



As per Latest Changed Syllabus
Released on **25-09-2025**

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A Complete Guide for
Grade-2nd SENIOR TEACHER



ENGLISH

(PAPER - II)

- RPSC Question Papers of Previous Examinations Fully Solved with Explanations and questions added to respective topics.
- More than 90% Questions asked in the last ten RPSC Examinations are based on this Book.

— Prof. B.K. Rastogi —

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Preface to the Nineteenth 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 complete change of syllabus in Part II (Grammar, Usage and Literature) required a lot of new matter to be selected, written and included in this new edition.

In literature portion comprehensive and intelligible matter has been included on Major Literary Periods, Major Literary movements, Poetry, Prose, Fiction and Drama. I have made sincere efforts to discuss each poem in detail with explanation in English and Hindi. Prose, Fiction 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 Senior Teacher (Grade 2nd, 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

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

1. Grammar and Usage

- | | |
|--|---|
| i. Parts of Speech (Nouns, Verbs, Adjectives, Adverbs) | (a) Affirmative, Negative, Interrogative & Imperative Sentences |
| ii. Use of Articles and Determiners | (b) Active and Passive Voice |
| iii. Tenses | (c) Direct and Indirect Speech |
| iv. Use of Prepositions | ix. Phrasal Verbs |
| v. Modal Auxiliaries | x. Proverbs & Idiomatic Expressions |
| vi. Degrees of Adjectives (Comparative, Superlative Degree) | xi. Words Often Misspelt and Confused |
| vii. Subordination and Coordination (Compound and Complex Sentences) | xii. One Word Substitution |
| viii. Transformation of Sentences | xiii. Synonyms and Antonyms |
| | ix. Phonetic Transcription |

Part-II Graduation Standard

- 2. Grammar, Usage and Literature**
i. Basic Sentence Patterns ii. Clause Analysis (in terms of SVOCA) iii. Reading Comprehension and Vocabulary iv. Poetry Appreciation
- 3. An Acquaintance with Literary Forms/ Devices/ Techniques-**
i. Simile ii. Metaphor iii. Personification iv. Pun v. Hyperbole vi. Alliteration vii. Onomatopoeia viii. Sonnet ix. Ode x. Elegy xi. Ballad xii. Soliloquy xiii. Dramatic Monologue xiv. Stream of Consciousness
- 4. An Acquaintance with Major Literary Periods –**
i. Renaissance ii. Metaphysical iii. Jacobean iv. Neoclassical v. Romantic vi. Victorian vii. Modern
- 5. An Acquaintance with Major Literary Movements-**
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- 6. Poetry-**
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- 7. Prose:**
i. Francis Bacon: Of Studies ii. Joseph Addison: Meditations in Westminster Abbey iii. Charles Lamb: My Relations iv. George Bernard Shaw: Freedom v. Alphonse Daudet: The Last Lesson vi. Pearl S. Buck: The Enemy
- 8. Fiction:**
i. Charles Dickens: *A Tale of Two Cities* ii. R.K. Narayan: *Malgudi Days*
- 9. Drama:**
i. William Shakespeare: *Macbeth* ii. Anton Chekhov: *A Marriage Proposal*

Part-III Teaching Methods

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| i. Basic Principles of Second Language Teaching. | iv. Approaches and Methods of English Language Teaching- Grammar Translation Method, Direct Method, Structural Method, Audio Lingual Method, Communication English Language Teaching. |
| ii. Developing the four Language Skills- Listening, Speaking, Reading, Writing. | |
| iii. Teaching of Language Forms- Prose, Poetry, Grammar & Composition. | v. Evaluation in English Language. |

* * * * *

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 I

ENGLISH

सॉल्वड पेपर - SST-25

Exam Date : 12-09-2025

• Time : 2½ Hours

• Number of Questions : 150

• Maximum Marks : 300

1. Which one of the given options correctly analyses the following sentence in terms of SPOCA?

'They painted the door green.'

- (1) SPCA (2) SOPC (3) SPOO (4) SPOC
(5) Question not attempted [4]

Exp. : इस वाक्य में, 'They' Subject (कर्ता) है, 'painted' Verb (क्रिया) है, 'the door' Object (कर्म) है, और 'green' Complement (पूरक) है। कॉम्प्लिमेंट यहाँ ऑब्जेक्ट 'the door' के बारे में अतिरिक्त जानकारी दे रहा है कि उसे किस रंग में रंगा गया। इसलिए, इसका सही विश्लेषण Subject-Verb-Object-Complement (SPOC) है।

2. From the kinds of adverbs given below, choose the one which does not fit into the given category—

- (1) Place: here, there, near, down
(2) Manner: fast, happily, hard, quickly
(3) Time : soon, still, then, today
(4) Degree: always, never, occasionally, often
(5) Question not attempted [4]

Exp. : दिए गए विकल्पों में, 'Place', 'Manner', और 'Time' के Adverbs (क्रियाविशेषण) सही ढंग से वर्गीकृत हैं। हालांकि, 'always', 'never', 'occasionally', और 'often' Adverbs of Degree (परिमाणवाचक क्रियाविशेषण) नहीं हैं, बल्कि ये Adverbs of Frequency (आवृत्तिवाचक क्रियाविशेषण) हैं, क्योंकि वे बताते हैं कि कोई क्रिया कितनी बार होती है।

3. Choose the correct indirect speech for the sentence given below—

A woman said to me, 'Do you know my name?'

- (1) A woman asked if I know my name.
(2) A woman asked if I knew her name.
(3) A woman asked if I am knowing her name.
(4) A woman asked if you know my name.
(5) Question not attempted [2]

Exp. : यह Direct Speech ('Do you know my name?') का सही Indirect Speech रूपांतरण है। प्रश्नवाचक वाक्य को Indirect Speech में बदलते समय, Reporting Verb 'said to' को 'asked' में बदल दिया जाता है। 'Do you know' (Present Simple) को 'if I knew' (Past Simple) में बदला जाता है, और Pronoun 'my' को 'her' में परिवर्तित किया जाता है।

4. Which one of the following, correctly combines the two simple sentences into a complex sentence?

Angels fear to tread in some places. Fools rush in there.

- (1) Angels fear to tread in some places and fools

rush in there.

- (2) Angels fear to tread in some places but fools rush in there.
(3) Not only angels but also fools tread in some places and rush in there.
(4) Fools rush in where angels fear to tread.
(5) Question not attempted [4]

Exp. : यह दो सरल वाक्यों को एक Complex Sentence (मिश्रित वाक्य) में सही ढंग से जोड़ता है। यहाँ 'where' एक Subordinating Conjunction (आश्रित संयोजक) के रूप में कार्य करता है, जो 'Fools rush in there' को एक Subordinate Clause (आश्रित उपवाक्य) बनाता है जो मुख्य उपवाक्य 'Angels fear to tread in some places' पर निर्भर है।

5. Match the words in column 'A' with their synonyms in column 'B' and then choose the correct code given below—

- | (A) | (B) |
|----------------|---------------|
| (1) Compassion | (a) Frail |
| (2) Feeble | (b) Impartial |
| (3) Just | (c) Sympathy |
| (4) Modest | (d) Humble |

Code:

- (1) (1)-(d), (B)-(c), (C)-(b), (D)-(a)
(2) (1)-(c), (B)-(b), (C)-(d), (D)-(a)
(3) (1)-(c), (B)-(a), (C)-(b), (D)-(d)
(4) (1)-(b), (B)-(c), (C)-(a), (D)-(d)
(5) Question not attempted [3]

Exp. : यह विकल्प शब्दों और उनके Synonyms (समानार्थी) का सही मिलान करता है। 'Compassion' का अर्थ 'Sympathy' (सहानुभूति) है। 'Feeble' का अर्थ 'Frail' (कमजोर) है। 'Just' का अर्थ 'Impartial' (निष्पक्ष) है। 'Modest' का अर्थ 'Humble' (विनम्र) है।

6. Choose the correct analysis of the given sentence in terms of SPOCA—

Tom, on Monday, saw the giant.

- (1) SOAP (2) SAPO
(3) SPOA (4) SAOP
(5) Question not attempted [2]

Exp. : इस वाक्य में, 'Tom' Subject (कर्ता) है। 'on Monday' एक Adverbial (क्रियाविशेषण) है जो समय बता रहा है। 'saw' एक Predicator/Verb (क्रिया) है, और 'the giant' Object (कर्म) है। इसलिए, सही क्रम Subject-Adverbial-Predicator-Object (SAPO) है।

7. Fill in the blanks with appropriate prepositions.

61. **Presence of salt flats and brackish lake suggests that the place was.**

- (1) once submerged in an ocean
- (2) a site of trade of salt from Lhasa
- (3) on a salt mountain
- (4) salt was spread accidentally [1]

Exp. : गद्यांश में कहा गया है कि पठार पर खारी झीलें “Tethys Ocean के अवशेष (vestiges) हैं जो तिब्बत की सीमा पर था।” इससे पता चलता है कि यह स्थान कभी एक महासागर में डूबा हुआ था।

62. **The term ‘vestiges’ in the passage stands for—**

- (1) illusions
- (2) remains
- (3) shadows
- (4) imminent descent due to gravity [2]

Exp. : शब्द ‘vestiges’ का अर्थ है किसी ऐसी चीज़ के बचे हुए निशान या अवशेष जो अब मौजूद नहीं है। गद्यांश के संदर्भ में, यह टेथिस महासागर के अवशेषों को संदर्भित करता है।

63. **The term ‘pockmarked’ in the passage means—**

- (1) covered with canvas tents
- (2) covered with small hollows
- (3) covered with scanty vegetation
- (4) covered with traces of seismic activity [2]

Exp. : शब्द ‘pockmarked’ का अर्थ है सतह पर चेचक के निशान जैसे छोटे-छोटे गड्ढों या निशानों से ढका होना। गद्यांश में, इसका उपयोग पठार की सतह का वर्णन करने के लिए किया गया है।

64. **‘Hive of activity’ in the passage means—**

- (1) Ordered and commanded
- (2) Busy and highly active
- (3) Sluggish due to crowd
- (4) Plodding and tardy [2]

Exp. : वाक्यांश ‘Hive of activity’ का अर्थ है एक ऐसी जगह जहाँ बहुत सारी गतिविधियाँ हो रही हों और लोग बहुत व्यस्त हों, ठीक एक मधुमक्खी के छत्ते की तरह।

65. **The headache of the writer, according to the passage, cleared because of—**

- (1) taking medicine
- (2) taking rest
- (3) change of weather
- (4) descending [4]

Exp. : गद्यांश की पहली पंक्ति में कहा गया है, “My headache soon cleared as we careered down the other side of the pass” (जैसे ही हम दर्रे के दूसरी तरफ नीचे उतरे, मेरा सिरदर्द जल्द ही ठीक हो गया)। इससे पता चलता है कि नीचे उतरने (descending) के कारण सिरदर्द ठीक हुआ, जो अक्सर अधिक ऊंचाई से कम ऊंचाई पर आने पर होता है।

Read the following poem and answer the questions (Q. No. 66 - 68) that follow—

Much have I travell'd in the realms of gold
And many goodly states and kingdoms seen;
Round many western islands have I been
Which bards in fealty to Apollo hold.
Oft of one wide expanse had I been told.
That deep-brow'd Homer ruled as his demesne;
Yet did I never breathe its pure serene
Till I heard Chapman speak out loud and bold;
Then felt I like some watcher of the skies
When a new planet swims into his ken;

Or like stout Cortez, when with eagle eyes
He stared at the Pacific—and all his men
Look'd at each other with a wild surmise—
Silent, upon a peak in Darien.

66. **What does deep-brow'd Homer mean?**

It means that—

- (1) Homer is profound and difficult to understand.
- (2) Homer was loyal to Apollo.
- (3) Homer never shaved.
- (4) Homer had bushy eyebrows. [1]

Exp. : वाक्यांश ‘deep-brow'd Homer’ एक Metaphor (रूपक) है जो होमर की गहरी सोच और बौद्धिक गहराई को दर्शाता है। इसका शाब्दिक अर्थ भौंहों से नहीं, बल्कि उनकी विचारशीलता और गहनता से है।

67. **What idea is expressed in the first four lines of the poem?**

- (1) The poet found gold in the island.
- (2) The poet is a geographer.
- (3) The poet had deeply read Literature specially poetry.
- (4) The poet had travelled worldwide. [3]

Exp. : कविता की पहली चार पंक्तियों में ‘realms of gold’, ‘goodly states and kingdoms’, और ‘western islands’ साहित्यिक दुनिया, विशेष रूप से कविताओं और महाकाव्यों का रूपक हैं। कवि यह कह रहा है कि उसने बहुत सारी महान साहित्यिक कृतियों को पढ़ा है।

68. **The literary device used in the lines 9-12 (Then I felt.....Cortez):**

- (1) bombast
- (2) metaphor
- (3) simile
- (4) epigram [3]

Exp. : पंक्तियों 9-12 में दो Similes (उपमा) का प्रयोग किया गया है। कवि अपनी भावनाओं की तुलना ‘like some watcher of the skies’ और ‘like stout Cortez’ से करता है। ‘Like’ या ‘as’ का प्रयोग उपमा की पहचान है।

69. **Which of these statements are correct/not correct? Choose the correct option—**

- (A) The Pre-Raphaelites belonged to the Victorian era.
- (B) They followed the academic styles of painting modelled on Raphael.
- (1) (A) & (B) are not correct
- (2) (A) is not correct, (B) is correct
- (3) (A) & (B) are correct
- (4) (A) is correct, (B) is not correct [4]

Exp. : Pre-Raphaelites विक्टोरियन युग (Victorian era) के थे, इसलिए कथन (A) सही है। हालांकि, उन्होंने राफेल (Raphael) पर आधारित अकादमिक शैलियों का पालन नहीं किया, बल्कि उन्होंने राफेल से पहले की इतालवी कला की कथित सादगी और ईमानदारी की ओर लौटने की वकालत की। इसलिए, कथन (B) गलत है।

70. **‘The poem is based on a true incident, it could easily have happened to me on the poverty-ridden sands of Gopalpur-on-sea’.**

The above confession of Jayant Mahapatra concerns which one of his following poems?

- (1) The Moon Moments
- (2) Hunger

इंटरलॉकिंग तुकबंदी योजना (interlocking rhyme scheme) द्वारा शेक्सपियरन सॉनेट से अलग किया जाता है: ABAB BCBC CDCD EE। यह तीन काट्रेन्स और एक कपलेट को एक साथ जोड़ता है, जिससे एक अधिक एकीकृत प्रभाव पैदा होता है।

116. Which option is true regarding the Ode?

- (A) It is a long lyric poem.
 (B) It is serious in subject and treatment, and elevated in style.
 (C) It has fourteen lines.
 (D) It has an octave and sestet.
 (1) Only (B) and (C) are true
 (2) Only (A) and (B) are true
 (3) Only (A) and (D) are true
 (4) Only (D) is true [2]

Exp. : एक ओड (Ode) की सही परिभाषा यह है कि यह एक लंबी गीतात्मक कविता (long lyric poem) (A) है, जो विषय और उपचार में गंभीर होती है, और शैली में उन्नत (elevated in style) होती है (B)। इसमें चौदह पंक्तियाँ (सॉनेट की विशेषता) या एक ऑक्टव और सेस्टेट (पेट्रार्कन सॉनेट की विशेषता) नहीं होती हैं।

117. Which one of the following involves a situation in a play in which the audience and the author know something of which the character is ignorant?

- (1) Wit (2) Invective
 (3) Dramatic Irony (4) Sarcasm [3]

Exp. : नाटकीय विडंबना (Dramatic Irony) एक ऐसी स्थिति है जिसमें दर्शक या पाठक कुछ ऐसा जानते हैं जिससे नाटक का एक पात्र अनजान होता है। यह तनाव और रहस्य पैदा करता है, क्योंकि दर्शक पात्र के शब्दों या कार्यों के वास्तविक महत्व को समझते हैं।

118. Which of the following statements about existentialism are correct?

- (A) Aesthetic existentialism argues that existence precedes essence.
 (B) In Sartre's vision man is born into a kind of void.
 (C) Soren Kierkegaard is the hierophant of modern existentialism.
 (1) (B) & (C) (2) (A) & (B)
 (3) (A), (B) & (C) (4) (A) & (C) [3]

Exp. : Not in Syllabus.

119. Which novel of D.H. Lawrence was banned?

- (1) Sons and Lovers
 (2) Lady Chatterley's Lover
 (3) Women in Love
 (4) The White Peacock [2]

Exp. : Not in Syllabus.

120. Which of the following statements about the term 'Gothic' are correct?

- (A) It originally had mediaeval connotations.
 (B) The novels of 1760s to 1790s gave the term 'Gothic' the generic meaning of horror fantasy.
 (C) The link between the sublime and terror is clearly seen in the imaginative exaggeration of the Gothic novels.
 (1) (A) & (C) (2) (B) & (C)
 (3) (A), (B) & (C) (4) (A) & (B) [3]

Exp. : तीनों कथन 'गॉथिक' (Gothic) शब्द के बारे में सही हैं। इसका मूल रूप से मध्ययुगीन अर्थ था (A)। 1760 से 1790 के दशक के उपन्यासों ने इस शब्द को हॉरर फंतासी का सामान्य अर्थ दिया (B)। उदात्त (sublime) और आतंक के बीच की कड़ी गॉथिक उपन्यासों की कल्पनाशील अतिशयोक्ति में स्पष्ट रूप से देखी जाती है (C)।

121. Match the following Works (Poetry) of Tagore with their English names-

Column-I (Works/Poetry)	Column-II (English Names)
(A) Manasi	(i) Song Offerings
(B) Sonar Tari	(ii) The Minds Creation
(C) Kheya	(iii) The Golden Boat
(D) Gitanjali	(iv) Ferrying Across

- (1) (A)-(iv), (B)-(i), (C)-(iii), (D)-(ii)
 (2) (A)-(i), (B)-(iv), (C)-(iii), (D)-(ii)
 (3) (A)-(ii), (B)-(iii), (C)-(iv), (D)-(i)
 (4) (A)-(i), (B)-(ii), (C)-(iii), (D)-(iv) [2]

Exp. : Not in Syllabus.

122. The following lines are an example of which of the literary device?

**"The moan of doves in immemorial elms,
 And murmuring of innumerable bees."**

- (1) Alliteration (2) Onomatopoeia
 (3) Hyperbole (4) Pun [2]

Exp. : इन पंक्तियों में Onomatopoeia (ध्वन्यनुकरण) का प्रमुखता से उपयोग किया गया है, जहाँ शब्द अपनी ध्वनि का अनुकरण करते हैं। 'moan' (कराहना) और 'murmuring' (गुनगुनाना) शब्द क्रमशः कबूतरों और मधुमक्खियों की आवाज़ का सुझाव देते हैं। इसमें Alliteration ('m' ध्वनि) भी है।

123. Fill in the blank with the correct option—

A mock epic.....

- (1) treats a grand subject in an elevated and ceremonial style
 (2) treats a trivial and common place subject in an elevated style
 (3) doesn't use invocations
 (4) doesn't imitate or use epic similes [2]

Exp. : एक मॉक-एपिक (mock-epic) एक तुच्छ या सामान्य विषय को एक भव्य, उन्नत और औपचारिक शैली में प्रस्तुत करके महाकाव्य की परंपराओं का व्यंग्यात्मक अनुकरण करता है। यह विषय और शैली के बीच के अंतर से हास्य पैदा करता है।

124. Which of the following statements regarding Pre-Raphaelite poetry are correct?

- (A) The influence of Pre-Raphaelite school was stronger on the visual arts than on writing.
 (B) Nature of Pre-Raphaelites is different from Romantics, they are overtly more sensuous and symbolic.
 (C) Pre-Raphaelite writings did not have an enduring impact on literature.
 (1) (B) & (C) (2) (A) & (B)
 (3) (A) & (C) (4) (A), (B) & (C) [2]

Exp. : प्री-राफेलाइट स्कूल का प्रभाव दृश्य कलाओं पर लेखन की तुलना में अधिक मजबूत था (A)। प्री-राफेलाइट्स की प्रकृति रोमांटिकों

Part-'T' : Secondary and Senior Secondary Standard

1. 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.

offence, pretence, existence, repentance, etc.

(i) by adding 'al' or 'age' to verbs :

refuse	refusal	marry	marriage
try	trial	carry	carriage
approve	approval	post	postage

burial, denial, dismissal, renewal, breakage, leakage, stoppage, passage etc.

(j) by adding 'ty' or 'ity' to adjectives :

pure	purity	moral	morality
poor	poverty	pious	piety
curious	curiosity	local	locality
necessary	necessity	able	ability
vain	vanity	cruel	cruelty

scarcity, generosity, honesty, severity, etc.

(k) by adding 'acy' or 'ecy' to adjectives to form abstract nouns :

private	privacy	vacant	vacancy
secret	secrecy	accurate	accuracy

(l) by adding 'ing' to verbs:

begin	beginning	mean	meaning
turn	turning	hear	hearing
earn	earning	offer	offering
meet	meeting	paint	painting
build	building	say	saying
draw	drawing	set	setting
find	finding	suffer	suffering
feel	feeling	warn	warning

(m) Miscellaneous type : There are many words which are formed without the addition of any prefix or suffix. They are made by making some change in the word itself. **They are called 'primary derivatives'.**

bear	birth	break	breach, break
exceed	excess	speak	speech
sing	song	live	life
sit	seat	lose	loss
hot	heat	wake	watch
proud	pride	float	fleet
choose	choice	prove	proof

CORRECT USE OF CERTAIN NOUNS

(संज्ञाओं का सही प्रयोग)

- There are a few Nouns ending in *-ry* which are used only in the Singular form, though they have a Plural significance :

कुछ संज्ञाएँ केवल एक वचन में प्रयोग होती हैं और इनके बाद एक वचन की ही क्रिया लगती है। उन्हें **Invariable nouns** कहते हैं।

Invariables—*drapery, imagery, machinery, poetry, scenery, stationery, statuary, statues* (मूर्ति)

Never say 'imageries', 'sceneries', 'machineries', etc.

These words in the Singular form naturally **take Singular verbs after them.**

The imagery in this poem **is** very striking.

The machinery for this factory **was** imported from Germany.

In Darjeeling the scenery **is** marvellous.

- There are some Nouns which have the same form in the Singular and Plural : (They are called Zero Plural Nouns)

कुछ संज्ञाएँ एक वचन और बहुवचन के एक जैसी होती हैं। जैसे—*Sheep, deer, swine, grouse, trout, salmon, means, innings, gallows, offspring.*

Never write 'sheeps', 'offsprings', 'deers', etc.

Summation Plurals (pairing nouns) :

- Some Nouns should be used only in the Plural with a plural verb, because they always go in pairs : (Pairing Nouns)

Summation is a collection of different parts that forms a complete account or impression of somebody or something.

कुछ संज्ञाएँ बहुवचन में ही प्रयोग होती हैं क्योंकि इनके दो भाग होते हैं और ये दोनों भागों से मिलकर बनती हैं।

scissors, spectacles, trousers, pantaloons (pants), tongs, bellows.

So never say 'my pant, jean, payajama, 'trouser', pincer, 'scissor', etc.

- Miscellaneous Nouns always used in the Plural : Thanks, premises, wages, tidings, annals, surroundings. ये संज्ञाएँ प्रायः बहुवचन में प्रयोग होती हैं।

However, *wage* is used in the Singular in Compound Nouns and phrases like a *living-wage, wage-freeze, wage-board, wage-rise, wage-earners, etc.*

- Names of certain subjects of study are Plural in form, but Singular in meaning they take a singular verb. *Mathematics, Physics, Politics, Economics, Civics.*
- Some nouns appear plural in form but are singular in use. They take a singular verb with them : draughts (game), billiards, measles, mumps, news. Measles is not a dangerous disease.

Draught (singular) means 'current of air' and is also an alternative spelling of *draft* in certain senses.

- The names of some institutions are used both in singular and plural.

The BBC **has** announced it. (have)

- Certain Nouns are used only in the Singular form : *Furniture* : 'The furniture in this house *is* really grand.' You can refer to 'bits or pieces of furniture', but not 'furnitures'.

Information : 'All the information you need *is* given in this booklet.'

You can speak of 'items or bits of information', but not 'informations'.

14

Phonetic Transcription and Word Stress

Normally students at school level are not familiar with linguistics and do not know much about phonetics, I.P.A. and Transcription. It is, therefore, necessary for the convenience and understanding of the students to explain these terms :

(i) **Phonetics** : Phonetics is the study and science of speech sounds, their production and the signs used to represent them.

(ii) **Phonology** (हिन्दी में इसे भी स्वर-विज्ञान कहा जाता है) is the study of the organization of the units of the sounds of speech into syllables and other larger units. The phonology of a language is a description of the systems and patterns of sounds that occur in that language.

(iii) **Morphology** (रूप या रूप-विधान विज्ञान) is the study of words.

(iv) **Syntax** (वाक्य-रचना) deals with the combination of words into phrases, clauses and sentences.

(v) **Semantics** (अर्थ-विज्ञान) is concerned with the study of meaning in all its aspects.

The term *grammar* is sometimes used to refer to morphology and syntax; some linguists use it to refer to the entire language.

(vi) **Graphology** (लिपि-विज्ञान) is the study of all the conventions used in representing speech in writing.

(viii) **Lexicology** (कोश कला) is the study of lexical (कोश-विषयक) items and their collocational relations.

ध्वनि विज्ञान (स्वर विद्या) (Phonetics) : ध्वनि विज्ञान, भाषा विज्ञान (Linguistics) का एक महत्वपूर्ण अंग है। इसमें हम भाषा की ध्वनियों, उच्चारण और प्रतिरूपों या चिह्नों का (जिनके माध्यम से भाषा की ध्वनियों को प्रस्तुत किया जाता है) अध्ययन करते हैं।

PHONETIC TRANSCRIPTION (ध्वन्यात्मक प्रतिलेखन) : Phonetic Transcription means the written symbolization of the speech sounds. The phonetic transcription is of the two types. When we write the phonetic symbols in full words or when we write the pronunciation of a word in phonetic symbols it is called Transcription in I.P.A. or Phonetic Transcription. भाषा विज्ञान के सन्दर्भ में रूपान्तरण का आशय स्वर सम्बन्धी रूपान्तरण से है। इसके माध्यम से हम दिए गए स्वर-चिह्नों

(phonetic symbols) को पूर्ण शब्दों में बदलते हैं और पूर्ण शब्दों को स्वर-चिह्नों (phonetic symbols) में बदलते हैं।

Phonetic Symbols : The symbols that represent the sounds produced by organs of speech are called **phonetic symbols**. These symbols are used to transcribe words i.e. to put down in writing what exactly one says. There is an alphabet called the International Phonetic Alphabet (I.P.A.) which has symbols to represent all the sounds that exist in the languages of the world.

The Phoneme Theory : Every language has a large number of vowel and consonant sounds forming the sound system of that language. These sounds can be grouped into a limited number of distinctive sound units and these sound units are called the phonemes (ध्वनिग्राम) of that language.

International Phonetic Alphabet अन्तर्राष्ट्रीय स्वर-चिह्न वर्णमाला (I.P.A.) : It is a logical and comprehensive alphabet (phonetic symbols) used at international level for the convenience of the non-native learners and speakers of English. The symbols of this alphabet are used to denote the pronunciation of words.

These symbols are designed on the principle that one symbol represents only one sound. These symbols are called the International Phonetic Alphabet (I.P.A.) All standard English dictionaries employ these phonetic symbols.

यह एक तर्कसंगत और सम्पूर्ण स्वर-चिह्न वर्णमाला है जिसका उपयोग अंग्रेजी के विदेशी वक्ताओं की सुविधा के लिए अन्तर्राष्ट्रीय स्तर पर किया जाता है। इस वर्णमाला के चिह्नों (प्रतिरूपों) का उपयोग शब्दों का उच्चारण बताने के लिए किया जाता है। अंग्रेजी के सभी स्तरीय शब्दकोष इस वर्णमाला का प्रयोग करते हैं।

Syllable : A syllable is a word or part of a word which can be uttered by a single effort of voice. It is a unit of pronunciation consisting of a vowel alone or of a vowel with one or more consonants. A vowel is the *nucleus* and a consonant is a marginal *element* in the syllable. A consonant can be either at the beginning or at the end of a syllable.

A consonant at the beginning of a syllable is called a **releasing consonant** and a consonant at the end of a syllable

Part-II : Graduation Standard

2. 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

Irregular

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.

अधिकांश अनियमित वाक्य खंडित वाक्य होते हैं। इनमें ऐसे शब्द छूट जाते हैं जिन्हें हम आसानी से जोड़ सकते हैं, आमतौर पर पिछले मौखिक संदर्भ से। यहाँ दो वक्ताओं के बीच बातचीत का एक विशिष्ट उदाहरण दिया गया है।

- (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

Simple

Multiple

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**. (simple)
- (b) He plays hockey. (simple)
- (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 clause (1)

that I would become a doctor. clause (2)

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

Sentences

Regular

(Basic Sentences)

Irregular

(Fragmentary Sentences)

(Derived Sentences)

- (5) **The old lady/became/angry. The old lady is in the next room.**
- (6) **Birds fly.**

PATTERNS OF BASIC SENTENCES

In some basic sentences the sense is complete as soon as the verb comes, as in (6) above. It is not complete in others if we finish them at the verbs as in (5). Verbs take different kinds of words or groups after them to complete the sense. In (2) it takes a noun phrase—*the cat*, but cannot take an adjective, e.g. *good*. In (5) it takes an adjective and can also take an adverb such as *in the next room*. **What a verb takes after it to complete the sense in a basic sentence decides the pattern of it.** (4) and (5) above have the same pattern, viz., **Noun Phrase—Verb—Adjective**. The others belong to different patterns.

BASIC SENTENCE PATTERNS

(1) There are **two structures with intransitive verbs**.

- (i) S + V.
(a) Birds fly.
- (ii) S + V + A
(a) My grand parents live in the village.

(2) There are **two patterns with linking verbs and subject complement**.

- (iii) S + V + C
(a) Mukta is a doctor.
(b) Leela is my wife's name.
(c) The house seems beautiful.
- (iv) S + V + aC
(a) We are in the class.
(b) My parents live in the village.

(3) There are **four structures with transitive verbs and direct object**.

- (v) S + V + O = He Killed a snake.
- (vi) S + V + O + O = Shivin gave me a book.
- (vii) S + V + O + C = They chose him their leader.
- (viii) S + V + O + A = They painted the door green.

BASIC SENTENCE PATTERNS

PATTERN 1 : S + V : (Subject + Verb + Adverbial)

- (a) Birds fly.
(b) I agree.
(c) No care exists.
(d) They are talking.

PATTERN 2 : S + V + A (aC) :

(Subject + Verb + Adverbial Complement)

- (a) My grand parents live **in the village**.
(b) This road goes **to Ajmer**.
(c) The show will last **for two hours**.
(d) These shoes will wear **well**.

ADVERBIAL COMPLEMENT

Note : Adverbials are optional elements in sentence structure. However, some elements that convey the same information as adverbials are obligatory because the main verb is not complete without them. **Such obligatory elements are adverbial complements.**

Note :

- (i) **Typical adverbial complements refer to space, that is, location or direction.**
(a) The town lies **200 miles north of Jaipur**. (aC)
(b) He is getting **into his son's car**. (aC)
(c) My parents live **in the village**. (aC)
- (ii) **Adverbial complements may convey other meanings.**
(a) The baby was **with its mother**.
(b) The letters are **for Shweta**.
(c) Their work is **in the early stages**.

PATTERN 3 : S + V + C (Subject + Verb + Complement)

- (a) A university is **a community of scholars**. (S/C)
(b) I feel **tired**. (S/C)
(c) My tenant seems **a reliable person**. (S/C)
(d) Leela is **my wife's name**. (S/C)
(e) Your room must be **the one next to mine**. (✓)
The room is **too small**. (S/C)

Note : Linking verbs require a subject complement to complete the sentence. The subject complement typically identifies or characterizes the person or thing denoted by the subject.

लिंगिंग क्रियाओं को वाक्य को पूरा करने के लिए विषय पूरक की आवश्यकता होती है। विषय पूरक आम तौर पर विषय द्वारा दर्शाए गए व्यक्ति या वस्तु की पहचान या विशेषता बताता है।

Note : 'Be' is the most common linking verb. Other linking verbs are—appear, become, seem, feel, get, look, sound.

Subject complements are noun phrases, adjective phrases.

- (a) Saumya seemed **very tired**. (Adjective phrase)
(b) Mukta is **a doctor**. (Noun phrase)

PATTERN 4 : S + V + O (Sub + transitive V + direct O).

- (a) He killed **a snake**.
(b) He broke **the table**.
(c) Naresh cheated **Maneesh**.
(d) I arranged **the books** (in the almirah)
(e) Maneesh received **my email**.

Note : In the above sentences there is the transition of the action from the subject to the object. **The direct object** is the person or thing directly affected by the action described in the sentence.

उपरोक्त वाक्यों में क्रिया का विषय से वस्तु तक संक्रमण है। प्रत्यक्ष वस्तु वह व्यक्ति या वस्तु है जो वाक्य में वर्णित क्रिया से सीधे प्रभावित होती है।

PATTERN 5 : S + V + O + O (Sub + Tr verb + I^o + D^o)

- (a) He gave **me a book**.
He gave **a book to me**.
(b) Shweta gave **Manu a birthday present**.
(c) I can show **you my library**.
(d) My brother will save **a seat for me**.
(e) You may ask **another question of the speaker**.
(f) You may ask **the speaker another question**.

Note : Some transitive verbs (di-transitive) can have two objects — **an indirect object** followed by **a direct object**. The I^o refers to a person indirectly affected by the action described in the sentence. The person generally receives something or benefits from something.

11. Lomov mentions his dog, Ugadi, “limps!” and later, Natalia and Chubukov vehemently argue about whose dog is superior. This argument serves to:

- (A) Introduce a sub-plot about hunting.
 (B) Further highlight the characters’ tendency for petty quarrels.
 (C) Establish the rural setting of the play.
 (D) Show their shared passion for dogs. [B]

Exp. : The dog argument, following the land dispute, reinforces the idea that the characters are easily distracted and prone to trivial disagreements, even at crucial moments. भूमि विवाद के बाद कुत्ते का तर्क, इस विचार को पुष्ट करता है कि पात्र आसानी से विचलित हो जाते हैं और महत्वपूर्ण क्षणों में भी तुच्छ असहमति के शिकार होते हैं।

12. Chubukov calls Lomov a “Walking drug-store!” and Lomov retorts with “Old rat!” These insults are characteristic of:

- (A) Formal aristocratic debates.
 (B) Polite neighbourly banter.
 (C) The escalating, uncontrolled nature of their arguments.
 (D) A theatrical device to foreshadow a duel. [C]

Exp. : The rapid-fire, personal insults demonstrate the complete breakdown of civil discourse and the escalating, often irrational, nature of their quarrels. ये तेज, व्यक्तिगत अपमान सभ्य बातचीत के पूर्ण टूटने और उनके झगड़ों की बढ़ती, अक्सर तर्कहीन, प्रकृति को प्रदर्शित करते हैं।

13. When Chubukov says [aside]: “He’s come to borrow money! I won’t give him any!” the literary device used is:

- (A) Soliloquy (B) Monologue
 (C) Aside (D) Dialogue [C]

Exp. : An “aside” is a dramatic device where a character speaks to the audience or themselves, unheard by other characters on stage. “असाइड” एक नाटकीय युक्ति है जिसमें एक पात्र दर्शकों से या स्वयं से बात करता है, जिसे मंच पर मौजूद अन्य पात्र नहीं सुन पाते।

14. Lomov describes himself: “My whole body is trembling as though I was going to take my examination!” The figure of speech employed here is:

- (A) Metaphor (B) Simile
 (C) Hyperbole (D) Personification [B]

Exp. : A simile is a figure of speech that directly compares two different things, usually by employing the words “like” or “as.” यहाँ ‘as though’ का प्रयोग करके दो चीजों की सीधी तुलना की गई है, जो उपमा (simile) है।

15. The repeated dramatic interruptions and the quick shifts in topic from marriage to land to dogs, then back to marriage, are a hallmark of which theatrical genre?

- A) Tragedy (B) Farce
 C) Melodrama (D) Realism [B]

Exp. : Farce is a comedic genre characterized by highly exaggerated and improbable situations, rapid changes in plot, and often slapstick humor, all of which are evident in this play. फ़ार्स एक हास्य शैली है जिसमें अत्यधिक अतिरंजित और अविश्वसनीय स्थितियाँ, कथानक में तेजी से बदलाव, और अक्सर स्लैपस्टिक हास्य होता है, जो इस नाटक में स्पष्ट रूप से दिखाई देता है।

16. In the line, “Oh, don’t beat about the bush, my dear fellow. Tell me!”, the phrase “beat about the bush” means:

- (A) To search for something in a forest.
 (B) To avoid getting to the point.
 (C) To speak indirectly and politely.
 (D) To hit someone with a stick. [B]

Exp. : “Beat about the bush” is an idiom meaning to avoid the main topic or to talk around the subject without being direct. “बीट अबाउट द बुश” का अर्थ है मुख्य मुद्दे से बचना या सीधे बात न करना।

17. When Chubukov calls Lomov “a blockhead”, he means Lomov is:

- (A) A strong, sturdy person.
 (B) A person with a large head.
 (C) A very foolish or stupid person.
 (D) Someone who is physically awkward. [C]

Exp. : A “blockhead” is an informal and often humorous term for a stupid person. “ब्लॉकहेड” एक मूर्ख व्यक्ति के लिए एक अनौपचारिक और अक्सर विनोदी शब्द है।

18. Natalia says, “Today it is beautiful and only yesterday it rained so hard that the workmen couldn’t do a stroke of work.” Here, “couldn’t do a stroke of work” implies:

- (A) They were unable to make any progress.
 (B) They were too tired to work.
 (C) They were not paid for their work.
 (D) They caused a strike. [A]

Exp. : The phrase “not do a stroke of work” is an idiom meaning to do absolutely no work at all. “कुडंट डू अ स्ट्रोक ऑफ वर्क” एक मुहावरा है जिसका अर्थ है बिल्कुल कोई काम न करना।

Part-III : Teaching Methods

1

Basic Principles of Second Language Teaching (Selection, Gradation, Presentation and Testing)

Introduction

Teaching a language is a serious business and must be conducted carefully. Researches done in the field of linguistics, psychology and pedagogy have brought out certain principles of language teaching.

These principles of teaching/learning a language are based upon keen observation and research and experimentation. So language teachers must follow these principles to achieve effectiveness in their teaching.

The different principles of teaching-learning a language can be of great help to the teacher of English. The knowledge of these principles can make him an effective teacher.

भाषा सिखाना एक गंभीर काम है और इसे सावधानीपूर्वक किया जाना चाहिए। भाषा विज्ञान, मनोविज्ञान और शिक्षाशास्त्र के क्षेत्र में किए गए शोधों ने भाषा शिक्षण के कुछ सिद्धांत सामने लाए हैं।

भाषा सिखाने/सीखने के ये सिद्धांत गहन अवलोकन और शोध और प्रयोग पर आधारित हैं। इसलिए भाषा शिक्षकों को अपने शिक्षण में प्रभावशीलता प्राप्त करने के लिए इन सिद्धांतों का पालन करना चाहिए।

भाषा सिखाने-सीखने के विभिन्न सिद्धांत अंग्रेजी के शिक्षक के लिए बहुत मददगार हो सकते हैं। इन सिद्धांतों का ज्ञान उन्हें एक प्रभावी शिक्षक बना सकता है।

Basic Principles of English Language Teaching

1. Principle of Naturalness : A child learns his mother tongue easily because there is a natural environment in the family. But there is no such environment for learning a foreign language. So the teacher should provide a natural environment by :-

- (i) talking to students in the class and playground etc.
- (ii) encouraging students to converse with the teacher and other students in only English language.
- (iii) arranging group discussions.

स्वाभाविकता का सिद्धान्त—बच्चा अपनी मातृभाषा को सरलता से सीखता है क्योंकि परिवार में स्वाभाविक वातावरण होता है। परन्तु एक विदेशी भाषा को सीखने के लिए स्वाभाविक वातावरण नहीं होता। इसलिए विदेशी भाषा के शिक्षक को निम्नलिखित तरीकों से यह स्वाभाविक वातावरण उपलब्ध कराना चाहिए—

- (i) छात्रों से कक्षा और खेल के मैदान में लक्ष्य भाषा में वार्तालाप करके।
- (ii) छात्रों को अपने सहपाठियों और अध्यापकों से केवल लक्ष्य भाषा में वार्तालाप करने के लिए कहकर।
- (iii) समूह वार्तालाप या परिचर्चा आयोजित करके।

2. Principle of Imitation : A language is learnt through imitation. A teacher of English should be a model himself. His pronunciation and grammar should be correct.

प्रतिकृति या नकल का सिद्धान्त—भाषा को नकल करके सीखा जाता है। इसलिए विदेशी भाषा के शिक्षक को स्वयं छात्रों का आदर्श होना चाहिए। अध्यापक का उच्चारण और व्याकरण सम्बन्धी ज्ञान पूर्ण होना चाहिए।

3. Principle of Motivation : The teacher should motivate the students to read and write English. This can be done through the techniques of reward, praise, grades, competition and punishment.

अभिप्रेरण का सिद्धान्त—अध्यापक को अपने छात्रों को अंग्रेजी पढ़ने और लिखने के लिए प्रेरित और उत्साहित करना चाहिए। ऐसा, अध्यापक छात्रों को पुरस्कृत करके, प्रशंसा करके, ग्रेड देकर, प्रतिस्पर्धा कराकर और दण्डित करके करा सकता है।

4. Principle of Interest : The teacher should create interest in students to learn the foreign language. This can be done by audio-visual aids, pictures, charts, gramophone records and doing different activities listening, speaking, reading, writing.

रुचि या रोचकता का सिद्धान्त—अध्यापक को छात्रों में अंग्रेजी सीखने की रुचि उत्पन्न करनी चाहिए। यह रुचि चित्र, चार्ट, ग्रामोफोन रिकॉर्ड और अन्य श्रव्य-दृश्य सामग्री की सहायता से उत्पन्न की जा सकती है।

5. Principle of Habit Formation : Language learning is essentially a habit forming process so the following habits should be formulated in students :-

- (i) Habit of going to library.
- (ii) Habit of consulting a dictionary.
- (iii) Habit of correct pronunciation.
- (iv) Habit of reading newspaper, magazines and story books.
- (v) Habit of correct use of language through pattern practice.
- (vi) Habit of imitating and repeating.

EXERCISE FOR PRACTICE

- Choose the correct answer :*
- A child learns his mother tongue easily because :**
 - The mother tongue is very easy.
 - There is a natural environment in the family for learning.
 - he loves the mother tongue. [B]
 - To teach English language a natural environment can be provided :**
 - by talking to students in English in the class and in the play- ground.
 - by translating mother tongue structures into English.
 - by watching English films. [A]
 - For learning English the pupils should formulate the habit of :**
 - imitating their parents.
 - going to library and reading English newspapers.
 - living in an English area. [B]
 - Generally a person has an inner desire :**
 - to learn a foreign language.
 - to learn English.
 - to learn his mother-tongue. [C]
 - Incentive techniques of language teaching includes ;**
 - showing clear cut goals
 - sufficient practice in spoken English
 - rewards, praise, grades, competitions and punishment [C]
 - The principle of teaching which creates real life-like situations to convey the meaning is called:**
 - Principle of Motivation.
 - Principle of Naturalness.
 - Principle of Concreteness.
 - Principle of Correlation with life. [D]
 - The four aims of teaching/learning English are :**
 - Earning a lot of money and getting a good job.
 - Employment in an MNC or a foreign country.
 - Understanding, speaking, reading and writing. [C]
 - The English teacher should adopt..... to reach his goal:**
 - only one approach
 - many approaches
 - the Principle of Drill
 - two approaches [B]
 - Language material should be selected :**
 - according to the standard of the educational institutions.
 - according to the economic and social standard of the students.
 - according to age, mental ability and the standard of the class of the learners. [C]
 - Gradation includes :**
 - sequence and grouping of language material.
 - selecting language material according to the grades.
 - learnability and teachability. [A]
 - Principle of Gradation is based on :**
 - The Principle of Motivation
 - The Principle of Availability
 - The Principle of simplicity, familiarity and teachability. [C]
 - The terms Phonetic grouping, Grammatical grouping, semantic grouping and structure grouping relate to:**
 - Presentation
 - Selection
 - Gradation
 - Phonology [C]
 - Which is true?**
 - The teacher should not speak while writing on the blackboard.
 - The teacher can neglect spellings and grammatical errors on the blackboard.
 - The blackboard work must be done at reasonable speed and be legible and beautiful.
 - The teacher's role is not important. [C]
- Choose the correct answer :*
- The skills which should be tested are :**
 - listening and speaking
 - reading and writing
 - listening, speaking, reading and writing [C]
 - Importance should be given to L.S.R.W and grammar, vocabulary, spelling and pronunciation.**
 - Importance should be given to pronunciation only.
 - In language testing importance should not be given to grammar and usage. [C]
 - Choose the correct answer:**
 - Presentation is not as important as selection.
 - Presentation does not require teaching aids.
 - Presentation is a very important aspect of language teaching. [C]
 - Testing is required in language teaching because :**
 - It is a part of the syllabus.
 - It tells the teacher what the students can do and what they can't do.
 - It shows how successful the teaching has been.
 - It tells the students about their progress in language learning. or It tells about the achievement level of the learners. [D]
 - Point out the incorrect statement :**
 - listening tests are of two types.
 - In pure listening tests sounds, stress, and intonation are tested.
 - In listening comprehension tests the teacher asks text-based questions.
 - In listening comprehensions tests the students ask the teacher to answer the questions. [D]
 - In testing the focus should be on—**
 - writing and reading
 - listening and speaking
 - language games
 - all the four skills (LSRW) [D]
 - Testing includes—**
 - Proficiency test
 - Achievement test
 - Diagnostic test
 - All the three [D]
 - In language testing importance should be given to—**
 - grammar and usage
 - listening and speaking
 - reading and writing
 - All the above [D]

2

Developing the Four Language Skills (Listening, Speaking, Reading, Writing)

1. **Skill** is proficiency of expressing our thoughts in best possible ways to others.
2. **Language Skill**—Language is medium of expression by way of speaking & writing in a better way by choosing appropriate words and sentences to impress others : Language should be productive, active, impressive, receptive and comprehensive.

Need of Teaching Language Skills

The purpose of learning a language is to enable students to communicate in that language. Therefore, it is essential that every language class is directed to equip students with the language skills they really need.

The four main skills are **speaking, listening, reading and writing**. These four skills can be classified as **receptive** and **productive skills**.

- (i) **Receptive skills**—Listening and Reading.

- (ii) **Productive skills**—Speaking and Writing

While listening we understand the spoken language and we understand the written language while reading. Speaking and writing are productive skills. While learning these productive skills, we aim at the selection of the relevant language for the situation concerned.

भाषा कौशल विकास की आवश्यकता

किसी भाषा को सीखने का उद्देश्य विद्यार्थियों को उस भाषा में संवाद करने के योग्य बनाना है। इसलिए भाषा की प्रत्येक कक्षा में यह आवश्यक है कि उसमें छात्रों के उन भाषा कौशल का विकास किया जावे जिनकी उन्हें वास्तव में आवश्यकता होती है। भाषा के चार कौशल को दो भागों में बाँटा गया है।

- (1) **ग्रहणशील कौशल** सुनना और पढ़ना।
- (2) **सृजनात्मक कौशल** बोलना और लिखना।

(A) Teaching Listening Skills (श्रवण कौशल विकास)

Listening is an important skill and must be taught and learnt carefully. Students need to learn how to listen. They should get the chance to listen to different types of English so they will be able to listen to spoken English outside the classroom.

Students get a lot of opportunities to listen to the following things outside the classroom:

1. Conversation
2. Telephone talks
3. Broadcasts
4. News
5. Songs
6. Lectures
7. Instructions
8. Directions
9. Dialogues
10. Talks
11. Discussions
12. Descriptions
13. Advertisements
14. Interviews
15. Stories
16. Commentaries.

Listening is a purposeful activity. Generally we listen for some of these purposes:

1. General Information
2. Specific information
3. Cultural interest
4. Attitudes and opinions of others
5. Sequence of events
6. Organization of ideas
7. Lexical items—words expressing movement.
8. Structural items—their use and meaning.

9. Functional items—their form and use.

Types of Listening

- (a) **Intensive listening**—Intensive listening aims at detailed comprehension of meaning and linguistic exercises. The teacher makes use of the following types of questions:

- (i) Comprehension questions involving
 - factual questions
 - inferential questions
 - personal questions
- (ii) Summary questions (students are asked to listen to a passage and summarize what they have heard).
- (iii) Logical questions—It is useful to remember that questions for both language and comprehension work can be asked in the middle of the lesson, as this will lighten the memory load.

- (b) **Extensive Listening**—Extensive listening exercises are those where a student is primarily concerned with following a story or finding something out from the passage he is listening to.

- (C) Listening is not an active process. [C]
4. (A) Listening is a creative process.
(B) Listening requires attention.
(C) The process of listening does not involve decoding a heard message. [C]
5. **The purposes of Listening are :**
(A) General information.
(B) Cultural interest.
(C) to learn writing essays. [C]
6. (A) Listening can be extensive or intensive—
(B) Listening to teacher's instructions in the classroom falls under intensive listening.
(C) Before teaching listening as a skill the teacher should not care if the learners are not prepared to listen. [C]
7. **For teaching listening the teacher must :**
(A) expose the pupils to a good model.
(B) not ask comprehension questions.
(C) make the listening activities interesting and informative. [B]
8. (A) The teacher should not use authentic material for teaching listening.
(B) Use a taped dialogue.
(C) Use language games, action songs, rhymes and story-telling. [A]
9. **In listening exercise, the class should :**
(A) Do drills and exercises.
(B) not take notes and draw pictures.
(C) use correct pronunciation. [B]
10. (A) The teacher should bear in mind that listening is as important as speaking.
(B) that speaking is more important than listening.
(C) that listening skills require practice. [B]
11. **We speak when we want to :**
(A) express our ideas, opinion and desires.
(B) establish social relationships and friendship.
(C) become political leaders. [C]
12. (A) In real life we don't require speaking skills.
(B) Students get lots of opportunities to speak outside the classroom.
(C) There is a great need to develop the skill of speaking in our learners. [A]
13. **Speaking skill is necessary to :**
(A) express our ideas and opinions, likes and dislikes.
(B) accept and decline offers, to express sympathy and obligation.
(C) to become a great writer. [C]
14. **For developing speaking skills the teacher should—**
(A) make the learners converse with each other.
(B) ask questions to the learners on the topics of their interest.
(C) ask the pupils to sit silently in the class. [C]
15. (A) Reading is an active skill and a receptive skill.
(B) We read in order to obtain information.
(C) We don't read for spiritual enlightenment and pleasure. [C]
16. (A) Reading is interpreting a message.
(B) Reading gives us pleasure and information.
(C) Reading cannot be done silently. [C]
17. (A) Extensive reading is rapid reading.
(B) Reading aloud is oral reading.
(C) Reading aloud is not a difficult skill. [C]
18. (A) Unprepared reading is natural for students to follow.
(B) Unprepared reading will be unnatural and difficult for students to follow.
(C) Unseen texts probably contain new vocabulary.
19. **For teaching reading skills the teacher must—**
(A) decide the objective of the lesson.
(B) decide which words he will teach.
(C) not ask true/false questions. [C]
20. **If the text is difficult the teacher should help the class by—**
(A) asking difficult questions.
(B) asking easy questions.
(C) praising and encouraging the class. [A]
21. **While teaching a difficult text the teacher should help the class by—**
(A) giving more background information.
(B) silent reading.
(C) paraphrasing difficult ideas. [B]
22. **In intensive reading the students are—**
(A) expected to understand everything they read.
(B) expected to be able to answer detailed vocabulary and comprehension questions.
(C) not expected to improve extensive reading. [C]
24. (A) Writing is an easy art.
(B) Writing is a difficult art.
(C) Writing requires complete control of the muscles of the hand and wrist. [A]
25. **The teaching of writing skills involves—**
(A) Legibility, speed, simplicity and spacing.
(B) Uniformity, correctness of thinking and writing.
(C) learning to become an orator. [C]
26. **While teaching writing at the elementary stage, the teacher should—**
(A) give them proper instructions and supply details.
(B) first teach listening skills.
(C) prepare the class to write. [B]
27. **While teaching writing skills at the elementary stage the teacher should—**
(A) help the pupils to spot their mistakes.
(B) set simple homework.
(C) ask the pupils to complete their homework in the school. [C]
28. **To correct a written assignment the teacher should—**
(A) Correct every mistake.
(B) Avoid too much corrections.
(C) Train students to spot and correct their own mistakes. [A]
29. **To correct a written assignment, the teacher should—**
(A) use a method of marking.
(B) withdraw their help in stages.
(C) punish the students for mistakes. [C]

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