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SENIOR TEACHER Grade-II

ENGLISH

(PAPER - II)

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Prof. B. K. Rastogi

Preface to the Seventeenth Edition

My object in writing this book was to provide help and guidance for students preparing for RPSC II grade teachers in English. I am pleased to know that the book has been successful in this object. The previous editions of this book have reached out to over 1 lakh students all over Rajasthan. The purpose of the book is to instill confidence and enthusiasm in students who sincerely wish to become II Grade teachers in English.

I feel deeply indebted to all for giving such a tremendous response to the earlier editions of this book. I am delighted to know that most of the questions asked in the RPSC question papers of Feb. 2023, Dec. 2022, July 2019, July 2017, March 2014, December 2011 & May 2011 are based on the matter given in this book. It will be my sincere endeavour to keep on guiding students through this new revised and enlarged edition.

Main features of the present edition are :

- ☆ The book has been written according to the syllabus prescribed by the RPSC latest syllabus.
- ☆ New chapters - Proverbs, Words often Missspelt and Misused, Poetry Appreciation, Periods of English Literature, and Literary forms/devices have been added.
- ☆ The entire book has been revised and rearranged as per the requirement based on the questions asked in the Question Papers of RPSC examinations of Feb. 2023, Dec. 2022, July 2019, July 2017, March 2014, Dec., 2011 & May, 2011.
- ☆ Glossary of Grammatical terms will help students in understanding and solving theory questions.
- ☆ RPSC Question Papers of Feb. 2023, Dec. 2022, July 2019 has been solved (answers given and explained).
- ☆ 1200 Objective Type Questions based on the RPSC question papers of Feb. 2023, Dec. 2022, 2019, July 2017, March 2014, Dec., 2011 & May, 2011 have been added.
- ☆ New matter has been added to each chapter and new questions added to most of the topics.
- ☆ The special features of the New Edition are rules of grammar explained in English and Hindi and selection of material based on the observation and wide teaching experience of the author. The coverage is comprehensive and self contained and the approach is practical, making the book suitable both for classroom use and individual self study.

It is my sincere advice to students to study each chapter sincerely and solve the questions given at the end of the chapter without looking at their answers. I am sure the book will be of immense help to the students.

I express my gratefulness to all those who encouraged me to study English Grammar thoroughly and incorporate my knowledge and experience in this book.

I would also like to thank Shri Paritosh Vardhan Jain, Gaurav Jain, D.C. Gupta and Shiv Shankar Prasad 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

Grammar and Usage

1 Parts of Speech: Nouns, Verbs, Adjectives, Adverbs
2 Articles and Determiners
3 Tenses
4 Prepositions
5 Modal Auxiliaries
6 Degrees of Comparison (Comparative, Superlative Degree).
7 Subject-Verb Agreement
8 Subordination and Co-ordination – Compound & Complex Sentences
9 Conditional Sentences
10 Transformation of Sentences
   a. Affirmative, Negative and Interrogative.
   b. Active, Passive
   c. Direct, Indirect
11 Phrasal Verbs
12 Proverbs/Idiomatic Expressions
13 Words often misspelt & confused
14 Synonyms and Antonyms
15 Phonetic Transcription and Word Stress

Part-'II' Graduation Standard

Grammar, Usage and Literature

1 Basic Sentence Patterns.
2 Phrase analysis in terms of M H M.
3 Clause analysis in terms of SPOCA.
4 Reading Comprehension and Vocabulary.
5 Poetry Appreciation
6 An Acquaintance with Literary Forms/ Devices.
   a. Ode b. Elegy c. Sonnet d. Epic/ Mock epic e. Dramatic Monologue f. Ballads g. Alliteration h. Hyperbole i. Simile/Metaphor j. Personification k. Satire/Irony l. Onomatopoeia
7 An Acquaintance with Major Literary Periods.
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8 An Acquaintance with Literary Movements.
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   a. Rabindra Nath Tagore b. Mulk Raj Anand c. R.K. Narayan d. Sarojini Naidu e. Toru Dutt f. Nissim Ezekiel g. Ruskin Bond h. Arun Kolatkar i. Anita Desai j. Shashi Deshpande k. Kamala Das l. Jayant Mahapatra m. Amitav Ghosh n. Manju Kapoor o. Arundhati Roy

Part-'III' Teaching Methods

- Grammar - Translation Method.
- Direct Method.
- Structural Method.
- Audio-Lingual Method.
- Communicative English Language Teaching.
- Teaching Prose, Poetry, Grammar & Composition. Basic Principles of Second Language Teaching- Selection, Gradation, Presentation and Testing

* * * * *

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

1. The question paper will carry maximum 300 marks.
2. Duration of question paper will be **Two Hours Thirty Minutes.**
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 Secondary and Senior Secondary Standard about relevant subject matter.
   (ii) Knowledge of Graduation Standard about relevant subject matter.
   (iii) Teaching Methods of relevant subject.

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RPSC EXAMINATION

Senior Teacher-Grade II ☆ English 2022

Solved Paper : 15 Feb., 2023 [Sanskrit Edu]

● 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. ***Fill in the blank with the correct option.***
Everyone ..... to watch T.V. during the football world cup tournament. (subject – verb agreement)—
(A) likes (B) like
(C) was liking (D) had been liking **[A]**
Exp.: **Ans. (A)** is correct. कर्ता everyone एकवचन है। इसके साथ एकवचन की क्रिया likes आयेगी।

2. ***Fill in the blank with the correct option.***
Neither of the two girls ..... married. (subject-verb agreement)—
(A) is (B) was
(C) had been (D) are **[D]**
Exp.: **Ans. (D)** is correct. Neither of + Plural के बाद बहुवचन और एकवचन दोनों क्रिया आ सकती है। Ans. (D) और (A) दोनों सही हैं।

3. ***Choose the correct option.***
Neither, the Chairman nor the Directors ..... present.
(A) has (B) are
(C) is (D) was **[B]**
Exp. : **Ans. (B)** is correct. Neither–nor से जब दो अलग-अलग वचन के कर्ता जुड़ते हैं तो क्रिया अंतिम कर्ता के अनुसार आती है। Directors के साथ – are सही है।

4. ***Choose the correct option.***
The ship, with its crew, ... lost.
(A) have (B) am
(C) had (D) was **[D]**
Exp. : **Ans. (D)** is correct. यदि एकवचन का कर्ता with, along with से बहुवचन के कर्ता से जुड़े तो क्रिया पहले कर्ता के अनुसार एकवचन की आती है। Ans. (D) सही है।

5. ***Choose the correct option.***
Much of their glory ..... faded away.
(A) are (B) were
(C) has (D) have **[C]**
Exp. : **Ans. (C)** is correct. यहाँ कर्ता Much of their glory एकवचन है इसलिए has सही उत्तर है।

6. ***Co-ordinate the two sentences selecting the correct sentence.***
She was tired. She went to work.
(A) Because she was tired, she went to work.
(B) As she was tired, she went to work.
(C) Since she was tired, she went to work.
(D) Although she was tired, she went to work. **[D]**
Exp. : **Ans. (D)** is correct. Coordinative conjunction 'although' का अर्थ यद्यपि या हालांकि है। बाकी तीनों वाक्यों में subordinate conjunction का प्रयोग हुआ है। इसलिए ये वाक्य complex हैं।

7. ***Choose the correct complex sentence from the given options.***
She doesn't like me. Do you know the reason?
(A) Do you know the reason she doesn't like me?
(B) She doesn't like me do you know why?
(C) Do you know she doesn't like me why?
(D) Do you know the reason why she doesn't like me? **[D]**
Exp. : **Ans. (D)** is correct. Reason के लिए Why का प्रयोग Subordinate clause के पहले होता है और वाक्य complex बनता है।

8. ***Change the given sentence. (from compound to complex)***
He wanted to win the prize and worked hard.
(A) He work hard to win.
(B) He worked hard so that he might win the prize.
(C) To win the prize he thought of working hard.
(D) If you want to win you ought to work hard. **[B]**
Exp. : **Ans. (B)** is correct. दो उपवाक्य main clause और subordinate clause को subordinate conjunction से जोड़ने पर Complex sentence बना है। He worked hard-main

RPSC EXAMINATION

Senior Teacher-Grade II ☆ English 2022

Solved Paper : 23 Dec., 2022

● 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.**

Identify the parts of speech of the underlined word's (1-3):

1. **These residential complexes are quite new.**

(A) noun (B) Adverb
(C) adjective (D) verb **[A]**

Exp. : **Ans. (A)** is correct. **'Complexes'** here is a CP noun. यहाँ Complexes बहुवचन की संज्ञा है।

2. **He still owes me a lot of money.**

(A) adverb (B) adjective
(C) noun (D) verb **[D]**

Exp. : **Ans. (D)** is correct. **'Owes'** is a verb here. यहाँ पर owes किया है।

3. **To see animals being treated this way makes me furious.**

(A) verb (B) adverb
(C) noun (D) adjective **[D]**

Exp. : **Ans. (D)** is correct. **'Furious'** is an adjective. Furious (बहुत नाराज) एक विशेषण है।

Fill in the blank with the correct Articles/ Determiners choosing from the options given (4-6):

4. **Don't write your name on ..... page of the booklet.**

(A) many (B) few
(C) both (D) every **[D]**

Exp. : **Ans. (D)** is correct. यहाँ एकवचन की संज्ञा – page के पहले every आयेगा। बाकी determiner बहुवचन के पहले आते हैं।

5. **It seems that ..... of the committee members are absent.**

(A) a lots (B) every
(C) any (D) some **[D]**

Exp. : **Ans. (D)** is correct. अनिश्चित संख्या के लिए of के पहले सकारात्मक वाक्य में some आता है।

6. **..... of the students were found exchanging notes during the examination.**

(A) several (B) much
(C) almost (D) every **[A]**

Exp. : **Ans. (A)** is correct. बहुवचन of the students के पहले several (कई) आयेगा। Much, almost, every बहुवचन के पहले नहीं आते।

Use corrects verb forms : Correct verb form का प्रयोग करें।

7. **Do you also ..... strange noise coming from the backyard?**

(A) hears (B) hearing
(C) hear (D) heared **[C]**

Exp. : **Ans. (C)** is correct. Present Simple के Question में do के बाद Pure I form of verb (hear) आयेगा।

8. **The newspapers ..... its going to rain all of the next week.**

(A) says (B) saying
(C) say (D) be saying **[C]**

Exp. : **Ans. (C)** is correct. बहुवचन के पहले pure I form (say) आयेगा। यहाँ Present Indefinite Tense है।

9. **I ..... a copy of the O.A.D. only yesterday—**

(A) had buy (B) bought
(C) had been bought (D) buyed **[B]**

Exp. : **Ans. (B)** is correct. Past Indefinite Tense में yesterday के साथ II form (bought) आयेगा।

Fill in the blanks in sentences with appropriate prepositions (10-12)—

10. **The guests complained ..... the food quality.**

(A) at (B) off
(C) about (D) with **[C]**

Exp. : **Ans. (C)** is correct. Complain about something सही प्रयोग है। किसी वस्तु के बारे में शिकायत करना।

Fill in the blanks with appropriate Preposition:

11. **..... the beginning of a book there is often a Table of Contents.**

(A) From (B) At
(C) By (D) On **[B]**

Exp. : **Ans. (B)** is correct. स्थान के लिए at the beginning of something आता है। समय के लिए भी at the beginning आता है। At the beginning of holidays.

RPSC EXAMINATION

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]

Explain.—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।

Part-I

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—अँग्रेजी में आठ पार्टस 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.

Part-II

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

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)

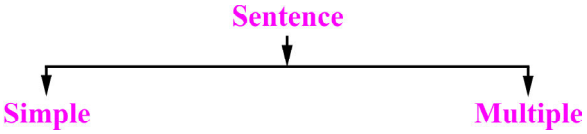
Irregular Sentences : Most irregular sentences are fragmentary sentences. These leave out words that we can easily supply, usually from the preceding verbal context. Here is a typical example in an exchange between two speakers.

(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, lables 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)

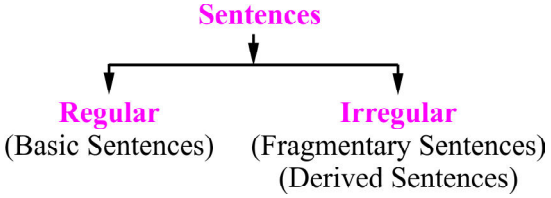


A sentence that does not contain another clause within it is a **simple sentence.**

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 (clause (1)) that I would become a doctor. (clause (2))

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



7 An Acquaintance with Major Literary Periods

LITERARY PERIODS

a.	Renaissance	(1558-1603)
b.	Metaphysical	(1600-1690)
c.	Jacobean	(1603-1625)
d.	Neo Classical	(1660-1785)
e.	Romantic	(1798-1837)
f.	Victorian	(1837-1901)
g.	Modern	(1914-1945)
h.	Post-Modern	(1945 to the Present)

(a) Renaissance (1558-1603)

The English Renaissance was an era of cultural revival and poetic evolution. It began in the late 15th century and continued into the revolutionary years of the 17th century.

The English Renaissance was a cultural and artistic movement in England from the early 16th century to the early 17th century. It is associated with the pan-European Renaissance that is usually regarded as beginning in Italy in the late 14th century.

Renaissance poetry has wit, beauty and truth. Shakespeare was the master of the dramatic genre during the Renaissance. His skills in characterization and word creation were evidence of his genius.

Characteristics of Renaissance

1. The spirit of adventure, love for beauty, moral earnestness.
2. A love for richness and magnificence liking for material luxury, power and self.
3. A desire to revive the ideals and practices of classical poets of Greece and Rome.
4. Renaissance was rebirth, re-awakening or revival.
5. The late 14th century Italy is regarded as the source from where flowed the Renaissance inspiration.
6. The spirit of Renaissance spread to Western Europe through the 15th and 16th Centuries.
7. In this period the European civilization sore high on the wings of the Muse of architecture, painting, sculpture and literature.
8. Marlowe, Shakespeare, Spencer and Bacon represent the full maturing and flowering of the Renaissance in English literature.
9. Shakespearian drama makes the height of the English drama.
10. Melton is described as the last great Renaissance poet.
11. Francis Petrarch and Boccacio are the most important names associated with the beginning of Renaissance.
12. The Renaissance insisted on literary development of man.
13. On scientific and humanistic development of man.
14. On material development of man.
15. Thomas Wyatt and Henry Howard, the East of Surrey brought the spirit of Renaissance to England.
16. Marlowe is called the true child of Renaissance.
17. The poetry of Renaissance is a revolt against bondage of classical rules of poetic diction.
18. Wyath's sonnets are famous for emotion, passion and enthusiasm. (31)
19. Renaissance began in most of the European countries in the 16th Century.

(b) Metaphysical (1600-1690)

John Donne was the first metaphysical poet. He used metaphors, metaphysical conceits, paradoxes, and analogies. Metaphors and metaphysical conceits are used to show a connection between two things that are not similar and to prove the speaker's point in his poem. It is a philosophical concept used in literature to describe the things that are beyond the description of physical existence.

Metaphysical poets are highly intellectualized, use rather strange imagery, use frequent paradocs and contain extremely complicated thought.

The themes that are most common to metaphysical poetry are love, lust, religion and morality. The poets who explored these themes were John Donne, George Herbert, Andrew Marvell, and Henry Vaughan. Metaphysical poetry was at its peak during the 17th century in England and Continental Europe.

(c) Jacobean (1603-1625)

The Jacobean Age lasted from 1603 to 1625 in England and from 1567 to 1625 in Scotland. It is defined by the reign of King James I/VI and includes some of the greatest poetry, drama, and essays produced in the English language.

Part-III
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 Medingor. 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 महत्त्वपूर्ण होती है।
4. व्याकरण के नियम व्याकरण की पृथक् पुस्तक के माध्यम से पढ़ाये जाते हैं।

Glossary of Grammatical Terms

GLOSSARY OF GRAMMATICAL TERM

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**. Adjunts 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) कर्त्ता **Raman** killed a snake. (**Raman** is an Agent)
8. **Agreement (Concord) :** The relationship between a Subject (कर्त्ता) and its Verb (क्रिया)—that is the verb is used according to the number (वचन) and person (पुरुष) of the subject (कर्त्ता). 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 anamalous 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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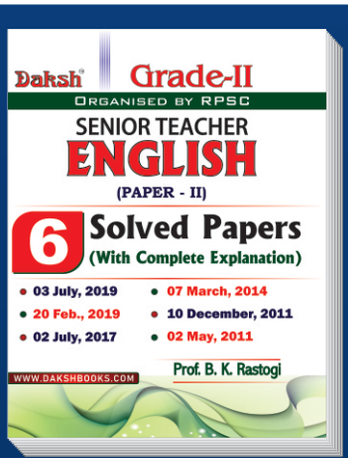

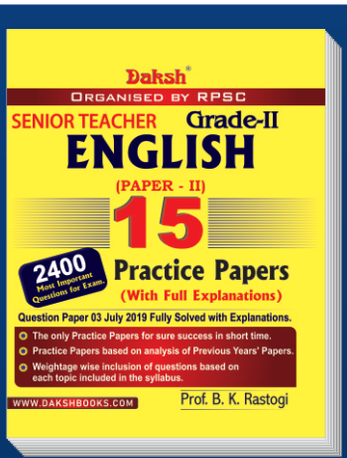

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