonnet d. Epic/ Mock epic | | Writers/Poets in English. |
| e. | Dramatic Monologue f. Ballads g. Alliteration | a. | Rabindra Nath Tagore b. Mulk Raj Anand |
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| - | Direct Method. | - | Teaching Prose, Poetry, Grammar & Composition. |
| - | Structural Method. | | Basic Principles of Second Language Teaching- |
| - | Audio-Lingual Method. | | Selection, Gradation, Presentation and Testing |

* * * * *

For the competitive examination for the post of Senior Teacher:-

- The question paper will carry maximum 300 marks.
- Duration of question paper will be **Two Hours Thirty Minutes**.
- The question paper will carry 150 questions of multiple choices.
- 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.
- Paper shall include following subjects:-
 - Knowledge of Secondary and Senior Secondary Standard about relevant subject matter.
 - Knowledge of Graduation Standard about relevant subject matter.
 - Teaching Methods of relevant subject.

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Senior Teacher-Grade II ★ English 2018

Solved Paper : 03 July, 2019

• 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.

Choose the correct alternative from the verbs given below each sentences (Question No. 1-5).

1. they not go ?

- (1) Did (2) Does
(3) Has (4) Have [1]

Exp.: Ans. (1) is correct. Past Indefinite में did + I form of M.V. का प्रयोग होता है।

2. He be atleast thirty years old. (inference)

- (1) ought (2) must
(3) need (4) dare [2]

Exp.: Ans. (2) is correct. Inference के लिए must का प्रयोग होता है।

3. you mind opening the window, please? (polite request)

- (1) Could (2) Might
(3) Shall (4) Would [4]

Exp.: Ans. (4) is correct. Polite request के लिए वाक्य के शुरू में Would + you का प्रयोग Question में होता है।

4. They not (has) dinner last night.

- (1) do; has (2) did; has
(3) do; have (4) did; have [4]

Exp.: Ans. (4) is correct. did not have का प्रयोग Past Simple में होता है।

5. Hardly we started when it began to rain.

- (1) has (2) have
(3) had (4) do [3]

Exp.: Ans. (3) is correct. Hardly के बाद had + III form का प्रयोग होता है।

Pick the best possible alternative from the choice given below to form conditional sentences. (Question No. 6-10).

6. If I a map I lend it to you.

- (1) have; would (2) had; will
(3) had; would (4) has; will [3]

Exp.: Ans. (3) is correct. Improbable condition असंभव शर्त के लिए II form + could + I form का प्रयोग होता है।

7. If I (know) that you were coming I (meet) you at the airport.

- (1) had known; would have met
(2) knew; met
(3) had known; have met
(4) knew; would have [1]

Exp.: Ans. (1) is correct. Unfulfilled condition in the past (भूतकाल में अधूरी रही शर्त) के लिए had + III form + would + have + III form का प्रयोग होता है।

8. Unless you (work) hard, you (pass).

- (1) worked; not pass
(2) work; will not pass
(3) work; not pass
(4) None of these [2]

Exp.: Ans. (2) is correct. Unless clause में Present Simple आता है और Main clause में Future Simple आता है।

9. If I in your shoes, I would wait a bit.

- (1) was (2) an
(3) should be (4) were [4]

Exp.:—Ans. (4) is correct. Improbable condition में I के साथ were + would + I form आती है।

10. If he he get there in time.

- (1) ran; will (2) runs; will
(3) runs; would (4) run; must [2]

Exp.: Ans. (2) is correct. Possible condition में present simple + future simple आता है।

Fill in the blanks by choosing the correct phrasal verb out of the four alternatives given. (Question No. 11-13).

11. No one to offer help.

- (1) came across (2) came forward
(3) came upon (4) came on [2]

Exp.: Ans. (2) is correct. came forward सही Phrasal Verb है।

Grammar and Usage

1

Parts of Speech (शब्द भेद) (Nouns, Verbs, Adjectives, Adverbs)

Parts of Speech (Word classes)

Sentences, Clauses and phrases are made of words. Words are divided into different parts according to their uses. The words of English Language are divided into eight classes, called parts of speech.

There are eight parts of speech in English.

किसी भाषा के शब्दों को उनके प्रयोग के अनुसार और सीखने वालों की सुविधा के अनुसार भिन्न-भिन्न भागों में बाँटा जाता है। यह विभाजन शब्दों के प्रयोग के अनुसार होता है।

Parts of Speech—अंग्रेजी में आठ पार्ट्स ऑफ स्पीच (शब्द वर्ग) होते हैं—

(1) Noun (संज्ञा), (2) Pronoun (सर्वनाम), (3) Adjective (विशेषण), (4) Adverb (क्रिया-विशेषण), (5) Verb (क्रिया), (6) Preposition (सम्बन्ध-सूचक अव्यय), (7) Conjunction (योजक), (8) Interjection (विस्मयादिबोधक अव्यय)।

Noun (संज्ञा)—A Noun is the name of a person, place, thing or quality. नाम बताने वाले शब्दों को संज्ञा कहते हैं अर्थात् किसी व्यक्ति, स्थान, वस्तु अथवा गुण-दोष के नाम को संज्ञा कहते हैं।

Gandhi was a great **patriot**.

Allahabad is on the **Ganges**.

My **brother** got **success**.

The **rose** is a beautiful **flower**.

Pronoun (सर्वनाम)—Pronouns are words used in place of nouns.

जो शब्द संज्ञा के स्थान पर काम आते हैं उन्हें सर्वनाम कहते हैं।

Mahesh is my brother. **He** is honest.

The students are doing **their** homework.

Adjective (विशेषण)—The word which qualifies a noun is an Adjective.

विशेषण वे शब्द हैं जो संज्ञा की विशेषता प्रकट करते हैं।

Maneesh is **intelligent**.

English is an **easy** language.

Adverb (क्रिया विशेषण)—An Adverb is a word which adds something to the meaning of a verb, an adjective or another adverb.

क्रिया-विशेषण वे शब्द हैं जो किसी क्रिया, विशेषण या अन्य क्रिया विशेषण की विशेषता बताते हैं।

He **runs fast**. (Verb)

(क्रिया की विशेषता)

This train is **very fast**. (Adj.)

(विशेषण की विशेषता)

He **runs very fast**. (Adv.)

(क्रिया विशेषण की विशेषता)

Verb (क्रिया)—A Verb is a word which tells us what somebody or something does.

क्रिया वे शब्द हैं जो हमें किसी कार्य के करने या होने का बोध कराते हैं।

Maneesh **goes** to college.

He **is reading** a book.

Preposition (सम्बन्ध सूचक अव्यय)—A preposition is a word used with a noun or pronoun to show its relation with another word.

सम्बन्ध सूचक अव्यय वे शब्द हैं जो किसी संज्ञा या सर्वनाम के साथ प्रयोग में आकर उस संज्ञा या सर्वनाम का संबंध किसी अन्य संज्ञा या सर्वनाम से बताते हैं।

The books are **on** the table.

He sat **under** a tree.

Conjunction (योजक या समुच्चय बोधक अव्यय)

A Conjunction is a word which joins words and sentences. योजक वह शब्द है जो दो शब्दों या वाक्यों को जोड़ता है।

Mahesh **and** Suresh are brothers.

He is rich **but** miser.

Interjection (विस्मयादि बोधक अव्यय) : An Interjection is a word which expresses some sudden feeling. वे शब्द जो हमारी भावनाओं या उद्गारों को प्रकट करते हैं।

Alas ! The poor man is dead.

Hurrah ! We have won the match.

Ugh ! What a dirty child !

Example : alas, hurrah, ugh.

Grammar, Usage and Literature

1

Basic Sentence Patterns

SENTENCES

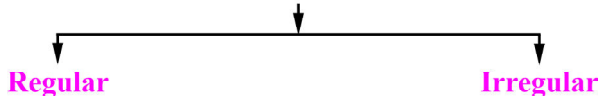
There are possible patterns for sentences and combinations of words that conform to those patterns are grammatical sentences.

वाक्यों का एक निश्चित अनुक्रम होता है और जब कोई शब्द समूह उस अनुक्रम का पालन करके वाक्य का रूप धारण करता है तो ऐसा वाक्य व्याकरण सम्मत् (Grammatical) होता है।

There are mainly two types of sentences :

- (1) Regular Sentences
- (2) Irregular Sentences

Sentences



Regular Sentences : Sentences that conform to the major patterns (basic) are regular sentences. Sentences that do not conform to the major patterns are irregular sentences.

- (a) Raman and Suman bought a car. (S + V + O)
- (b) **Some people give their children milk in the morning.** (S + V + O + O + A)

वे वाक्य जो मुख्य अनुक्रमों (Pattern) के अनुरूप होते हैं नियमित वाक्य (Regular sentence) होते हैं। जैसे :

- (a) Birds fly in the sky. (S + V + A)
- (b) Noopur is a doctor. (S + V + C)

Irregular Sentences : Most irregular sentences are fragmentary sentences. These leave out words that we can easily supply, usually from the preceding verbal context. Here is a typical example in an exchange between two speakers.

- (A) Where did you put the books? (**Regular Sentence**)
- (B) On the table. (**Irregular Sentence**)

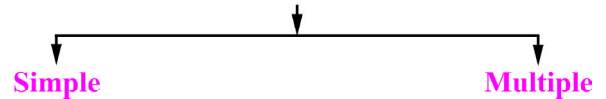
We interpret B's reply as **I put the books on the table**, and that reconstructed sentence would be regular. **Fragmentary sentences can therefore be considered as directly derivable in their interpretation from regular sentences.** (They are derived sentences)

Non-sentences cannot be analysed grammatically as sentences. They include such common expressions as Hello!,

Yes; No; So long !; Thanks !; Cheers !; and they include many headings, headlines, titles, labels and notices :

- Traffic Jam (newspaper heading)
- Revolution Twenty-20 (title of a novel)
- The Captain and the Kings (Title of a novel)
- Lucy Gray. (Title of a poem)
- No Parking. Keep left. (Notices)

Sentence



A sentence that does not contain another clause within it is a **simple sentence**.

If it contains one or more clauses it is **multiple sentence**.

- (a) Birds **fly**.
- (b) He **plays** hockey.
- (c) The building was emptied before the blast. (Simple)
- (d) My father always hoped that I would become a doctor. (Multiple Sentence)
- (i) A Simple sentence contains only one finite verb.
- (ii) If a sentence contains more than one clause it is

a multiple sentence : My father always hoped that

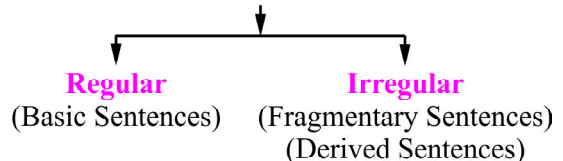
clause (1)

I would become a doctor.

clause (2)

- (b) Shiving told me that he would establish a big
- clause (1) clause (2)
- factory.

Sentences



Teaching Methods

1

Grammar Translation Method

Sometimes also known as the Classical Method, this is a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue during the 16th Century. This teaching method is still common in many countries and institutions around the world, and still appeals to those interested in language from an intellectual or linguistic perspective. **However it does little to improve your ability to use the language for oral communication.**

This is perhaps the oldest method of teaching a foreign language. Its leading exponents are Johan Seiden Sticker, Karl Plotz, H.S. Ollen and Johan Medingar. This method became **very popular in the 19th century** and was adopted as the chief means (method) for teaching foreign languages. In the United States this method was known as **Perussian Method**.

The advocates of this method believe that a foreign language can be taught easily through translation and cramming the rules of grammar. **This method begins with definition of Parts of Speech (Word Classes) and learning the rules of grammar and translate passages from mother tongue into English and from English into the Mother tongue.** The basic unit of teaching and language practice is a word.

इस विधि के पक्षधर विश्वास करते हैं कि अनुवाद और व्याकरण के नियमों को रटने से किसी विदेशी भाषा को सरलता से सीखा जा सकता है। यह विधि Parts of Speech की परिभाषा और व्याकरण के नियमों के ज्ञान से शुरू होती है। इसलिए अनुवाद और व्याकरण इसके दो प्रमुख आधार हैं। इस विधि में विद्यार्थियों को व्याकरण के नियम सीखने होते हैं और अपनी मातृभाषा से अंग्रेजी में अनुवाद करना होता है। अंग्रेजी से मातृभाषा में भी अनुवाद करते हैं। 19वीं शताब्दी में यह विधि बहुत लोकप्रिय हुई थी और विदेशी भाषा की शिक्षा देने के लिए इसे मुख्य साधन के रूप में अपनाया गया था। संयुक्त राज्य अमेरिका में इस विधि को **Perussian Method** के नाम से जाना जाता था। इस विधि के प्रमुख प्रवक्ता **Johan Seiden Sticker, Karl Plotz, H.S. Ollen drf और Johan Medingar हैं।** यह विधि अपनी अनेक कमियों के कारण वर्तमान में लोकप्रिय नहीं है।

Characteristics of this method:

1. **In this method the language most used in the class is the mother tongue. Classes are taught in the mother tongue with little active use of the target language.** The native language of the student is used in the classroom.
2. Much vocabulary is taught in the form of isolated words.
3. **The 'Text book' occupies an important place in this method.**
4. **Grammar is taught deductively** i.e. rules first and language afterwards. General to particular, theory to practical. Rules of grammar are taught with the help of a separate book of grammar. **(RPSC-2011)**
5. Students are conscious of grammatical rules of language. **(RPSC-2019)**
6. In this method, literary language is superior to spoken language. **(RPSC-2019)**
7. In this method the language most used is the mother tongue i.e. **emphasis is given to the mother tongue.** **(RPSC-2011)**
8. Translation from mother tongue into English and vice-versa is given to students for practice. **(RPSC-2019)**
9. This method lays stress on reading and writing i.e. **Reading and Writing receive the major focus.** **(RPSC-2011)**
10. Unit of teaching is word. **(RPSC-2011)**

विशेषताएँ—

1. इस विधि में कक्षाओं में मातृभाषा के माध्यम से पढ़ाया जाता है और लक्ष्य भाषा (Target language) पर कम ध्यान दिया जाता है। छात्र की मातृभाषा का प्रयोग कक्षा में होता है।
2. शब्दावली को अलग-थलग शब्दों के रूप में पढ़ाया जाता है।
3. पाठ्य पुस्तक इस विधि में महत्वपूर्ण होती है।
4. व्याकरण के नियम व्याकरण की पृथक् पुस्तक के माध्यम से पढ़ाये जाते हैं।

Glossary of Grammatical Terms

1. **Abstract Noun** : a noun used to describe a quality, idea, or experience rather than something physical or concrete is called an Abstract noun. (भाव वाचक संज्ञा)–joy, hope, patience, size, language, peace.
2. **Active Voice** : A sentence in which the subject is the person or thing doing the action is Active voice- He sings a song.
3. **Adjunct अनुबन्ध** : An adverb or a phrase that adds meaning to the verb in a sentence or part of a sentence. A word or group of words which gives more information about time, place or manner. He ran away **in a panic**. Here '**in a panic**' is an **adjunct**. Adjuncts are generally adverbials.
4. **Adverb (क्रिया विशेषण)** : A word that adds more information about place, time, manner, cause, or degree to a Verb, an Adjective, a phrase or another Adverb. In 'walk **slowly**', 'arrive **late**' 'know **well**'—'**slowly**', '**late**' and '**well**' are Adverbs. In 'Ladies **only**'—'**only**' is an Adverb.
5. **Adverbial Phrase (Adverbial group)** : A group of words which does the same job as an Adverb, thus giving more information about when, how, where, or in what circumstances something happens. EG- '**In the ground**', '**very quickly indeed**', and '**again and again**'.
Note: Adverbials are not closely integrated into clause structure. They are mostly optional element. (Non-Obligatory element)
6. **Adverb Particle (Adverbial Particle)** : An Adverb used as part of a phrasal Verb EG-In the phrasal verb 'break **out**' out is an Adverbial particle. An Adverb used specially after a verb to show position, direction of movement etc., In come back, break down and 'fall off', back, down, and 'off' are all adverbial particle.
7. **Agent** : The person who performs an action (doer) कर्ता **Raman** killed a snake. (**Raman** is an Agent)
8. **Agreement (Concord)** : The relationship between a Subject (कर्ता) and its Verb (क्रिया)—that is the verb is used according to the number (वचन) and person (पुरुष) of the subject (कर्ता). I **go** but he **goes**.
9. **Apposition** : The placing of a noun group after a headword in order to identify it or give more information about it—My friend **Mahesh**, Emperor **Ashoka**.
10. **Attributive** : Adjectives or nouns used before a noun to describe it. The **blue** sky, a **family** business, **steel-industry**, blue, family, and steel are attributive.
11. **Auxiliary Verbs**—Verbs used with a main verb to form **tense, negatives, questions, tags, passive voice** and so on-**be**, '**have**', '**do**' and modals are auxiliary verbs.
12. **Modal Auxiliary/Modal Verb** : An auxiliary verb which is used with a main verb to indicate a particular attitude, such as possibility, obligation, prediction, or deduction. EG-can, could, may, must, etc.
13. **Anomalous Finites** : The term Anomalous Finites is used of the 24 finites of the auxiliary verbs. Thus the auxiliary verbs are also anomalous finites.

Features of Anomalous Finites : Anomalous Finites की विशेषताएँ—

- (i) They can be joined to the contracted form of not., e.g. isn't, weren't, havn't, don't, can't etc.
- (ii) The term '**Anomalous**' is restricted to those finites which combine with '**not**' in this way. The 24 Anomalous Finites are not always auxiliary.



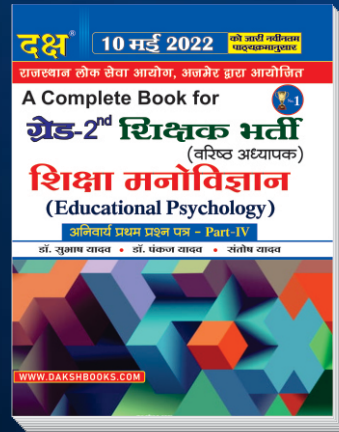
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