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The Correspondence Courses
Board of Secondary Education, M.P. Bhopal
DIPLOMA IN EDUCATION EXAMINATION
SECOND YEAR

subject : ENGLISH

SECOND LANGUAGE AND ITS TEACHING

Paper-IX

Lesson-I

Topic : Grammar

Dear Student

English is an easy means of communication in the international sphere of life. It is the language which is spoken and understood almost all over the world. English is a language of international trade and commerce, diplomacy and communication. It serves as a link-language of the social, economic and cultural ties among different nations. Hindi has been made the national language of our country. But English has been retained as a second language.

Second language-learning requires the working knowledge of the language. So the syllabus includes elementary knowledge of grammar and basic structures. It also includes the reading comprehension. This will enable the pupil teachers to know the elementary rules of grammar. This will make pupil teachers teach their students in a better way.

Your syllabus has been divided into ten units. We shall be sending you lessons at regular intervals. You will receive self check-tests in units, 1, 2, 3, 5, 6, 7, 9 and 10. They are meant for your self-evaluation. Solve these questions and check your answers with the help of the answer-key.

We shall be sending you questions for response in the form of student response sheet in unit 4 and 8 only. Solve them and keep your answers carefully with you. They are for your internal assessment at the time of practical examination.

Paper-9
English (Second Language)
And Its Methods of Teaching

- Unit 1:** (i) Nouns -Countable, uncountable.
(ii) Tenses -Present, Past, Future.
(iii) Pronouns.
(iv) Determiners.
(v) Modals.
(vi) Prepositions.
- Unit 2 :** Type of sentences
(i) Affirmative (ii) Negative (iii) Interrogative
- Unit 3 (i)** Verbs-Finite, Non-finite, the Tenses
(ii) Adjectives.
(iii) Adverbs.
(iv) Voice.
- Unit 4 :** Question-tags
(i) Reported Speech (Narration).
- Unit 5 :** Reading comprehension of 6 passages. .
- Unit 6 :** Development of writing skill. ,';t.
(i) Paragraph-writing (ii) Letter-writing (iii) Essay-writing
- Unit 7 :** (i) purpose of learning English in the present context.
(ii) Aims of learning English to develop language-skills.
(iii) Psychology of language-learning :
(a) Motivation.
(b) Meaningful experiences.
(c) Distracting factors.
(d) Language-habit.
(iv) Selection and gradation of language-material.
- Unit 8 :** Methods of teaching English.
(a) Grammar and translation method.
(b) Direct method.
(c) Structural method.
(d) Situation method.

- Unit 9 :** Reading with comprehension :
- (a) Silent reading.
 - (b) Developing reading speed.
 - (c) Reading with understanding.
 - (d) Reading aloud, rules of pronunciation.

- Unit 10 :** Development of writing skill.
- (a) Patterns and letters.
 - (b) Connected writing.
 - (c) Systematic writing (i) Composition (ii) Essays.
 - (d) Language-learning through machines.
 - (e) Organisation and planning of situation for language-learning.

Noun (I Kk)

Cow, Girl, Man, Book, Shyam, Mary, Honesty, Gold, Class.

All these are names of persons places and things. They have got their names. They are nouns. Nouns are names of persons, places or things.

Definition (ifjHk"kk)

A noun is the name of anything (a person, place or thing)

I Kk fcl h Hkh 0; fDr] LFkku vFkok oLrq dk uke gA

Kind of nouns (I Kk ds idlj)

Traditional classification

(i) **Common Noun (I Kk ds idlj)** : Nouns that are the names given to all persons, places or things or the names in general are called Common Noun.

e.g., Boy, Girl, City, River etc.

(ii) **Proper Noun (0; fDr] LFkku vFkok oLrq dk uke gA)** : Nouns that are the names in particular are called Proper Noun.

e.g., Hari, Geeta, Delhi, Ganga etc.

Note :- Proper Nouns are written with a capital letter.

(iii) **Abstract Noun (Hkookpd I Kk)** : Kindness, love, life, pain, courage, wealth, justice etc. Every one of them is the name of something. But they are not quite like the other nouns. They don't exist materially. We can't see or touch them; still we feel them. Such nouns are called Abstract Noun.

। Kk ftUga vuHko fd;k tkrk g\$ i jarq n\$kk vFkok Li 'kz ugha fd;k tk । drkj Hkkookpd । Kk, a dgykrh g\$

Note :-

(i) ing-form of a verb (without help-verb) acting as noun is called a Gerund and is also an abstract noun e.g. walking is a good exercise.

I like swimming, -ing fØ; k tks । Kk dk dke djrh g\$ Hkkookpd । Kk gkrh g\$

(ii) infinitive (or "to" form of the verb) acting as noun is also an abstract noun. ("to" form of Main veb fØ; k) Hkh Hkkookpd । Kk gkrh g\$

t\$ s & To err is human

She wants to sing.

(iii) Material Noun (/krØkp d । Kk) :- gold, silver, iron etc, are names of metals, liquids, gases or products of the earth. They are material nouns.

½kkryka t\$ & । kskj] pkrh] yk\$kj] bR; kfn ds uke /krØkp d । Kk gkrh g\$½

(iv) Collective Noun (। engokpd । Kk) :- Team, crowd, jury, class, flock of sheep etc, are names, not of .just one person or thing but a collection of people or things considered as a whole. These are collective nouns as they stand for a collection of pople and animals.

। Kk, a tks 0; fDr; kj i 'kryka vFkok oLryka ds । eng ds uke gkrh g\$ । engokpd । Kk, gkrh g\$ fØ; k 0; kdj.k 'kkL=h ikjLi fjd oxhdj.k । s । ger ugha g\$ muds vuq kj । eLr । Kk, a ek= nks । zkj dh gkrh g\$ & x.; vk\$ vx.; A

COUNTABLE AND UNCOUNTABLE NOUNS (x.; ,oa vx.; । Kk, a

book. pen. rain. apple. wool. milk. cotton. aeroplane

We see that these nouns are of two type. Book, pen, apple. aeroplane are of one type. We can count them but rain. wool. milk and cotton are of another type. We can't count them. We can onl)' measure, "veigh or feel the quantity of them.

The nouns that we can count are countable nouns and the nouns which we can't count are uncountable nouns.

ftu l Kkvka dks ge fxu l drs gā mlga x.; &l Kk, a rFkk ftu l Kkvka dks ge ugha fxu l drs mlga vx.; dgrs gā

Note :-

(i) We should remember that a word in English may often have more than one meaning. Let us see the following sentences.

(a) The window-pane is made of glass.

(b) He drank a glass of water.

i fke okD; eafxykl inkfKz dk uke gā vr%og vx.; l Kk gS rFkk nll jsokD; eafxykl , d oLrqdk uke gS ftl l sge dN is ihrs gā bl izkj ; g 'kCn x.; l Kk gā bl fLFkr eabl scgppu ea iz kx fd; k tk l drk gā

Sometimes uncountable noun can be used as countable noun.

(ii) Abstract and Material Nouns' are uncountable but Common and Collective Noun when it become a Common Noun) are countable nouns.

Bread, Chalk, Fish, Fruit, Hair, Money, Newspaper rFkk Soup (dks vx.; ekuk tkrk gā bl h izkj time , d vx.; l Kk gS tc l e; ds vFkz ea iz kx dh tkrh gS ijarqtc time vol j ds vFkz ea iz kx fd; k tkrk gS og x.; l Kk gā h gā)

Let's look, at the following sentences :-

1. We wasted time for nothing (Uncountable Noun)
2. He went to the park many times (Countable Noun)

Self Check Test - 1 (ikBxr izu &1)

Group the following nouns in two columns :-

Column 1	Column 2
Countable	Uncountable

Words :- Silver, wool, tree, machine, gold, flour, spoon, milk, flower, tea, steam, wheel, cotton, tobacco, mud, chair, butter, box, ink, shoe, paper, farmer, rifle, horse, news, goods, food,

Answer**Column 1**

Countable Noun

tree, machine, spoon,

flower, wheel, chair

box, shoe, farmer, rifle

house.

Column 2

Uncountable Noun

silver, wool, gold, flour

milk, tea, steam, cotton

tobacco, mud, butter,

ink, paper, news, food, goods.

Numbers (opu)**Countable nouns have two forms.**

All nouns do not have the same form. Some nouns stand for one person or thing.

Some nouns stand for more than one person or thing e.g.

men, books, flowers, tables, boys, girls, chairs, etc.

Nouns standing for one person or thing are singular in number and nouns standing for more than one person or thing are plural in number.

x.; I Kk; anks: i ka ea jgrh gA og I Kk tks, d oLrqvFkok, d iq "k dk ckSk djkrh gA
Singular Number ¼ dopu½ gkrh gSrFkk og I Kk tks, d I svf/kd oLrq/kavFkok 0; fDr; ka dk
ckSk djkrh gS Plural Number ½ cgøpu½ gkrh gA

I Kkvka dks cgøpu dsfy; s dN fu; eka dk ikyu fd; k tkrk gA muea l s dN uhps
fn; s tk jgs gS mlga /; ku l s if<+ s &

I kekl; r% I Kk ds vlr ea s tkM dj cgøpu cuk; k tkrk gS tS s &

Singular

Chair

Book

Pen

Cat

Dog

Plural

Chairs

Books

Pens

Cats

Dogs

(ii) Noun ending in letters s.. ss.. sh, ch, x, and o form their plural by adding "es".

ftu I Kkvka dk vflre v{kj s, ss, sh, ch, x, vFkok o gks rks mudk cgøpu cukus ds
fy; s "es" tkMk tkrk gA tS s &

Singular

Bus

Plural

Buses

Glass	Glasses
Brush	Brushes
Church	Churches
Box	Boxes
Tomato	Tomatoes
Potato	Potatoes

ijUrqfuEu l Kkvkaeadoy s tkMk tkrk gA

Photo, radio, dynamo, piano etc.

(iii) Nouns ending in 'y' preceded by a consonant form their plural by changing "Y" into "i" and adding "es" to them. But nouns ending in Y preceded by a vowel form their plural only by adding 's' to them.

ftu l Kkvkdk vflre v{kj Y gksrFkk ml l si gyk v{kj 0; atu gksrksml dk ogppu Y dksigysi eacnydj vkj "es" tkMdj cuk; k tkrk gSijrq; fn Y l sigysLoj (a,e,i,o,u) gks rksml dk cgppu doy s tkMdj cuk; k tkrk gA t\$ s &

Singular	Plural	Singular	Plural
City	Cities	Day	Days
Baby	Babies	Boy	Boys
Lady	Ladies	Key	Keys
Fly	Flies	Monkey	Monkeys

(iv) Nouns ending inf or fe form their plural by changing f or fe into 'v' and adding "es" to them.

l Kk; aftudk vflre v{kj f ; k fe gks muds cgppu cukus dsfy; s f, fe dks v v{kj eacnydj rFkk "es" tkMdj cukragA

Singular	Plural	Singular	Plural
Leaf	Leaves	Self	Selves
Calf	Calves	Loaf	Loaves
Half	Halves	Shelf	Shelves
Life	Lives	Wife	Wives
Wolf	Wolves	Sheaf,	Sheaves
Knife	Knives	Thief	Thieves

fuEu I Kkvla ds cgøpu rFkk dk mi ; kx u djrs gq s døy yxkdj cuk; s tkrs gS %&	
Cliff	Cliffs
Proof	Proofs ,
Chief	Chiefs
Handkerchief	Handkerchiefs

fuEu I Kkvla ds cgøpu nkuks rjg (ves rFkk s) yxkdj cuk; s tkrs gS %&

Singular	Plural	Plural
Hoof	Hoofs	Hooves
Scarf	Scarfs	Scarves
Wharf	Wharfs	Wharves

(v) Some nouns change their inner vowel to form their plural.

dN I Kkvla ds cgøpu muds chp ds Loj dks cnydj cuk, tkrs gS tS s %&

Singular	Plural
Man	Men
Woman	Women
Tooth	Teeth
Foot	Feet
Mouse	Mice
Goose	Geese

fuEu I Kkvla ds cgøpu fu; eka ds v/kkj ij ugha curs gA

Ox	Oxen
Child	Children

(vii) Sheep, deer, hair, fish I kekl; r%, dopu , oacgøpu ea l eku : i ea jgrsgS ijUrqt c osfofHku jax I t; k vFkok iztkfr; k; inf'kr djrs gS rks mlGacgøpu ea iz kx djrs gS tS &

I tore two of his hair

I saw many fishes in the pond ¼ iztkfr; k;

(viii) Scissors, Trousers. clothes (fl ysgq ol=) innings, shorts. pants vkn l nñ cgøpu ea iz kx fd; s tkrs gA

(ix) Mathematics, Physics, Economics vkn n[kuseacgøpu i rhr gksrgA ijUrq; g , dopu gA buds l kfk , dopu dh fØ; k iz kx dh tkrh gA

Mathematics is a difficult subject,

Self Check Test**Give the plural form of the following nouns :**

Shoe	Mango	Life
Wife	Church	Shelf
Donkey	Country	Proof
Watch	Hero	Lock
Brush	Party	Dish

ANSWER

Shoes	Mangoes	Lives
Wives	Churches	Shelves
Donkeys	Countries	Proofs
Watches	Heroes	Locks
Brushes	Parties	Dishes

Gender (fyx)

Masculine Gender ¼fyx½ Nouns that refer to male are Masculine Gender. e.g. father, king, man, boy, son, uncle, bull etc.

Feminine Gender ¼=½fyx½ Nouns that refer to female are Feminine Gender. e.g. wife, woman, sister, queen, princess etc.

Neuter Gender ¼i d fyx½ Nouns that refer to neither male nor female are Neuter Gender. e.g. book, river, tree, city, box, fly, bird, cat etc.

Common Gender ¼m; fyx½ This is a noun that refers to both male and female. We distinguish them by their use. Such nouns are Common Gender, e.g. baby, child, cousin, servant, friend, teacher, student, doctor, nurse etc.

Case (dkjd)

The case of a noun or pronoun depends upon its function in the sentences in which it has been used. e.g. This box is full of books. Ramesh had done his home-work. His son became a doctor. He is an engineer. The sun, having set, we went home.

Kind (i d kj)

(A) Nominative case (d r k d kj d)

Look at the following sentences :-

- (i) This box is full of books.
- (ii) Ramesh had done his home-work.
- (iii) His son became a doctor.
- (iv) He is an engineer.
- (v) The sun, having set, we went home.

okD; (i) vks (ii) osthis box rFkk Ramesh drkz ds LFku ij gA okD; (iii) o (iv) ea doctor vks engineer ijd dsLFku ij gA (v) erThe sun izkku fØ; k l s l Ecak ughaj [krk gA og Absolutely iz ks fd; k x; k gsbu l Hkh this box. Ramesh, doctor, engineer rFkk the sun dk case drkdkjd (Nominative) gA

(B) Objective case (dehkd)

Look at the following sentences :-

- (i) His father gave Ramesh a book.
- (ii) He gave Ram a book.
- (iii) I have sent Shyam a letter.
- (iv) His father is angry with Mohan
- (v) Making kite is not easy.

Åij fn; sx; sokD; kaajj[kaidr 'kn dehd dk; zdjrs gA i fke okD; eaRamesh n[js okD; eaRam rFkk rhl jsokD; eaShyam vi R; {k dehd(indirect object) gsmulgha okD; ka ea Øe' k% o a book, a letter i R; {k dehd(direct object) gA pkfks okD; eaMohan Preposition 'with' dk dehd i kposokD; kites, participle dk object gA vr%bu l Hkh dk dkjd Objective Case ; k dehkd gA

Note :- vi R; {k (indirect object) dk dkjd Dative Case dgk tkrk gs rFkk i R; {k dehd dk dkjd Accusative case dgykrk gA

(C) Possessive case (l Ecak dkjd)

- (i) He reads Valmiki's Ramayan daily.
- (ii) My brother's house is in the heart of the city.
- (iii) He brought children's toys.

"Valmiki's" brother's , oachildren's dk l Ecak Øe' k% Ramayan, house , oatoys l s gA , d h l k; aftudk l Ecak n[jh l k l svf/kdko' ; d gkrk gA possessive case (l Ecak dkjd) ea gkrh gA

When a noun shows ownership or possession. it is said to be in the possessive case.

FORMATION OF POSSESSIVES :

Nouns. having life. form their possessive by adding ('s) to them. *the king's castle; the teacher's desk; the girl's book; the man's character etc.*

Mary's book. Mohan's, book. man's character etc.

The girls' school, students' hostel, dogs' tails etc. Apostrophe comma

Classical names ending in 's' and some less common English names also add only the apostrophe (') *Archimedes' Law, Keats' poetry etc.*

Compound nouns *Father-in-law's house, mother-in-law's ring etc.*

Generally inanimate things do not form possessive by adding 's' but there are some exceptions. Nouns denoting time, weight and space, form their possessive by adding 's' to them. *a week's work, a kilo's weight, a stone's throw, a month's notice etc.*

Generally inanimate things do not form possessive by adding 's' but there are some exceptions. Nouns denoting time, weight and space, form their possessive by adding 's' to them. *a boat's crew, at wit's end, for God's sake at finger's tips, to one's heart's content etc.* Noun referring to lifeless things and objects form their possessive with the help of 'of' *the tip of the finger, the content of the heart etc.*

a week's work, a kilo's weight, a stone's throw, a month's notice etc.

dining-room, street-lamp, sleeping-chair, dining-table, kitchen-knife combinations *London-transport, Liverpool-cathedral.*

London-transport, Liverpool-cathedral.

बुला ; कन दलत ; स &

Summer-holidays. winter-sports. birthday-party, Sunday-dinner. detective-
~ I stories. adventure-stories etc.

खर तु & 2

Q. Put the following into possessive :

- (i) The clothes of boys.
- (ii) The fur of the fox.
- (iii) The name of my sister-in-law.
- (iv) The orders of the Commander-in-chief.
- (v) The poems of Keats.
- (vi) The park of St. James.
- (vii) The toys of the children.
- (viii) The coat of the boy.
- (ix) The house of my brother
- (x) The temple of Ram

Answer :-

- (i) Boy's clothes.
- (ii) Fox's fur.
- (iii) My sister-in-law.'s name.
- (iv) Commander-in-chiefs order.
- (v) Keats' poems.
- (vi) St. James' park.
- (vii) Children's toys.

- (viii) boy's coat.
- (ix) My brother's house.
- (x) Ram's temple.

IV. Vocative case ¼ Ecks/ku dkjd½

tc fdl h l Kk dks l Ecks/kr fd; k tkrk gS rks ml dk dkjd l Ecks/ku dkjd gkrk gS
t} s&

- Come on. friends!
- Come into the class, Rakesh!
- Listen boys!' said the teacher.

Noun

Definition :- Noun is a naming word.

1. Please go through the following passage selecting the following kind of nouns from it.

Proper: collective; abstract and material nouns.

During the last summer vacations Mrs. Jyoti Dave took the class on an excursion. They went about the places of botanical and historical importance around Jabalpur. She divided her students in two groups as per nature of the study of their ~ subject. The Biology students were given the task of collecting Zoological and Botanical specimen. They gathered rare ferns, flowers, shells, dried frogs and dead birds. But both the groups went together studying the places of historical importance. In the Jaal Mahal. having deep water. Mrs. Joyti met a spirit. She shrieked and threw stones at it. At the end of the tour she was conscious of fear and death.

Task/Exercise :- Separate the nouns under the following heads :-

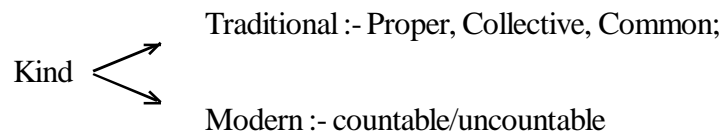
NOUN:

- 1- Proper :- Jabalpur; Jyoti Dave ; Jall Mahal ;(if any)

2. Collective:- Groupclass.....; (if any).
3. Abstract :- Spirit; death; (if any)
4. Material :- Water; (if any).

Note :- For rule and norms read page No. : 4 and 5 of the study material.

Definition of Noun :- Noun is a naming word.



TENSES

Note :- Please read the following passages and think the conception of the underlined words.

Mike was taking a stroll in the evening. Some boys were playing cricket in the park. As he stood watching them his mind flow back in time. The crowd was always cheering as he hit one boundary after another. But now things were different. His playing days were over. The accident had killed his career. He would no longer be playing for his country, though he still loved to play cricket.

Please compare with the following :-

was taking' - past continuous tense

were playing - "....."

was cheering - "....."

would be playing -future continuous tense.

2. Read the following passage and think the conception of underlined ones :-

I love India.. I have been in love with her since time immemorial. Its vastness and variety has influenced the western world. It has played upon their imagination in the past and shall be playing upon the minds of their future generations. I had been loving her and shall be loving her for the awesomeness of its geographical features and cultural multitudes.

Please compare the following :-

I love-present simple of indefinite

I have been in love	-	Present perfect.
has played	-	Present perfect.
had played	-	Past perfect..
shall be playing	-	Future continuous.
had been loving	-	Past perfect continuous.
shall be loving	-	Future continuous.

Note :- For further details as per rules related to past, present and future tense, please refer to item 6 of the printed material and the Tenses Table giving on page 20, Rules are rules. They tell about the language. We must know them and then use the language.

3. Change the following sentences as directed :-

Do as directed :-

- (i) He is playing snooker (Past perfect continuous)
- (ii) I shall teach mathematics (future continuous)

- (iii) The man told lie (past perfect continuous).
 (iv) Johnson broke the world record (future perfect)

4. From the following passage, select the tenses and put them in the correct column:

It had been raining since yesterday. All the drains were overflowing. The level .of water was rising. The danger of flood started looking more and more real with every passing moment. We had played right into the hands of mother Nature at . her devilish best. We had hoped that the weather would have cleared in a few hours. thereby helping us in our onward journey. By the time it had stopped raining, the river had over-flown its embankment forcing the traffic to stand still. I was praying that traffic would soon resume as we should have been in Shillong by now.

T ense	Simple or indefinite	Continuous	Perfect	Perfect continuous
Present				
Past				
Future .				

Rules governing formation of tenses :

S. No.	T ense	Form of verb	Examples
1	Present simple	Verbs + s	Paul reads.
	Indefintie	Verbs-es	Paul and John read.
2	Past simple	Second form of verb	Raja wrote.
	Indefinite		
3	Future simple	shall/will + ve:rb Ist	Raja will read.
	Indefinite		I shall read.

4	Present continuous	is, are. am + verb + ing	I am reading. Raja is reading. You are reading.
5	Past continuous	was, were + verb + ing	I was reading. Raja was reading. You were reading.
6	Future continuous	Shall be/will be + verb	I shall be reading Raja will be reading. You will be reading.
7	Present perfect	has/have + verb III	I have read. Raja has read. you have read.
8	Past perfect	had + 3rd form of verb	I had read. Raja had read. You had read.
9	Future perfect	Shall have/will have + verb III	I shall have read. Raja will have read.
10	Present perfect continuous.	has been/have been +	I have been reading for an hour.
11	Past perfect continuous	had been + verb + ing	I shall have been for an hour
12	Future perfect continuous	Shall have been / I will have been + verb + ing	I shall have been reading. Raja will have been reading. You will have been reading.

FUTURE PERFECT CONTINUOUS TENSE

bl Tense l s i r k p y r k g s f d H k r d k y d s f d l h f u f ' p r l e ; l s i t j k k g k d j H k f o " ;
d s f d l h f u f ' p r l e ; r d d k ; l p y r k j g x k t s s &

I shall have been playing hockey for two hours.

Stncture :- subject + shall I will have been + verb 1 + ing + object + adjunct

nh x b l l k j . k h l s v k i Tense d s f o " k ; e a v f / k d l j y r k l s l e > l d r s g k

TENSE TABLE

Tense	Simple or Indefinite	Continuous or Progressive	Perfect	Perfect Continuous tense
Present	I play e a [k s y r k g w	I am playing e s [k s y j g k g w	I have played e s [k s y p p l k g w	I have been playing e s [k s y r k j g k g w
Past	I played e a [k s y k	I was playing e s [k s y j g k F k k	I had played e s [k s y p p l k F k k	I had been playing e s [k s y r k j g k F k k A
Future	I shall play e a [k s y r k k	I shall be playing e s [k s y j g k g k s A x k k a	I shall have played e s [k s y p p l k k	I shall have been playing e s [k s y r k j g k g k s A x k k a

Ex 3

Change the following tenses as directed :-

1. She goes to church. (Past Indefinite)
2. You spoke the truth. (Present Continuous)
3. The hunter will hunt the lion. (Past Perfect Continuous)
4. The author has been writing a book. (Past Continuous)
5. They played the match. (Present Perfect Continuous)
6. His brothers were quarrelling. (Future Continuous)
7. The artist had drawn a picture. (Simple Past) "f

PAST PERFECT CONTINUOUS TENSE

- (a) I had been reading this book for thirty minutes.

- (b) Direct speech

He said, "I have been living here for six months"

He said that he had been living there for six months.

Structure :- Subject + had been + Verb + ing + Object + Adjunct. .

FUTURE INDEFINITE TENSE

I shall eat an apple.

The carpenter will make a table.

Structure :- Subject + shall/will + Verb + Object + Adjunct.

FUTURE CONTINUOUS TENSE

- (a) It will be raining.

He shall be playing.

- (b) Sarla will be staying with you.

Structure :- Subject + shall be / will be + Verb + ing + Object + Adjunct. .

FUTURE PERFECT TENSE

I shall have finished this book by the end of the month.

- (a) I shall have finished this work by 5 P.M.
She will have read this story before her mother comes.

Structure :- S + shall/ will + have + verb III + O + Adjunct.

PAST CONTINUOUS TENSE

(a) Nita was singing a song.

- (a) The boys were playing football.

(b) while I was reading, you were singing.

We were writing and they were playing.

- (c) When I left him he was going to station.

While the patient was taking medicine. the doctor came.

Structure :- Subject + was/were + Verb + ing + Object + Adjunct

PAST PERFECT TENSE

(a) I had taken my bath before the sun rose.

- (a) He had left when I arrived here.

(b) I had taken my bath before the sun rose.

He had left when I arrived here.

(b) Conditional okD; ka ea ; fn ; g Kku gks fd 'krZ Hkr dky ea gks ds dkj .k ijh ugha ghpZ rks bl Tense dk iz kx fd; k tkrk gA

If you had worked hard, you would have passed.

(c) Direct l s Indirect speech ea cnyrs oDr Reported speech ; fn Simple past tense ; ka Present Perfect ea gks rks ml s Past Perfect ea cnyk tkrk gA

Hari said, "They have taken tea."

Hari said that they had taken tea.

They had met me before.

She had passed the examination.

(d) tks dk; l Past ea 'kq gpyk vks okD; cksyus ds l e; Hkh tkjh gkA

I had lived in this city for ten years.

They had lived here for four months.

Structure :- Subject + Verb III + Object + Adjunct.

PRESENT PERFECT CONTINUOUS TENSE .

bl s Present Perfect Progressive Hkh dgrsgA bl dk iz kx fuEu fLFkr; ka dks vfHkO; Dr djus ds fy, fd; k tkrk gA

(a) Hkr dky ea i kj tk gpyk dke tks v Hkh Hkh tkjh gks r Fkk Hkfo"; ea Hkh tkjh jgsk dh l Hkkouk gks t s s &

They have been reading for two hours.

He has been playing cricket since 5 O' clock.

(b) dksZ dk; l Hkr dky l s i kj tk gks j v Hkh rd pyrk jgk gks vks ft l dk i Hkko v Hkh Hkh gks t s s &

The farmer has been working in his farm

I have been running very fast.

Structure :- Subject + has been / have been + Verb I+ ing + Object + Adjunct.

SIMPLE PAST OR PAST INDEFINITE TENSE

fuEu fLFkfr; ka dks i dV djus dsfy, bl Tense dk iz kx fd; k tkrk gA
 (a) tks dk; ZHkurdky ea, d ckj gq/k vkj ogha l ekir gks x; k vkj ftl ds nkj;k; s tkus dh
 l Hkkouk u gkA

Premchand wrote novels.

Bapu died in 1948.

(b) dkbz vkr tks Hkurdky ea Fkh vc NkM+nh xbz ; k Hkurdky ea ugha Fkh vkj vc vi uk
 yh xbz gA

He always wrote with his left hand.

I You never smoked in your student life.

Structure :- Subject + Verb II + Object + Adjunct.

PRESENT SIMPLE OR PRESENT INDEFINITE

di ; k /; ku ns bl Tense dk iz kx fuEu ifjLFkfr; ka ea fd; k tkrk gA
 (a) fdl h LFKbz ckr ; k l R; dks i dV djus dsfy, t\$ s &

Honesty is the best policy.

The sun rises in the east. '

(b) fuR; ; k LokHkoxr fd, tkus okys dk; ka dks i dV djus dsfy; s t\$ s &

(i) I always go to bed at 9.30 P.M.

(ii) We play cricket every morning.

(iii) She drinks milk every morning.

(c) fdl h fuf'pr Hkkoh dk; De dks l fpr djus dsfy, t\$ s &

We leave for Bombay tomorrow:

(d) dHk&dHk bfrgkl ds thour y\$ku ea Hkh Tense dk iz kx fd; k tkrk gA

The Union Jack goes down and the Tirange rises on the Red Fort.

Structure :- Subject + Verb + (s/es/ies) + Object + adjunct.

PRESENT CONTINUOUS TENSE

This tense is used to describe an action which is in progress at the present time. It is formed by using the auxiliary verb 'is' or 'am' followed by the main verb in its -ing form.

- (a) My brother is appearing in his I.A.S. examination this year.
 (b) I am reading an interesting story.

(a) I am going just now.

- (i) I am going just now.
 (ii) the horse running very fast.

(b) I am playing exercise regularly.

- (i) I am playing exercise regularly.

Structure :- Subject + is/am/are + Verb + ing + object + adjunct.

PRESENT PERFECT TENSE

This tense is used to describe an action which has been completed at the present time. It is formed by using the auxiliary verb 'has' or 'have' followed by the main verb in its past participle form.

(a) I have lost my book.

I have lost my book.

(b) He has gone just now.

He has gone just now.

Tense is formed by using the auxiliary verb 'has' or 'have' followed by the main verb in its past participle form.

- (i) Present Tense (am/is/are + V-ing)
 (ii) Past Tense (was/were + V-ed)
 (iii) Future Tense (shall/will + V)

vc dN vU; okD; ka ea Verb ds Tense ij fopkj dhft , &

- (i) He writes a letter.
- (ii) He is writing a letter.
- (iii) He has written a letter.
- (iv) He has been writing a letter for the last ten minutes.

mi ; Dr pkj sokD; ka ea Verb Present Tense ea gh iz kx fd, x, gdfQj Hkh buds: i vyx&vyx g\$ bl h dkj .k buds Tense Hkh vyx&vyx gA igys okD; ea Verb Simple Present dk gA nll js ea Continuous. rhl js ea Perfect. pkfks ea Perfect Continuous Tense iz kx fd; sx; sgA vki usn[kk fd Present tense ds Verb pkj Tense ea iz kx fd, tkrs gA bl iz dkj dy 12 Tense gkra gA

- | | |
|---|-----------------------|
| 1. Simple ; k indefinite | Present, Past, Future |
| 2. Continuous Progressive ; k imperfect | Present, Past, Future |
| 3. Perfect | Present, Past, Future |
| 4. Perfect continuous | Present, Past, Future |

vc ge Simple Continuous v\$ Perfect Continuous Tenses ds fo"k; ea foLrkj I s pplz djxkA

Simple Present ; k Present Indefinite

I	eat apples	He	eats apples ;
We	play football	She	flies kites.
you	wash the clothes	The boy	washes the clothes
They			
Boys			

mDr okD; ea Verb dksn[kus ij vki ik, xsfD Verb dk : i (1st Form) g\$; k ml ds vUr ea s,es, ; kies, tkMlj cuk; k x; k : i iz kx ea yk; k tkrk gA

Pronouns

Please read the passage and think the conception of the underlined words :-

"Insight of Ravindran"

Shri Ravindran has three children along with his wife he is a farmer in a village of Tamilnadu. & bought a piece of land to cultivate. But due to shortage of rain he could not produce more grain. Unfortunately, the eldest child fell into deep mud and got, serious injuries on his body. Mr. Ravindran rushed to the hospital with his son who was in trouble and requested the doctors to treat his child immediately. Timely medical help was provided to him and his child recovered soon.

pronoun	:-	It is a word used instead of nouns.
Nouns	:-	Mr. Ravindran, Children. Tamilnadu, grain
Pronouns	:-	He, her, his, their, them
Pro + Noun	:-	Pronoun ,
For + Noun	:-	Pronoun

Just to avoid repetition of nouns we use pronouns. .

Please read the passage and think the conception of the underlined words.

A Famous Lawyer

Mr. Rakesh Mehta is a lawyer. He is a richman and a kind hearted person. A poor man came to him and said, "please help my son". He was put into jail because the police charged him for anti-social activities. Mr. Mehta said, "I will meet in the court, you also. meet me there. I will do my best to absolve him of the charge."

Pronoun	:-	It is a word used instead of nouns.
Nouns	:-	Rakesh Mehta
Pronouns	:-	He, him, These, you.

Please read the passage and think the conception of the underlined words.

A Famous Lawyer

All of us are children of Mother India. She has blessed us in different ways. We are grateful to her for her blessings. Every son and daughter of her is prepared to, sacrifice his or her life for her prestige.

Task : The above mentioned passage for the use of pronouns may be utilized.

Please select the list of pronouns from the passage given above and use them in sentences of your own.

List (I) All of us (2) she (3) we (4) her (5) his/her

Examples :-

- (1) We are citizens of India.
- (2) She is my sister.
- (3) All of us breathe.
- (4) He gave his book to him.
- (5) She is proud of us.

For filling the blanks with other pronouns use: I, me, she

Lets us look at the following sentences :

- (i) Mohan went to the playground. He played cricket there.
- (ii) The hen is a bird. It can fly.
- (iii) Sita is a girl. She studies in class X.

Notice the underlined words. (They have been used for nouns -'He' for Mohan 'it' for the hen and 'she' for Sita. They are pronouns (pro = for)

Definition :- Words used in place of nouns are called pronouns. $\text{I, He, She, It, We, They}$

Kind of pronouns (I oLke ds i dLkj)

(i) Personal Pronouns (i q "k okpd I oLke)

Pronouns used for Persons are Personal Pronouns.

0; fDr; ka ds fy; s iz; Dr I oLke i q "k okpd I oLke gkr's gA

Table

	First Person		Second Person		Third Person	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	I	we	Thou	You	He/She/it	They
Case						
Nominative	me	us	Thee	You	him/her/it	Them
Case						
Possessive	my	our	Thy	Your	his/her/its	their
Adjectives						
Possessive	mine	ours	Thine	Yours	his/hers/its	theirs

Pronouns .

Note :- Thou vL ml ds: i ka dk iz; k bL oj ds fy, ; k dfor k eaf d; k tkr k gA You dk iz; kx , dopu o cgppu nkuka eaf d; k tkr k gA

Exercise :-**Replace the underlined nouns by personal pronouns :**

- (i) John gave the book to Henry.
- (ii) The teacher bought some sweets for the students.
- (iii) My sister and I told a story to our brother.
- (iv) Give this pencil to Radha.
- (v) He and his friend told John about thir journey.

Ans (i) him (ii) them, (iii) we, (iv) her, (v) they

(II) Demonstrative Pronoun (I dɪstrəʊdɪv I əʊk)**Let us look at the following sentences :**

- (i) This is Mr. Shyam.
- (ii) These are chairs.
- (iii) Those are trees.

These underlined words ' this, these and those' are demonstrative pronouns as they point at Mr. Shyam, Chairs and Trees respectively. The words which point at the objects to which they refer are called demonstrative pronouns.

Note :- Demonstrative Pronouns dɪstrəʊdɪv I əʊk ; k i z k s d h t k r h g A

Singular	Plural
This ; ɟ	These ; ʒ(nearness)
That 0ɟ	Those 0ʒ(distance)

This and these I e h i r k f n [k r s g A That and those n j h i n f ' k r d j r s g A

(III) Distributive Pronouns (fɒlɪkətɪv I əʊk)

Pronouns used for distributing one among many are called distributive pronouns. They are pronominally used.

foHkkt d I oLke dks I Kk dh rjg iz kx fd; k tkrk gA

Each of these girls got a prize.

Either of the two brothers did the work.

Neither of the two boys played well.

(IV) Interrogative, Pronoun (iʔuokpd I oLke)

Pronouns used for asking direct question are called interrogative pronouns.

They are pronominally used e.g.

iʔuokpd I oLke dk mi ; kx I Kk ds I eku gkrk gA

What is this?

Who is there?

Which is your book?

Examples: What do you do?

Which is your book?

Self check Test

Choose the correct word from the words given in brackets and fill in the blanks.

(i)has done this work? (who, which)

(ii) Here are two pensis your pen? (what, which)

(iii)is your name? (what, who)

(iv)taught you English? (who, whom)

(v)are you doing these days? (what, which) i, .

Ans. (i) who, (ii) which, (iii) what, (iv) who, (v) what.

(V) Reflexive Pronoun (fu t okpd l o lke)

1. Look at the following sentences :
 - (i) I have injured myself.
 - (ii) Brown has injured himself.
 - (iii) We helped ourselves

Notice the underlined words. They have 'self or'selves' form. They refer to the subjects. They are reflexive pronouns. When the action is directed towards the doer the pronoun has 'self form. It is a reflexive pronoun.

Note :- We use a reflexive pronoun, when the subject and the object of the verb are the same. We often use them to warn a person e.g.

Have you a sharp knife?

Yes, here is one. Be careful! Don't cut yourself.

tc l o lke ea self ; k selves t m j g r s g r k s os Reflexive Pronoun g k r s g a os okD ; ds vko' ; d v x g k r s g a budk iz k x ml l e ; fd ; k t k r k g s t c okD ; dh f Ø ; k dk dr k l o del , d gh g k r k g a

Formation of Reflexive Pronouns

Singular	Plural	Singular	Plural
Me	Us	My	Myself
Our	Ourselves	Your	Yourself
Your	Yourselves	Him	Himself
Them	Themselves	Her	Herself
It	Itself		

(VI) Relative Pronoun

1. Ram, who is in a pink shirt, is the moniter of the class.
2. I found the book. I had lost the book.
I found the book which I had lost.

3. Here is the pen. She lent it to me.
Here is the pen that she lent me.

Åij fn; sX; s pair of sentences dks t k M e j okD; eafy [k k x; k gA mlga t k M us dsfy, Øe'k% who, which, o a that dk iz kx fd; k x; k gA i Fke okD; ea who. Ram l s l ædk j [krk g s f}rh; okD; ea which, book l s l ædk j [krk g s, o a h l j s okD; ea that, pen l s l Ec f u /kr gA mi j k D r okD; k a ea who, r Fkk which r Fkk that relative pronouns. I

og l k k @ l o l u k e f t l l s l Ec æ k okp d l o l u k e l Ec f u /kr g k r k g s antecedent ¼ i w z k e h ½ dg y k r k g s r Fkk f Ø; k i w z x k e h d s v u d k j iz kx dh t k r h g A

FORM OF RELATIVE PRONOUNS

Function	Masculine/Feminine	Neuter
Subject	who/that	which/that
Object	whom/that	which/that

ikBxr izu & 3

Combine the following pair of sentences using a relative pronoun :

- The cat killed a rat. The rat ate the corn.
- God helps them. They help themselves.
- This is the house. Jack built it last year.
- I have seen the bird. You described the bird.
- I know the boy. The boy is coming.
- This is the pen. My friend bought it yesterday. Ans.

Ans

- The cat killed a rat that ate the corn'.
- God helps those who help themselves.

3. This is the house that Jack built last year.
4. I have seen the bird that you described.
5. I know the boy who is coming.
6. This is the pen which my friend bought yesterday.

(VI) EMPHATIC PRONOUNS :- Pronouns used for emphasis are emphatic pronouns. They are not part of a sentence. They are similar to reflexive pronouns in some but differ in their use.

I ožke tks tkj nus dsfy; s iz; kx fd; s tkrs gš
 dk vko'; d vx ugha gš os: i ea
 Reflexive I ožke ds l eku gš gš blga okD; I svyx
 djus ij vfkz ij dks i kko ugha i M r k A tš s &

I myself did it.

They themselves wrote letters.

Myself dks vyx djus ij I did it.

1.4 DETERMINATIVES :

Let us read the lines given below:

A monkey and two birds went to the garden with some girls. They had a few apples to eat. But they hadn't any sweet; And they had little wheat so they finished all apples and went to sleep.

Let us read the lines again, carefully and underlined the nouns and those words before nouns which tell about the number or quantity of the noun.

i šDr; ka dks l ko/kkuh l s i u% i < a vks l kkvka ds i wZ vkus okys 'kČnka vks Lo; a l kkvka
 dks fpflgr dja tks l Ń; k ; k l kkvka dh ek=k ds ckjs ea crkrs gš

Check if you have underlined the word-group given below.

; fn fuEukšdr 'kČn l eŃka dks vi us fpflgr dja dj fy; k gks tkp dhft; š

Column A	Column B
Monkey	A
Birds	two
Garden	the
Girls	some
Apples	a few
Sweets	any
Wheat	little
Apples	all

Do you notice that all the words in column 'B' tell about the quantity or number of the nouns in column 'A'.

D; k vki tkurs g\$fd LrEHk ^c^ ds | Hkh 'kCn LrEHk ^v^ ea mYy\$[kr | Hkh 'kCnka ds | d; k@ek=k ds ckjs ea | fpr djrs gA

Before nouns

(I) The words in column B tell about the quantity of words are called determiners. (fu/kj d) in other words Determiners are words which come before nouns and can tell the quantity or number of noun. Determiners 3t)x Adjectives ea fHkUurk D; k gS\ rkfydk n\$ka

Let us look at some points of difference between adjectives and determiners :-

Adjectives

(i) Adjectives (Like fat, good, great, etc.) have comparative and superlative degrees (like Fat Fatter, Fattest, good better, best, great, greater, greatest etc.)

(ii) Adjectives can be used before or after a noun eg. After a noun That girl is beautiful. Before a noun: The beautiful girl is singing.

Determiners

(i) Determiners do not have positive, Comparative and Superlative degrees.

(ii) Determiners can be used only before nouns. They cannot be used after nouns.

Parts of Speech | Articles | Demonstrative and distributive words | Indefinite pronouns | Possessives | Numerals

- (i) Articles -a, an, the
- (ii) Indefinite pronouns-all, some.
- (iii) Demonstrative and distributive words -this, that, these, those, such, other every, either, neither.
- (iv) Some non-qualifying adjectives-all, another, few, half, little, many, more, most, no, other several etc.
- (v) Numerals (both cardinals and ordinals) -one, two, three, etc. first, second, third etc.
- (vi) Possessives (both nouns and pronouns) e.g. Raju's, Rita's, Mr. Saxena's, my, your, his, her, its, their, etc.

Note :- Some of the determiners are used pronominally (without a noun coming after them)

e.g.

This is a green pencil.

Now look at these sentences with underlined determiners :

A horse is an animal.

An apple is good for health.

Every boy was present in the class.

Each boy gave a rupee.

One boy opened the window.

Another boy cleaned the blackboard.

Either pen will do.

Neither book was good.

; kn jf[k; sj[kkfdr Determinativesa, an, every, each, one, another, either, neither
 dk iz kx , d opu x.; I Kk ds i wZ fd; k tkrk gA e[; Determinatives dk iz kx uhps
 fn; k tk jgk gA /; ku l s if<+ A

A, An blgaIndefinite articles dgk; tkrk gA budk iz kx , dopu x.; I Kk ds i wZ
 fd; k tkrk gA a dk iz kx 0; at u /ofu l svkjkk gks okyh I Kk ds i wZ , oaan dk iz kx Loj
 /ofu l svkjkk gks okyh I Kk ds i wZ fd; k tkrk gA

A, 'an' are used before singular countable nouns. When the noun begins, with a
 consonant sound we use 'a' and when the noun begins with a vowel sound we use 'an' e.g.

a man, a boy, a chair etc.

budk iz kx l [; kRed : i l s , d ij cy nsuk g[ijUrql [; kRed cy dsfcuk ; s , d
 oxZ (class) dh v[; /; ku vkd"V djrk gA

Let us look at the following sentences :

We saw an elephant.

A lion is a wild animal.

nksuka okD; ka ea iz [r determiners a v[; 'an' l [; kRed : i ea , d ij cy nrk g[
 tcfD n[jsokD; ka ea 'an' l [; kRed : i ea , d ij cy ugha nrk g[t[k fd n[jsokD; ka ea
 'a' , d oxZ dh v[; l dsr djrk gA tc a vFkok an l [; kRed : i ea , d ij cy nrk g[muds
 cgppu cukr l e; some ; k several 'kCnka dk iz kx fd; k tkrk g[i jarq tc oxZ ij cy gkrk
 g[rks dksZ fu/kk; d iz kx ugha fd; k tkrk g[t[s &

A lion is a dangerous animal (Singular)

Lions are dangerous animals (Plural)

"The' -is a definite article. bl dk iz kx bl izdkj fd; k tkrk gA blga /; ku ea if<+ s &

(i) With a singular noun to mean a whole class. rc , d opu l Kk l i wZ tkr dk
 ck[k djko[t[s & The rose is a beautiful flower.

(ii) Before countable noun referred earlier i wZ ea iz [r , dopu l Kk ds i gys t[s &
 I met a boy on the road. The boy was wounded.

(iii) Before the names of rivers, $u\dot{f}n; \dot{k}a\dot{d}s\dot{u}k\dot{e} \dot{d}s\dot{i}g\dot{y}s\dot{t}\dot{s}$ The Ganga, the Yamuna, the Nannada etc.

(iv) $i\dot{o}r\dot{J}\dot{s}.k; \dot{k}a\dot{d}s\dot{u}k\dot{e} \dot{d}s\dot{i}g\dot{y}s\dot{t}\dot{s}$ Before the names of mountains e.g. The Himalayas, The Vindhya, The Alps etc

(v) $[k\dot{k}fM; \dot{k}a\dot{d}s\dot{u}k\dot{e} \dot{l}s\dot{i}g\dot{y}s\dot{t}\dot{s} \&$ The Bay of Bengal, The Runn of Cutch, The Gulf of Mexico.

(vi) Before the names of historical buildings. , $f\dot{r}g\dot{k}f\dot{l} \dot{d} \dot{b}e\dot{k}j\dot{r}\dot{k}a\dot{d}s\dot{u}k\dot{e} \dot{d}s\dot{i}g\dot{y}s\dot{t}\dot{s}$ & The Taj, The Red Fort, The Kutub Minar etc.

(vii) Before the names of seasons $_f\dot{r}v\dot{k}a\dot{d}s\dot{u}k\dot{e} \dot{l}s\dot{i}g\dot{y}s\dot{t}\dot{s}$ the winter, the summer etc.

(viii) Before the names of oceans, $\dot{l} \dot{e}n\dot{k}a\dot{d}s\dot{u}k\dot{e} \dot{d}s\dot{i}g\dot{y}s\dot{t}\dot{s}$ -The Indian Ocean, The Black Sea, The Red Sea etc.

(ix) Before the names of Islands $n\dot{h}i \dot{l} \dot{e}n\dot{k}a\dot{d}s\dot{u}k\dot{e} \dot{d}s\dot{i}g\dot{y}s\dot{t}\dot{s}$ The East Indies, The West Indies, The Lacadive Islands.

(x) $j\dot{s}x\dot{l}r\dot{k}u \dot{d}s\dot{u}k\dot{e} \dot{d}s\dot{i}g\dot{y}s\dot{t}\dot{s}$ -The Sahara, The Thar.

(xi) $u\dot{g}j\dot{k}a\dot{d}s\dot{u}k\dot{e} \dot{l}s\dot{i}g\dot{y}s\dot{t}\dot{s}$ The Suez Canal, The Upper Ganga Canal.

(xii) $i\dot{f}l) , o\dot{a}/k\dot{k}f\dot{e}\dot{d} \dot{i} \dot{q}\dot{r}\dot{d}k\dot{a} \dot{d}s\dot{i}g\dot{y}s\dot{t}\dot{s}$ The Ramayan, The Vedas, The Bible, The Paradise Lost $i\dot{j}l\dot{r}q\dot{v}$ Valmiki's Ramayan, Milton's Paradise Lost $\dot{l}s\dot{i}g\dot{y}s\dot{u}g\dot{h}$

(xiii) With nouns that stand for unique things, $v\dot{i} \dot{u}s\dot{i}\dot{d}k\dot{j} \dot{d}h \dot{v}d\dot{s}y\dot{h} \dot{l} \dot{k}k\dot{v}\dot{k}a\dot{d}s\dot{i}g\dot{y}s\dot{t}\dot{s}$ -The earth, The sun, The moon, The sky, The world.

(xiv) With superlatives e.g. The best thing, the most beautiful building.

(xv) Before adjectives which stand for a whole class of persons.

$\dot{m}u \dot{f}o' \dot{k}\dot{s}k. \dot{k}k\dot{a} \dot{d}s\dot{i}\dot{w}\dot{z} \dot{t}k\dot{s} \dot{l} \dot{e}i \dot{w}\dot{k}\dot{z} \dot{o}x\dot{l} \dot{d}k \dot{i} \dot{f}r\dot{f}u\dot{f}/k\dot{r}o \dot{d}j\dot{a} \dot{t}\dot{s} \dot{s} \&$

The rich should help the poor.

The poor deserve our sympathy.

(xvi) Before names of newspapers and magazines.

l ekpkj i = , oa if=dkvka ds uke l s i gys t s The Hindustan Times, The Indian Express, The Illustrated Weekly of India etc.

(xvii) Before the name of communities, l E ink; ka ds uke l s i gys t s - The Hindus, The Muslims, The English.

(xviii) As an adverb with comparatives e.g. The higher you go the cooler it is. The more, the merrier.

(xix) With names of ships and trains.

i kuh ds t gktka , oa jy xkfM+ ka ds uke ds i gys t s &
The Queen Elizabeth, The Vikrant, The Punjab Mail.

(xx) With names of Union of State.

jkT; ds l ak ds uke ds i gys t s &
The U .S.A., The U .S.S.R., The U .K. etc.

Exercise

A An ; k The ea l smfpr 'kcn }kjk fuEufyf[kr okD; ka ea fjDr LFkkuka dh i firZ dhft , &

- (i) He looks as stupid as owl.
- (ii) The guide knows way.
- (iii) Copper is useful metal. We need now.
- (iv) The children found egg in the nest.
- (v) Srilanka is island.
- (vi) French is easy language.
- (vii) He is honour to his country.

Ans. (i) an, (ii) the, (iii) the, (iv) the, (v) an, (vii) an,

Every

Every boy is in the class
 All the boys are in the class.

Every boy is in the class

All the boys are in the class.

Every boy is in the class

Note :- "Every" is used to focus the attention at the group, but takes the unit or the group as a whole.

Each

Each boy is in the class
 Every boy is in the class

Look at these sentences :

(i) I told every boy to come

(ii) I told each boy to come

Each is a doctor.

Each is a doctor.

Other

Other is used with both countable singular as well as countable plural nouns. It means not the one (or ones) we have in mind.

Other cup is on the table
 Give me the other cup.

Give me the other cup.

Give him the other book

Another book is on the table

Another is used in the sense of one extra e.g.

Please have another cup of tea.

Please take another book.

Either (; g ; k og] ; g Hkh vls] og Hkh½ ds vFlz ea iz ksx fd; k tkrk gA

It is used in the sense of one or the other.

It can be pronominally used e.g.

Either pen is imported. You can take either.

I don't like either.

Neither ¼u ; g u og½ vFlz nrk gA ; g Negative gA

It is used in the sense of 'not this and not. the other'.

It is the negative of either.

Mohan gave her neither book. Neither boy is lazy.

Many (cgq I s)

Many is used with countable nouns in the plural number but mostly in negative and interrogative sentences.

Many dk iz ksx cgppu dh x.; I Kk ds I kFk fd; k tkrk gA bl dk iz ksx I keku; r% I dkjkRed udkjkRed , oa iz u okpd okD; ka ea fd; k tkrk gA tS &

There are not many good books on this subject. There are many good books on this subject. Are there many good books on this subject in the library?

Much (T; lmk)

It is used with uncountable nouns in affirmative, negative and interrogative sentences. bl dk iz ksx vx.; I Kkvka ds I kFk I dkjkRed] udkjkRed , oa iz uokpd okD; ka ea fd; k tkrk gA tS s

There isn't any water in the river this year. Much water has flown down the bridge. Is there any water in the well?

All (I c)

" All " is used to draw attention to a collection of units as a whole.

" All " dk iz kx l xg dh vkj /; ku vkd"V djus ds fy, fd;k tkrk gA tS s

" All " the boys are present in the class.

Whole(I c)

Whole is used with singular countable nouns and must be preceded by the possessive, an article or this, that. It has the same meaning as entire.

bl dk iz kx , d opu l Kk ds l kfk fd; k tkrk gA bl ds i gys Possessive, article etc.
'kCh vkrs gA tS &

The whole book is badly written.

He travelled the whole of India.

A whole week was wasted.

bl dk iz kx Uncountable ds l kfk Hkh fd; k tk l drk gA rc bl ds l kfk of the dk
mi ; kx gkrk gA

He passed the whole of his time in his village .

He drank the whole of milk.

Both (nkuk)

Both dk iz kx nkuka ds vfkz ea fd; k tkrk gS- Both came late.

Few (dN FkM; i ; kr)

Few is used with plural countable nouns in the meaning of less in number. It is negative in meaning. ~

budk iz kx cgppu l Kk ds l kfk fd; k tkrk gA bl dk vfkz dN FkM/s vfkz~djhc
ugha ; k ux. ; ds vfkz ea gkrk gA tS s &

There are few books on this subject in the library.

A few (दुनू चगु फुलसः)

"A few" carries the same meaning as some. It gives a positive meaning.

A few दुनू दस वफुलः एाः इः लः गुरुकः गः रफुकः । दुकुकरुदः वफुलः नरुकः गः तः सः

I have a few books (यः लः उगः दः चः कुः)

The few is definite. It gives a positive meaning.

; गः फु'पः; करुदः गः

The few boys that were present on the field belonged to class XI

Little (फुलः)

It carries negative sense and is used with uncountable nouns.

; गः उदुकुकरुदः वफुलः नरुकः गः रफुकः वः.; । कुकुवः दः । कः इः लः दः; कः तुकरुकः गः

There is little milk in the jug.

A little (दुनू)

It is affirmative in meaning. It is used in the meaning of "some" with uncountable nouns. .

e.g. He has a little knowledge of music. ।

; गः । दुकुकरुदः वफुलः नरुकः गः; गः दुनू दः वफुलः नरुकः गः एकः कः करुकरुकः गः रफुकः वः.;

। कुकुवः दः । कः इः लः दः; कः तुकरुकः गः तः सः &

The little work that was done last week was badly done.

A lot of (चगु । कुकु)

x.; रफुकः वः.; । कुकुवः दः । कः एकः कः दः । दुकुकरुदः उदः; एाः इः वः दुःसः दः फुः,
दः; कः तुकरुकः गः । दः । दुकुकरुदः उदः; कः एाः लः इः लः दः; कः तुकरुकः गः तः सः &

There is a lot of milk in the glass

Father brought a lot of mangoes.

Some (dʌ)

It is used with countable and uncountable nouns both. It expresses number as well as quantity. It is similar to 'a little' with uncountable nouns and to "a few" with countable nouns. It is used in affirmative sentences.

bl dk iz lks l dkj kRed okD; ka ea dʌ ds vFkz eafd; k tkrk gʌ bl dk iz lks x.; , oa vx.; l Kkvka ds l kFk fd; k tkrk gʌ vFkz &

He has some milk,

He wants some milk.

Any (dʌz@dʌ@Fkʌk l k)

It is used in negative and interrogative sentences both with countable and uncountable nouns.

bl dk iz lks udkj kRed o iz uokpd okD; ka ea dʌ ; k dʌz ds vFkz eafd; k tkrk gʌ bl dk iz lks Hkh x.; , oa vx.; nksuka iz dkj dh l Kkvka ds l kFk fd; k tkrk gʌ tʃ s &

He hasn't any good books.

Has he sent you any money from England?

He hasn't any milk.

No (dʌ ugh dʌz ugh)

It means not + any. It is used both with countable and uncountable nouns.

No = not + any dk feyk gʌk : i gʌ bl dk iz lks x.; , oa vx.; nksuka iz dkj dh l Kkvka ds l kFk fd; k tkrk gʌ tʃ s &

My brother has brought no apples.

He takes no drinks.

These (;) those (o) Several (vu) fewer (vks Fkʌ) two (nks) three (rhu) vkn dk iz lks cgppu x.; l Kkvka ds l kFk fd; k tkrk gʌ tʃ &

These books are interesting.

Those apples are sweet.

Several boys were absent.

Two boys got prizes.

Exercise

Fill in the blanks with the correct determiners.

(i) You have..... fine flowers in your garden.

(ii) There isn't..... boot polish in this tin.

(iii) I can't eat..... more potatoes.

(iv) But I should eat..... more beans. "

(v) Bhopal hasUniversity.

(vi)milk left in the pot has to be used.

(vii) Have you seen..... cow on your way.

Ans. (i) some, (ii) any, (iii) any, (iv) some, (v) a, (vi) the, (vii) any.

Modals

Please read the following conversation between Kamla and Uma and think grammatical notion of the underlined words :

Kamla and Uma are friends. They are talking to each other. .

Kamla - "You will have a holiday tomorrow." "

Uma - "Yes, I shall go to the park with my friends in the evening. Must wait for you. "

Kamla - No, you need. I will join you at the park.

Uma - "You must not be late tomorrow."

Kamla - "My mother is ill and I have to cook food. I will be there at 6 O' clock.

Uma - "You must call the doctor also."

Kamla - "Yes I will. It may rain we have to leave now, good bye."

Uma - "Good bye"

Table- I

Let look at the sentences in the table.

S. No.	Subject	Modal Auxiliary	Main Verb	Adjunct/Object
(i)	He	will	win	the match
(ii)	We	shall	write	a letter
(iii)	You	can	sing	a song
(iv)	I	may	run	today
(v)	Mohan	should	see	a doctor
(vi)	They	would	like	to attend the party
(vii)	We	could	get	to the station
(viii)	The train	might	arrive	late
(ix)	You	must	work	hard
(x)	Neena	needn't	worry	about her mother
(xi)	He	daren't	face	his father.
(xii)	you	ought to	obey	your parents
(xiii)	He	used to	smoke	when he was ten .

Distant learners may use table-1 for the use of modals and table-2 for the rules written there. Modals express the moods of the speaker. There are only 13 moods and shades of meaning related to modals.

मि ; प्र रक्यक Modal Verb क ह ग

Modal Auxiliaries help to express the mood of the action denoted by the main verb, such as ability or permission etc.

Note the following points :-

(i) Modal 'कन "Mood" 'कन । सक ग

- (ii) Model I 4; k ea 13 gkrs gA
- (iii) buds Anomalous finites bl fy; s dgk tkrk gSfd &
 - (a) os drkz dh vkrfjd Hkkouk o bPNk dks idV djrs gA
 - (b) Model Verb dks fgluh ea voLFkk n'kd fØ; k, a dgrs gA
 - (c) 'Be' 'do' , oa 'Have' feykdj 11 Auxillaries dgykrh gA
 - (d) 11 Auxillaries rFkk 13 Models feykdj 24 Anomalous finite

Verbs dgykrh gA

- (e) blUga Twenty four friends of 'not' dgk tkrk gA

Anomalous Finites VU; Finite fØ; kvka l sfHku gA buds dñ fof'k"V dk; 7 gkrs gA

- 1- ; s fØ; k, a Not ds l kFk feydj Negative cukrh gA
- 2- ; s Interrogative cukrh gA
- 3- Short Answer cukrh gSog bl : i ea Noun dh i ujkoFRr jkdrh gA
- 4- budh l gk; rk l s Question tags cuk; s tkrs gA
- 5- budh l gk; rk l s okD; ea fofHku Moods inf'kr fd; s tkrs gA

Difference between Auxiliaries and Models

- (i) Model fØ; kvka ea Tense ugha gkrkA
- (ii) Auxiliaries ds l kFk to dk iz kx fd; k tk l drk gA Modals ds l kFk ugha tS &

To be, i jUrq To may l Hko ugha

- (iii) Auxiliaries ds l kFk "ing" dk iz kx fd; k tk l drk gA Modals ds l kFk inh l Hko ugha

(iv) Auxiliaries dk iz kx drkz ds opu , oa iq "k (Person) ds vuq kj gkrk gA Modal gj izdkj ds drkz/ka ds l kFk , d gh : i ea iz qR gkrs gA

- (v) Model fØ; kvka dk iz kx drkz ds ckn , oa eq; fØ; k ds i dZ fd; k tkrk gA Kkuo/kU ds fy; s Finite dh rkfydk nf[k; A

fuEufyf[kr rkfydk dk voykdu /; ku i w d d j A

bl es Modals %VOLFkk n'kd fØ; k, % mudsmi ; ksx , oamnkj .k HkyHkkar fn; sx; sgA

Table-2

S.No.	Modals	Example	Use
1	Shall	(i) Shall I make a cup of coffee? (ii) I shall leave for Delhi tomorrow. (iii) He shall report on duty tomorrow.	Offer HkV Intention bjknk Command vkn'sk
2	Will	(i) My father will come tomorrow. (ii) Will you please open the door. (iii) I will come as soon as I feel well. (iv) If you step on a snake, it will bite you.	Future Tense Hkfo"; dky Polite fouez fuonu Promise ok; nk Prediction Hkfo"; ok.kh
3	Should	(i) People should not tell lies. (ii) You should take regular exercise. (iii) They should be at home by now. (iv) He should always come in time.	Obligation usrd vfuok; rk Advice l ykg Probability l Hkkouk Duty drD; .
4	Would	(i) Would you please help me? (ii) I would rather starve than beg. (iii) Every morning he would go for a walk	Polite request fouez fuonu Preference when used with rather i kFfedrk vFkok dkeuk A habit activity of past vknr
5	Used to	(i) He used to smoke.	Past habit Hkrdkyhu vknr
6	Need	(i) You need not see him,	Absence of duty or obligation drD; ; k usrd vfuok; rk dh deh
7.	Can	(i) He can speak English, (ii) You can go home now.	Ability ; k; rk Giving permission vufr nuk

	(iii) Accidents can happen	Possibility Hkkouk
	(iv) I can lift this table.	Capability {kerk
8.	May (i) It may rain today.	Probability vk' kdk
	(ii) May he live long!	A wish dkeuk
	(iii) May I come in Sir?	Seeking permission vuøfr yuk
9.	Might (i) It might rain.	Remote probability nij dh vk' kdk
	(ii) Might I make a suggestion?	Permission in question i?u ds l e; vuøfr ekuk
10.	Must (i) The letter must leave by today's mail.	Compulsion vfuok; rk
	(ii) You must not open this gate.	Prohibition fu"kk
	(iii) You must obey your elders.	Duty drñ;
	(iv) If this is litmus paper it must turn colour	Logical expectation rdl l xr vi s'kk
11.	Could (i) I could read Sanskrit.	Past ability Hkkrdkfyd ; kk; rk
	(ii) Could you wait for a minute?	Polite request fouez i kfkZuk
	(iii) If we had money, we could buy that house	Probability under a certain condition fouez i kfkZuk
12.	Ought to (i) You ought to obey your parents.	Obligation vfuok; rk
13.	Dare (i) He dare not meet his father.	Absence of courage l kgl dh deh

iBxr itu & 1**Choose the correct option :-**

- (I) Weto obey our parents.
(i) must (ii) should (iii) ought (iv) need
- (II) Ram has beaten him. He..... take revenge.
(i) may (ii) might (iii) can (iv) could
- (III) We..... do as we are told.
(i) shall (ii) should (iii) must (iv) would
- (IV) The breeze is cool and fresh. It.....rain soon.
(i) may (ii) can (iii) will (iv) must
- (V) We.....borrow any money. We have enough for our need.
(i) wouldn't (ii) needn't (iii) shouldn't (iv) couldn't
- (VI) If I were rich I..... give my money to the poor.
(i) could (ii) should (iii) would (iv) must
- (VII) One.....always be kind to others.
(i) will (ii) shall (iii) would (iv) should
- (VIII) If you have a ticket, you..... go inside.
(i) can (ii) must (iii) should (iv) shall
- (IX) He.....not oppose his mother.
(i) dare (ii) will (iii) may (iv) used to
- (X) He.....smoke when he was a boy.
(i) ought to (ii) used to (iii) must (iv) might
- (XI)you please open the door.
(i) should (ii) will (iii) shall (iv) may

Answer Key.

Ans. :	(i) ought	(ii) might	(iii) must	(iv) may
	(v) needn't	(vi) would	(vii) could	(viii) should
	(ix) can	(x) dare	(xi) used to	(xii) will

Preposition**Unit- I**

Part-I :- Please read the passage and think the conception of underlined words.

Mohit and Manu lived in a small village Malabar. They used to play everyday within the campus of their house. Once while they were playing cricket, the ball fell into the well. They requested the watchman to take out the ball from the well. The watchman took out the ball very easily with the help of a net and threw it under a tree. A cat who was sitting there, sprang upon it and began to play with it. They wanted to play with the cat, but their mother did not permit them since they had been playing from morning.

Note :- The above underlined words are prepositions. Preposition is a word which expresses the relation of a noun or a pronoun with other words in the sentence.

Preposition कर्क वऱुसऱु ऩकुर वकुरऱुस नऱुन ; कऱु ऩुरऱुन कऱु ऱुऱुतऱु ऱुऱुतऱु ऱुऱुतऱु

Note :- For rules of preposition please refer page (77 to 79) of the printed material.

Para -II :- Please read this passage again for better understanding of the prepositions. (underlined ones)

Shipra was born in America and brought to India in her grand-parents' house in a small village. Since she was the only grand-daughter she was brought up with special care and attention. Her grandparents provided her with everything within their reach. On her tenth birthday they presented her a beautiful "Piggy Bank". Shipra used

to put two coins in it daily for she wanted to buy a nice gift for her grandparent. : with the help of her parents, within a short period she collected Rs. 5000/- Under the guidance she purchased a beautiful tape-recorder for them. This shows they loved, each other very much.

Para -III :- Please read the passage and learn about the preposition.

Sushila was a twelve years old. She not only studied well in school but also helped her mother at home. Since she was the eldest daughter in the family, a lot of responsibilities rested upon her shoulders. with the help of her younger brothers and sisters she used to clean the house and look into the other house-hold affairs.

3. THE PREPOSITION (। एवम् । पद)

uhps fy [ks okD; k d k /; kui ɔd voykdu dhft, &

My brother is studying in Bhopal.

She fell into the well.

He was busy with his work.

vki n[ksfd i fke okD; e Preposition 'in' n[jse 'into' rhl jse 'with' Øe' k%study
। s Bhopal, fell d k the well rFk busy d k work । s । E d k crkrk gA

vr%Preposition vi us i 'pkr~vkus okys Noun dksPronoun dks govern d jrk gA

vc dN cgipfyr Preposition ds iz, ks v[muds v[urj dks /; kui ɔd n[k, A

At v[in ds iz, ks vki viuh i qrd e Hkh n[k, A

In and Within

In d k iz, ks v[ur rd d k vFkz crkus ds fy; s rFk Within d k iz, ks । e; ds igys d k
vFkz crkus ds fy; s gkrk gA t[s -

He will return in an hour.

He will come within a week.

In and Into

In dk iz kx xfrghu oLrq/ka dsfy, rFkk Into dk iz kx xfr'khy oLrq/ka dsfy; sfd; k tkrk gA tS &

There are some good books in the library.

He jumped into the river.

On and Upon

On dk iz kx fdl h oLrq; k dates & days dsfy; s vLk Upon dk iz kx vLFkj oLrq/ka dsfy; sfd; k tkrk gA tS &

Ram sat on the chair.

The cat jumped upon the rat.

For and Since

For dk iz kx vof/k (period of time) dsfy, rFkk Since dk iz kx dk;Z ds 'kq gkus ds fclnq (point of time) dsfy; sfd; k tkrk gA tS &

He has been ill for two weeks.

She has been playing since 3 0' clock. .

To and From

To dk iz kx fdl h vkj tkus ds vFkZ ea rFkk from dk iz kx fdl h l s vyx ; k xfr idV djus dsfy, gkrk gA tS s &

Harish went to Lucknow.

I Leaves are falling from the tree.

With and By

With dk iz kx de gkus okys l k/ku dsfy, rFkk By dk iz kx dke djus okys dsfy, ; k ek/; e (doer, agent) dsfy, fd; k tkrk gA tS s &

The lion was killed by the hunter with a sword. -

At, In

" At" relates to small places. and for a point of time. "In" is used for bigger " .,' places, period of time, definite space, months and year.

- e.g; :-
1. Mohan lives at Sadar:
 2. We had tea at two o'clock.
 3. He is in America. ,
 4. The teacher called us in the morning.
 5. There are famous temples in Khajuraho.
 6. Jesus was born in a stable.

Between/ Among

Between nks0; fDr; ka; k i kf.k; ka dk rFkk among eanksl svf/kd i kf.k; ka; k 0; fDr; ka dk cks/ku gksrk gA

- e.g. :-
1. I divided the chocolates between Ram and Mohan.
 2. He distributed the chocolates among his friends.

Beside/Besides

Beside means by the side of (cktwe) Besides means in addition to.

- e.g. :-
1. I live beside the temple.
 2. I have three other pens besides this.

Behind/ After

Behind dk vFkz gS i hNs after dk vFkz gSfdl h ds ckn ; k fdl h dk i hNk djuka

- e.g. :-
1. I do not look behind.
 2. He ran after the dog.

Exercise No. 9

Fill In the blanks with correct prepositions given in brackets.

1. My father is angry..... me. (to, of, by, with)
2. She writes..... a golden pen. (from, by, with)
3. Sohan lives..... England. (at, in, from)
4. I take tea..... 7 or clock. (at, in, from)
5. Ram jumped..... the well. (into, on)
6. My birthday falls..... Monday. (at, into, on)
7. A cat jumped.....a rat. (upon, in, on)
8. He is working..... me. (at, from, for)

Adverb Particle

Adverbial Particles (Preposition ds: i
Adverbial Particles (Preposition ds: i
s & off, out, with, in, away,
up, down, etc.

Verbs ds: i k f k t m u s i j ; s Verb dk v f k i f j o r u d j n r s g s t s - Put on C p k u k
Put i g u u k give in l e i z k d j u k A

mRrj d q h**Exercise -1**

S. No.	Finites	Non-finites
1	are	playing
2	will	play
3	am	learning
4	are	learning
5	are	going
6	like	to play
7	are	going
8	learn	to write
9	shall	play
10	did	play
11	don't	play
12	didn't	play
13	weren't	playing
14.	were	playing
15.	is	going to play

Exercise -1

1	reads	-	Transitive Verb (T. V.)
2	likes	-	T.V:
3	sells	-	T.V:
4	have finished	-	T.V:
5	take	-	T.V:
6	go	-	Intransitive (INT)
7	bring	-	T.V:
8	read	-	T.V:
9	rises	-	Intransitive (INT)
10	rained	-	(JNT)
11	are going	-	(JNT)

Above/over

Above: fdl h l s Åpk Over :- Åij gkj l rj ij

- e.g. :-
1. The sun is shining above us.
 2. He sailed over the sea.
 3. He got a hit Ovt:r his head.

Exercise -2

1. She went to church.
2. You are speaking the truth.
3. The hunter had been killing the lion.
4. The author was writing a book.
5. They have been running the match.
6. His brother to be quarrelling.
7. The artle view a picture.



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Board of Secondary Education, M.P. Bhopal
DIPLOMA IN EDUCATION EXAMINATION
SECOND YEAR**

Subject: ENGLISH

SECOND LANGUAGE AND ITS TEACHING

Paper-IX

Lesson-2

Topic: Type of Sentences

Unit -II

Please read the following passage and think the conception of affirmative sentences.

Passage 1 :-

Ram said, "I can read English." So can I', said Shyam. What else can you do?" asked Shyam. "I can cook tasty food too. So says my mother," replied Ram "I have been Cooking since I was a twelve year old boy" " he further stated. "I have made a few .wooden stools and I can repair a fridge too"

Note :-

The above underlined parts all confirm some fact or the other about a person and have a positive sense/nature about it. i.e. they affirm or confirm a fact with positive attitude or sense. Such positively sensed words make the sentence positive or affirmative in nature.

Please read the following passage and think the conception of affirmative sentences.

Passage 2 :-

The people of India are a vibrant lot. They can face terrible hardships with awesome courage and have always been victorious. Be they natural calamities or man-made, their instinct for survival has always seen them through. They are cultured and ! are sensitive towards their need of family and society as a whole.

Note :-

The above underlined parts confirm facts with a positive sense/nature and hence are affirmative in nature.

Please read the following passage and think the conception of affirmative sentences.

Passage 3 :-

Once upon a time three lived a very rich man. He had in his possession a lot of valuables in the form of gold coins, ornaments and lands. He was an honest man and had no children. He called his lawyer and willed his entire possessions to the setting up of a fund, for the well'are of the poor people. People still love and praise him.

Note :-

The above underlined words are confirmatory or affirmative in nature as they have a sense of positiveness about themselves. This positive nature makes them affirmative. For further details refer to pager 38-41 in the printed material.

Sentences :-

Def. :- A sentences is a group of words that makes a complete sense.
e.g. Ram is clever.

Type of Sentences :-

There are three type of sentences :-

1. Affirmative sentences.
2. Negative sentences.
3. Interrogative sentences.

1.1 Type A :- Affirmative :-

These sentences have a positive sense and state the facts which are positive in nature.

- E.g. :- 1. Peter can speak Latin.
The words "can speak" confirms the positive sense/nature.
- E.g. :- 2. He likes football.
The words "likes" confirms the positive sense/nature.
- E.g. :- 3. My father has painted the house.
The words "has painted" confirms the positive sense/nature.

Passage 1 :-

Mr. Singh did not go to Delhi yesterday. He did not reach the station on time. The result of this, was that he could not catch his train on time. He could not get a berth in the evening train as well so he returned home without boarding for Delhi.

Note :-

In the above passage the underlined words clearly express a negative trend. They indicate events or happening which did not take place and hence express negative attitude or sense/nature.

Passage 2 :-

The teacher colded the student for not bringing his book. When she inquired, the boy simply kept quiet. He never reRlied. When asked again, the boy said, "I could not bring the book because I did not got to the market as I did'n to have any money. My father did not give me any."

Note :-

The above underlined words indicate things which could not happen or did not I . happen, thereby expressing a negative attitude or sense/nature.

Please read the following passage and think the conception of negative sentences.

Passage 3 :-

Hari cannot join the anny because he is not medical IX fit. He is not medically fit. He is Unfit as his feet are not Rproper. He is flat- footed. He does not have the apptitude also. His knowldege is also not upto the mark. He will not be able to clear the written examination because he is not serious about it.

Note :-

The above underlined words express a negative attitude as they indicate negative sense/nature thereby indicating things that cannot happen and hence have a negative approach.

For further details please refer to pages -38 -41 in the printed material.

Q. Change these affirmative sentences into negative :-

1. Peter can speak Latin.
2. He likes football.
3. My father has painted the house.
4. I can repair a fridge.
5. My mother has cooked this food.

Q. Change the sentences into affirmative :-

1. He cannot speak Latin.
2. Indians are not a vibrant lot.
3. They cannot face hardships.
4. He is not an honest man.
5. She did not call the doctor.

B :- Negative :-

These sentences have a negative attitude and state facts which are negative in nature.

E.g. 1 :- He cannot speak English.

The word "cannot" has a negative sense/nature.

E.g. 2 :- He cannot drive a car.

The word " cannot" again confirms a negative sense/nature.

E.S. 3 :- She did not cook the food.

The words "did not" confirm a negative sense/nature.

1.3 Interrogative: means asking question.

Please read the following passage and think the conception of interrogative sentences.

Father asked John "Why are you so late?" John replied "I had gone to Paul's house." Father further asked him "Why did you go to Paul's house?" John said, "I wanted to borrow a book from him." "Which book did you borrow from your friend" John's father further said "Have I not purchased every book you wanted to study. "

Select the interrogative sentences from the passagt:. !

1. Father asked John, "Why are you so late?" ..
2. Father said to John, "Why did you go to Paul's house?"
3. "Which book did you borrow from your friends?" Paul's father questioned."
4. "Have I not Durchased every book you want to study?"

Assertive Interrogative sentence may be made by changing the position of help - verbs.

Assertive

1. It is very cold today
2. You can pass the test.

Interrogative

1. It is very cold today ?
2. Can you pass the test?

Please read the following passage and think -the conception of interrogative sentences.

. This Sunday, we went to church. Going to church is a regular practice of Christians. Christianity is one of the strong and important religions in the world today. Over one-third of the world's population follows Christianity.

The passage contains a group of assertive sentences. Sometime assertive sentences can be changed into interrogative by making certain changes.

1. This Sunday we went to church.
Did we go to church this Sunday? (Interrogative)
2. Going to. church is a regular pracatice of Christians.
Is going to church a regular practice of Christians?
3. Christianity is one of the strong and powerful religions in the world today.
Is Christianityin the world today?

YES/NO Type Questious. .

Read the following sentences :-

1. Are you coming home? .
2. Has the ground been prepared for the game?
3. Do they have a car ?
4. Can he drive this car ?
5. Did you appear in your examination ?

Answers :-

1. Yes, I am/No, I am not.
2. Yes, it has been/No, it hasn't been.
3. Yes, they have/No, they don't have.
4. Yes, he can/No, he can't.
5. Yes, I did/No, I didn't.

In the above examples you have found that the same question can have two answers- YES/NO. Therefore such type of sentences are known as Yes/No questions. It can be further understood by going through the table on page 43 of the printed material.

- (i) Does it cost a rupee?
- (ii) Do you keep it in your pocket? .
- (iii) Did they arrive at six 0' clock?
- (iv) Can he carry this load?
- (v) They have received my letter.
- (vi) He will have been writing letters for two hours.
- (vii) Our dog barks at strangers.
- (viii) It mIght ram.
- (ix) You must do your home work.
- (x) Will Meena go to Delhi?

Key to the Exercise: .

- (i) It does not cost a rupee.
- (ii) I do not keep it in my pocket.
- (iii) They did not arrive at six O' clock.
- (iv) He cannot carry this load?
- (v) They have not received my letter.
- (vi) He will not have been writing a letter for two hours.
- (vii) Our dog does not bark at strangers.
- (viii) It might not rain.
- (ix) You must not do your home work.
- (x) Will Meena go to Delhi?

YES/NO Type Questions.**(A) Look at these sentences.****"A"**

- (i) It is very hot today.
- (ii) You were at home.
- (iii) They have a garden.
- (iv) You can speak English.
- (v) There is a play-ground in the school

"B"

- (i) Is it very hot today?
- (ii) Were you at home?
- (iii) Have they a garden?
- (iv) Can you speak English?
- (v) Is there a play-ground in the school ?

mi ; Dr "A" , oa "B" eafn; s x; s okD; ka dk voykdu djus l s fuEu ckragekjs l Eedk vkrh gS%&

- (i) LrEHk "A" eafn; s x; s okD; l k/kj.k dFku gS os gea l puk, a i klr djkrsgA
- (ii) LrEHk "B" eafn; s x; s okD; i zu okpd okD; gA
- (iii) LrEHk "A" eafn; s x; s okD; ka ea j puk dk l kekl; fu; e i, r. igys drkz fØ; k rFlk ckn ea deZ ; k ijd (S+V+O/C) vi uk; k x; k gA
- (iv) LrEHk "B" eafn; s x; s okD; dh j puk ea l gk; d fØ; k; a drkz l s igys vkbz gA

(v) LrEHk "B" ds okD; ka ds vlr ea iz u&okpd fplg (Sign of Intertogation) (?) gA

Note the following points :

(i) okD; ea drkz , oafØ; k ds ijLij LFku ifjorü dks vaxst h ea "Inversion of Subject and Verb" dgrsgA

(ii) bl izdkj drkz l sigys l gk; d fØ; k yxkdj tks iz uokpd okD; cuk; s tkrsgA os "Inverted questions" dgykrs gA

(iii) bl izdkj l sfufeŕ "Inverted question" dsmŷkj Yes/No. eafn; s tkrsgA bl fy; sbudks Yes/No questions Hkh dgrsgA

(B) Look at these sentences.

"A"

(Statements)

- (i) He plays chess.
- (ii) You sing a song.
- (jii) They dreamt a dream.

"B"

(Question Form)

- (i) Does he play chess?
- (ii) Do you sing a song?
- (iii) Did they dream a dream?

LrEHk "A" ea fy [ks x; s okD; ka ea Main Verb ½ed[; fØ; k½ dk iz ks fd; k x; k gA tcf d "B" LrEHk ds okD; ka ea does, do o did drkz l sigys j [kdj iz uokpd okD; cuk; s x; s gA

Note the following points :

(i) tc ed[; fØ; k dh l gk; rk l s sentence cuk; k tkrk gŝ rc ml dks Inverted question cukusdsfy, do, does, did l gk; d fØ; kvkdk iz ks dkykuŕ kj o drkz l sigys j [kdj fd; k tkrk gA

(ii) do, does, did ds ckn Main Verb geŝkk igys: i eafy [kh tkrh gŝ ml ea s, es ; k ed ugha yxuk plfg; s A tŝ s %&

- (i) They went to Delhi. (Affirmative)
- (ii) They didn't went to Delhi (Negtive-Incorrect.) ½xyr½
- (iii) They did not go to Delhi. (Correct) (l gh)

fueU Yes/No type quesiton dh Table dk voykdu i ; klr Kku grq djA

Yes/No Answer Type Question Table

S. No	Affirmative statement	Inverted question	Answer in Yes	Answer in No
1.	You are fond of eggs.	Are you fond of eggs?	Yes, I am	No, I am not
2.	You like tea.	Do you like tea?	Yes, I. do	No, I don't
3.	You can speak English.	Can you speak English.	Yes, I can	No, I can't
4.	Your brother will be here.	Will your brother be here?	Yes, he will be	No, he won't be
5.	He must be there in time	Must he be there in time?	Yes he must be	No, he must'nt be
6.	Your friend has gone home.	Has your friend gone	Ye he has	No, he hasn't
7.	You said something.	Did you say something	Yes I did	No, I didn't
8.	You were at the cinema last night ?	Were you at the cinema last night?	Yes I was	No, I.wasn't
9.	I can go out	Can I go out?	Yes you can	No, you can't :
10.	She is writing a letter	Is she writing a letter?	Yes, she is	No, she isn't

Exercise No. 2

- (i) You write a letter.
- (ii) Your sister likes chocolates.
- (iii) You drank it all.
- (iv) You had played cricket.
- (v) She has been drawing a figure.
- (vi) They shall have slept by that time.
- (vii) You should s~eak the truth.

- (viii) Their glory can never fade.
- (ix) You brought him a present.
- (x) He does not like coffee.

Exercise No.3

Give short answers to the following questions :-

- (i) Can you swim in the river?
- (ii) Have you met my father?
- (iii) Are you enjoying yourself?
- (iv) Could you understand English?
- (v) Oughtn't he to pay you at once?

Key to the Exercise No.2

- (i) Do you write a letter?
- (ii) Does your sister like chocolates?
- (iii) Did you drink it all?
- (iv) Hady6u played cricket?
- (v) Has she been drawing a figure?
- (vi) Shall they have slept by that time?
- (vii) Should you speak the truth?
- (viii) Can their glory ever fade?
- (ix) Did you bring him a present?
- (x) Does he not like coffee?

Key to Exercise No.3

- (i) Yes, I can/No, I cant.
- (ii) Yes, I have/No, I haven't.
- (iii) Yes, I amI/No, I am not.
- (iv) Yes, I could/No, I couldn't.

(V) Yes. he ought to/No he oughtn't to.

2.4 "wh" question or Informative questions .

(A) Look at these question :-

- (i) Who are you? (dk&I k)
 - (ii) Which is your pen? (dk&I k)
 - (iii) What is your name? (D; k)
 - (iv) Whom do you like the best? (fdI dk)
 - (v) Whose is this towel? (fdI dh)
 - (vi) When do you get up? (dc)
 - (vii) Where do you live? (dgl)
 - (viii) Why are you so sad today? (D; k)
 - (ix) How are you? (d s)
 - (x) How many brothers have you? (fdru s)
 - (xi) How much sugar should I purchase? (fdruh)
-
- (i) Øekad 1 I s 8 rd] okD; "WH" 'kCnka I s cus gA
 - (ii) Øekad 9 I s 11 rd] okD; "How" 'kCnka I s cus gA
 - (iii) Øekad 10 I s 11 rd okD; ka dks NkM=dj "wh" 'kCn iz uka ds ckn I gk; d fØ; k, a
(Auxillaries) iz, Ør dh x; h gA
 - (iv) Øekad 10 I s 11 rd] okD; ka dks NkM=dj "wh" 'kCn iz uka ds ckn I gk; d fØ; k, a
(Auxillaries) iz, Ør dh x; h gA
 - (v) I Hkh iz uka dk mnns; dN tkudkj h i klr djuk gA
 - (vi) mi; Ør I Hkh okD; iz uokpd gA
, s iz u&okpd okD; ka ea 'kCnka dk I a kstu&Øe I kekl; okD; ka ds : i ea fuEu iz dkj
jgrk gA
 - (a) I o fke iz u okpd 'kCn wh/word vFkok "How/phrase" 'kCnA
 - (b) mi jkr&fØ; k ds i 'pkr-okD; d r kA
 - (c) vlr ea fØ; k dk de l (object) ; k ijd (complement) j [kk tkrk gA t s s &

S.No.	Question word	Help Verb	Subject	Main Verb	Object or
	1	2	3	4	5
1.	Where	is	your sister	living	these days?

(v) *iz uokpd 'kCnka l s cus iz uokpd okD; l jyrk l s ge fuEu izdkj cuk l drs gā l k/kj.k dFku dks igys ges "Inverted Question" cuk ys fQj Inverted Question it ea iz uokpd "WH" 'kCn vkxs yxk nA tS &*

Statement	Yes/No Question	Question-Word Form
This is a difficult question	Is this a difficult question?	Why is this a difficult question?

(B) Look at these sentences :-

- (i) Who are you?
- (ii) Who is she?
- (iii) Whose is this towel?
- (iv) Whom do you like the best?

mi ; Dr okD; ka ea l Hkh iz u oLr/ka dsckjseau gkclj 0; fDr; ka dsckjseagā vFkkz~drkz dsckjseabl fy; s ; s iz u Subject Question dgykrs gā

- (i) Who do you like the best? Objective Form (dekljd : i) Whom do you like the best? Possessive Form (possessive Form) Whose is this towel?

(C) Look at these sentences :-

- (i) What did you bring?'
- (ii) Which shirt did he choose?

mi ; Dr okD; ka ea de/ dsckjsea tkudkj h i Wh x; h gS vr%bl izdkj ds iz u Object Question dgykrs gā

(i) ; g Lej.k j [kuk pkfg, fd cstku oLr/ka dsfy, "Which" dk iz kx gkrk gā 0; fDr dsfy, pkgs og iq "k gks ; k L=h "Who" dk iz kx djrs gā "What" dk iz kx nkuka dsfy; s fd; k tkrk gā tc 0; fDr; ka ea l s fuokpu dk Hkkou mRiUu djuk gks rks Hkh "Which" dk mi ; kx gkrk gā



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Board of Secondary Education, M.P. Bhopal
DIPLOMA IN EDUCATION EXAMINATION
SECOND YEAR**

Subject: ENGLISH

SECOND LANGUAGE AND ITS TEACHING

Paper-IX

Lesson-3

Topic: Grammar .

Unit -III

Verbs

Ram plays football every day in the evening from 3.00 pm. to 4.00 pm. and then swims for one hour in the river. He then studies for two hours under his father's guidance. After his studies he helps his mother in clearing the house as well as the kitchen. He fetches water from the nearby well. He watches his favourite programme Disney Hour and then lays the table.

Note :- The above underlined words are doing words i.e. they express action. This kind of words is called a verb.

Para-II

A boy went to bathe in a river. Getting into deep water, the boy was in danger of being drowned. Seeing a passer-by on the bank of the river. the boy called out for help. "What a foolish boy you are," said the boy. "I am ,drowning First help me and give me the lecture afterwards"

The underlined words given above are examples of verbs. All express action.

A mood denotes the mode or manner in which a statement is made by the verb.

In terms of mood there are two kind of Verbs.

1. Finite

2. Non-Finite

1. The form of verb which is limited by the time of action, the number and person of its subject is called Finite Verb.

E.g. : he goes to school daily.

They go to school daily.

I shall go to school daily. .

He is going to school daily.

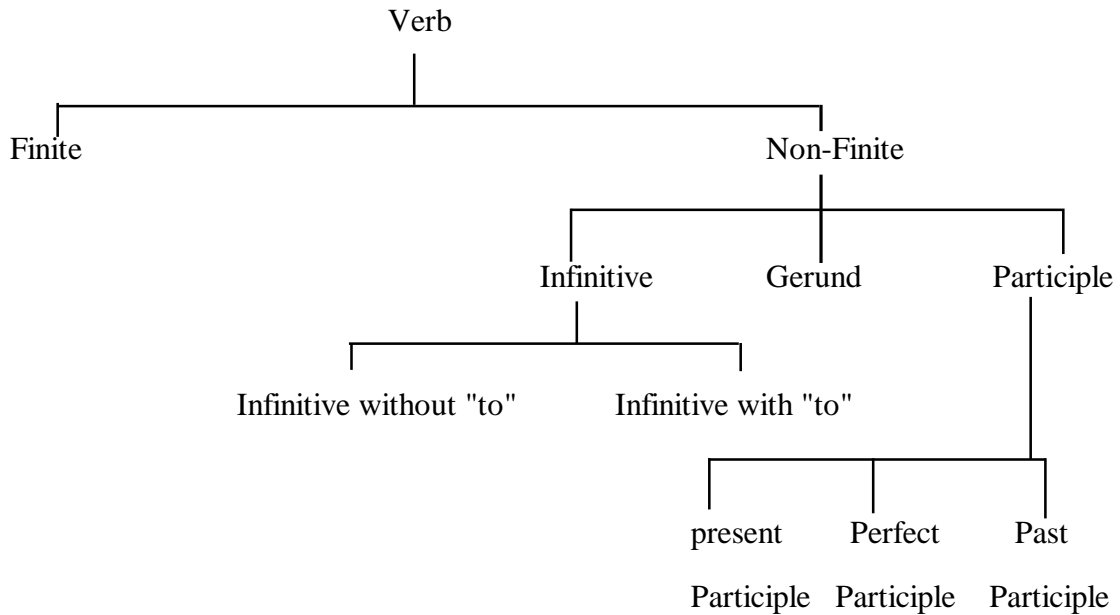
2. The form of verb which is not controlled by the subject is called the Non Finite verb. -It has no sense of time of action, no number and no person.

E.g. : I want to go now.

She wants to go now.

I heard of his coming today.

We heard of her coming today.



Infinitive :- The root form of the verb is called infinitive. It is not limited by the number and person of the subjects. There are two kind of infinitives.

(a) Bare Infinitive or Infinitive without "to"

(b) To-Infinitive or Infinitive with "to"

(a) Bare Infinitive :- The root form of verb without "to" is called Bare Infinitive.

Eg. :- I saw her laugh.

I made her dance.

(b) To-Infinitive :- The root form of the verb preceded by 'to' is called the 'to' infinitive.

Eg. :- I want to dance now.

We have to pay the fees.

Fill in the blanks with 'to' where necessary.

1. Let him..... go now.
2.kill a man is a crime.
3. The man was too tired.....walk.
4. I want.....see the child.
5. Mohan wants.....play cricket.

Answers :- (i) Nil (2) to (3) to (4) to (5) to

GERUND :-

The ".....ing" form of an English Verb when used as a noun is called gerund. It has the characteristics of a Noun as well as a Verb.

The gerund is used in the following ways :-

1. Subject of Verb
 - (a) Reading improves our knowledge.
 - (b) Drinking causes death.
 - (c) Doing exercise makes us healthy.
2. Object of Verb
 - (a) I dislike smoking.
 - (b) I love dancing.
 - (c) You must stop playing.
3. Object of preposition
 - (a) I am fond of reading.
 - (b) I have no knowledge of painting.
 - (c) She was punished for coming late.

Exercise

Fill in the blanks with the correct form of Gerund of the main verbs given in brackets :-

1. enjoyed(swim) in the river.
2. My mother dislikes.....(use) lipstick.
3. He intends.....(live) here.
4. I love.....(hear) this song.
5. He was fine for.....(come) late daily.

Answers :- (1) swimming (2) using (3) living (4) hearing (5) coming

Participle

The form of verb which has the force of a verb as well as an adjective is called a participle.

Participles are of three kinds.

Present	Past Participle	Perfect Participle
Drowning	Drowned	Having drowned
Resting	Rested	Having rested

Present Participle :- त्क फ०; क धि ङ : इ Adjective द्क द्के द्जर्क ग्क

e.g. : A drowning man catches at a straw.

Past Participle :- त्क फ०; क द्क र्ही ज्क : इ Adjective द्क द्के द्जर्क ग्क

e.g. : My servant brought rotten apples.

Perfect Participle :- त्क Having द्स ल क्क Verb द्क र्ही ज्क : इ य्क ग्क र्फ्क ङ Adjectives द्क द्के द्जर्क ग्क

e.g. : Having walked five miles, they were tired.

Exercise

1. He delivered an encouraging speech.
2. Meena went into bed crying.
3. I saw a faded rose.
4. Having won a prize, Nitin felt very happy.
5. These solved papers are very helpful. ,

Adjective

Para-I

Kanika's mother bought a beautiful pink frock for her birthday. It had beautiful buttons and delicate lace work all over it. Her mother made delicious cake and tasty, snacks. She also prepared black coffee made from black current.

The above underlined words describe the how the object looks.

Beautiful describes the frock. Delicious describes the cake.

Describes the snacks

tasty describes the coffee.

These describing words are known as adjectives.

Para-II

A man had a long beard. He used to dye it, but he left the hair on his head grey. One day he was talking to a friend. His turban fell down. The friends' looking at his grey hair, asked him, "How is it that your beard is black while your hair is grey?" "Oh! that is very simple. My beard is fifteen years younger than my hair."

The underlined words given above describe something/object. Such words are known as adjective.

Para -III

I have a pet dog. It is black in colour. It has a bushy tail. It loves to eat fresh meat and bones. It has white spots all over the body. It eats two biscuits and drinks some milk everyday. It is a very faithful pet.

I love my pet very much.

The underlined words describe the object -

Black	-	dog
bushy	-	tail
fresh	-	meat
white	-	spots
two	-	biscuits
some	-	milk
faithful	-	pet

Such describing words are known as adjectives.

1. I want..... milk.
2. Bring me water in.....a glass.
3. I have acoat.

Answers :- (1) sweet (2) clean (3) red

For further reference please refer to the printed material from page (69 to 73)

PASSIVE -I was laughed at.

Verb ds Imperative mood dsokD; dks Passive : i nusdsfy, Verb Let ; k May be
dh l gk; rk yuh i Mfh gA tS &

Active - shut the door.

Passive - Let that door be shut.

May the door be shut.

; fn Imperative okD; Negative gks rks Do gVk fn; k tkrk g\$ vks Let ds ckn Not dk
i z ksx gkrk gA t\$ s &

Active - Do not read this book.

Passive - Let this book not be read.

Exercise - 4

fuEufyf [kr okD; ka dh fØ; kvka dks Passive Voice ea cnfy, &

1. They made a kite.
2. The man cut down the tree.
3. His teacher praises him.
4. We expect good news.
5. I have read this book.
6. Bring some water.
7. He kept me waiting.
8. They have finished the work.
9. I am eating a mango.
10. He was watching me.

See answers at the end of the lesson.

The Adjective

- 3 (iii) 1. Function and definition.

Study the following sentences.

- (i) I like flowers.
- (ii) I like red flowers.

ifl e okD; ds Noun (Flowers) ds l Ecak ea dN vrfjDr tkudkj h nW js okD; ea nh
 xbz gA nW js okD; eared 'kCn (describing word) gA tks 'kCn fd l h Noun. dh fo'kSkrk
 crykrs gA mlga Adjective (fo'kSk.k) dgrs gA

An adjective is the word that qualifies a noun or a pronoun.

3 (iii) 2. fuEufyf[kr okD; ka l s Li "V gks tkosk fd Adjective fdruh izdkj l s Noun dh
 fo'kSkrk crykrs gA

- | | | | |
|-----|----|------------------------------------|-----------------------------|
| (a) | 1. | It is a round table | 'Shape' of the noun (table) |
| | 2. | He has a long stick | 'Size' of the noun (stick) |
| | 3. | There is a blue bird in the garden | 'Colour' of the noun (bird) |
| | 4. | Bring a sweet mango | 'Taste' of the noun (mango) |

mijDr okD; ka ea vki us n[k fd Adjective Noun ds Shape, Size, Colour v[k Taste
 dks of. kr (describe) djrs gA ; g Noun dh quality dh tkudkj h inku djrs gS , s
 Adjective dks ge Adjective of quality dgrs gA

- (a) fuEu okD; ka dk v/; ; u dh t, A okD; ka ds l e{k i z u Adjective ds dk; z ds l Ecak ea g&
- | | | | |
|----|-----------------------|----------------|-----------------|
| 1- | There are twenty boys | How many boys? | Twenty (number) |
| 2. | Give me some milk. | How much milk? | Some (amount) . |

tks Adjective l [; k Numbers ; k ek=k (amount) crykrs gS mlga Adjective of quantity
 dgk tkrk gA

Adjective of quantity describes the number or amount of the nouns.

(c) fuEu okD; ka dk v/; ; u dj ds n[ka fd Adjective vi us Noun ds fo" k; ea D; k tkudkj h
 nrs gA

1. Look at this picture.
2. I had those things we me yesterday

mijDr okD; ka ea Adjective dk iz l x l dr dj us okyh maxyh dh rjg iz Dr fd; k
 x; k gA

I dɪr dʒʊs okys Adjective dks Demonstrative Adjective dgrs gʌ This, these, that, those,
 yonder vkfn 'kɒnka dk iz ks tc fdl h Noun dh vkj I dɪr ds fy, tkrk gʌ rks
 Demonstrative Adjective dgykrs gʌ

(d) fuEu okD; ka dk v/; ; u djds nʃ[kəfd Adjective vi us Noun dsfo"k; eaD; k tkudkj h
 nrs gʌ

1. This is my pen.
2. That is your book.
3. It is her doll.

mi jkDr okD; ka ea Adjective ; g crkrk gʌfd I kexh (Noun) fdl h gʌ bl i dki Noun
 ds Lokfero (ownership) dh tkudkj h feyrh gʌ

tks Adjectives I Ecak dk ckak djkrsgʌmudks Possessive Adjective dgk tkrk gʌ ts s
 our, his vkfnA

3 (iii) 3. Use of Adjective (Attributive and predicative)

fuEu okD; ka ea Adjective dk iz ks nʃ[k, &

1. She is a pretty girl.
2. He is a bold boy.

Girl vkj Boy ds xqk attribute ds: i ea vk; sgʌ vkj Noun I srjUr igysvk; sgʌ bl
 i dki ds mi ; ks dks Attributive use dgrs gʌ

tc Adjective dk iz ks Predicatively fd; k tkrk gʌ rks os simple complement ds
 vfrfjDr object complement Hkh gks I drs gʌ rFkk bl fLFkr ea os predicate dk , d Hkx
 jgxʌ

- (i) The news made his wife sad. ,
- (ii) I found him sick.

Here 'sad' and 'sick' are object complements and form part of the predicate..

3 (iii) 4. Comparison of Adjectives

fuEu okD; ka ea Adjective dk v/; ; u dlft, &

1. Hari is a tall boy.
2. Hari is taller than Gitit.
3. Hari is the tallest boy in the class.

(1) okD; ea Hari dh Åpkbz ek= crkbz xbz gÅ ; gka ij "Tall" 'kcn , d k Adjective gS ftl dh riyuk (Comparison) fdl h l s ugha dh xbz gÅ bl s Positive degree dgrs gÅ

The adjective used without any comparison is said to be in positive degree.

Note: (i) Comparative degree ds iz lxx ea tc nks Noun dh riyuk dh tkrh gS rks "than" dk iz lxx djrs gÅ

(ii) okD; ea nks 0; fDr; ka ds chp ea "Taller" (adjective) l s riyuk dh xbz gS rks "than" dk iz lxx gÅ

The Adjective used to compare the quality of a Noun/Pronoun with the same quality of other noun/pronoun is said to be in comparative degree.

(3) okD; ea Hari dh Åpkbz dh riyuk 'kSk l Hkh 0; fDr; ka l s dh xbz gS fd bl ds fy, in 'kcn dk iz lxx fd; k x; k gÅ

The Adjective used to compare the quaity of Noun/Pronoun with the same quality of other nouns/pronouns is said to be in superlative degree.

Note: (i) Comparative degree ds iz lxx ea tc nks Noun dh riyuk dh tkrh gS rks than dk iz lxx djrs gÅ dN 'kcn ka ds ckn Than ds LFku ij to dk iz lxx djrs gÅ tS s &

This watch is superior to that

(ii) Superlative degree $ds\ iz\ kx\ ea\ of\ dk\ mi\ ;\ kx\ fd\ ;\ k\ tkrk\ g$ The $dk\ iz\ kx$ superlative adjective $ds\ i\ dz\ r\ s\ g$

She is the tallest of all the girls.

(iii) , $d\ gh\ okD\ ;\ dks\ fcuk$ adjectives $dk\ vfk\ i\ f\ of\ r\ r\ fd\ ;\ s\ Hkh\ fy\ [k\ l\ drs\ g\ ,\ d\ k\ djus\ ea\ okD\ ;\ ds$ Structure $ea\ Hkh\ i\ f\ or\ u\ g\ k\ tkrk\ g\ t\ s\ \&$

- (a) No body is so tall as Hari (Positive)
- (b) Hari is taller than (all) other boys. (Comparative)
- (c) Hari is the tallest boy. .

Hari is the tallest of all the boys. (Superlative)

Exercise

Fill in the blanks with appropriate adjectives :

1. The book was.....and.....
2. The road was..... and.....
3. The house was..... and
4. The giant was..... and
5. Pinky was..... and..... after falling from the stairs.

Ans. :- (I) old, torn (2) rough, stony (3) large, spacious (4) huge, ugly (5) black, blue.

- (II)
1. A..... lamb.
 2. A..... wolf.
 3. A..... horse.
 4. A..... donkey.
 5. A..... lion.

.Answer :- (1) Gentle (2) cruel (3) timid (4) foolish (5) brave.

Adverbs

Para -I

Summit walked hurriedly into the room and opened the cupboard slowly. His brother was standing quietly behind the curtain. He watched his every step. He ran fast and called his mother. They caught Summit red-handed. He was eating chocolate. His mouth was full of chocolates. They laughed heartily at him.

The above underlined words add some meaning to the verb. They describe the verb.

Walked	-	hurriedly
Opened	-	slowly
Standing	-	quietly
ran	-	fast
Laughed	-	heartily

Ram did his work very carelessly. At times he does quite well and at times he does very badly. He came yesterday to my place. He left before lunch and promised to come twice a week.

The above underlined words modify the verb. does, work, come, left.

Exercise

Underline the adverb and mention the kind.

1. Hari came yesterday.
2. I shall write a letter to her tomorrow.
3. We looked up.
4. The sky is above.
5. He will come soon.

6. Time flies fast.
7. We rise early.
8. They all were sitting outside.
9. Walk three steps bac~wards.
10. My mother is going upstairs.

Answer :-

- | | | | |
|-----|-----------|---|-----------------|
| 1. | Yesterday | - | Adv. of time |
| 2. | Tomorrow | - | Adv. of time |
| 3. | Up | - | Adv. of place |
| 4. | Above | - | Adv. of place |
| 5. | Soon | - | Adv. of time |
| 6. | Fast | - | Adv. of manner |
| 7. | Early | - | Adv. of time |
| 8. | Outside | - | Adv. of place . |
| 9. | Backward | - | Adv. of place |
| 10. | Upstairs | - | Adv. of place. |

Comparison of Adverb

Exercise on Adverb

1. Ram ran fast but Mohan ran..... and Sohan was the.....
2. Meena did the work..... but Manu did it better.
3. My house is near and Sheela's house is nearer but Shireen's house is.....,
4. I got.....work she has less and they have the.....work.
5. Esha answered wisely but Raina answeredwisely.

Answer :- (1) faster, fastest (2) well (3) nearest (4) a little (5) more.

Note :-

For further details please refer to the printed material from page (74 to 76)

- (a) No girl is as intelligent as Sita. (Positive)
- (b) Sita is more intelligent than other girls. (Comparative)
- (c) Hari is the tallest boy

or

Nor girl is more intelligent than Sita. .

- (d) Sita is the most intelligent girl. (Superlative)

or

Sita is the most intelligent of all the girls.

Exercise No.5.

Pick out Adjective from the following sentences.

- (i) I like to wear white shirts.
- (ii) She is very gentle.
- (iii) M.P. is the largest state in India.
- (iv) He has obedient brothers.
- (v) His wife is ill.
- (vi) Anil is very talkative.
- (vii) Uncle gave me a costly pen.

Exercise No.6

Pick out the attributive/predicative use of the adjective in the following sentences.

- (i) The crop is still GREEN.
- (ii) He is wearing a GREEN shirt.
- (iii) An HONEST man is liked by all.
- (iv) She is very BEAUTIFUL. ,
- (v) GREEDY men are always after money.

Exercise No.7

Do as directed

- (i) Alok is the most honest boy.
(Rewrite the sentence in positive degree without changing the meaning).
- (ii) Alka is not so wise as Arun. (Rewrite using comparative degree).
- (iii) No boy is stronger than Anil. (Rewrite in comparative degree).
- (iv) Neeta is taller than Yogita. (Rewrite in comparative degree).

See answers in the end of the lesson.

3.4 The Adverb (fØ; k fo'kšk.k)

The horse runs.

Sita comes.

mi ; Ør okD; ka l si w k z d fku Li "V gkr k gß fdUr q?kk&1s; k l hrk ds dk; Zdsfo" k; eafdl h
fo'kšk ckr dk Kku ugha gkr k gß bl ea dkbz , ð s 'kçn ugha gS tks ml ds dk; Z dh fo'kšk r k dks
i zV djA

- 1. The horse runs fast.
- 2. Sita comes now.

vc bu okD; ka l svki ?kk&1s vks I hrk dsfo" k; ea tku l drsgA fuf' pr gh bu okD; ka
ea , ð s 'kçn gß ftul s gea Kkr gkr k gSfd dk; Z dcj dgka vks d s s gkr k gß

1- okD; ua 1 ea Fast 'kçn i zV djrk gSfd ?kk&1k fdI i zkj nk&1fk gß

1- okD; ua 2 ea Now 'kCn izdV djrk gSfd I hrk dc vkrh gA
 bu nkuka okD; ka ea , d 'kCn , d k gS tksfØ; k dsegRo dks dN c<k nrk gA , d s 'kCnka
 dks Adverb ¼Ø; k fo'kSk. k½ dgrs gA
 os 'kCn tksfdl h fØ; k dh fo'kSkrk izdV djrs gS Adverb dgs tkrs gA
 Adverb dk vFkz gkrk gS add vFkz~ Verb ds fo"k; ea dN tkMukA Adverb e[; r%
 Verb dh fo'kSkrk crkrs gS fdUrq; g Adjective ; k vU; 'kCnka dh fo'kSkrk crkus dk dk; ZHkh
 djrk gA tS &

He is a very good boy.

He reads quite clearly.

i gysokD; ea Very Adverb gS v[; Good, Adjective dh fo'kSkrk crkkrk gS bl h izdkj
 n[js okD; ea quite, Adverb gS v[; clearly, adverb dh fo'kSkrk crkkrk gA

Kind of Adverbs

1. You must drive carefully.
2. I write neatly.
3. He runs fast.

mDr okD; ka ea j[k[dr 'kCn ; g dgrs gSfd dk; Zfdl izdkj fd; k tk jgk gA tS s
 I ko/kkuhi m[d xkM[pykuk (carefully) I kQ&I kQ fy[kuk (neatly) rst nkM[(fast) vr%og
 (Adverb) dks tksfdl h dke dsgkus ds <æ dks izdV djrk gA Adverb of Manner dgrs gAr

e[; Adverbs of Manner gS & Quickly, Slowly, Wisely, Kindly, Badly vkfnA

2. Adverb of Time - ftul sfdl h dk; Z ds gkus dk I e; izdV gkrk gS tS &

My father comes here daily.

I am going to read now.

e[; Adverb of time gS Now, then, ago, at once, before, today, yesterday, soon,
 weekly, after vkfnA

5. Adverb of Degree -Adverbs dHkh\&dHkh Adjectives $\text{ds l kfk iz \text{Ør} gkdj mudsvfk/ea}$
 of) $\text{djrs g\AA xqk ; k ek=k i dV djus ds dkj .k ; s}$ Adverb of Degree $\text{dgs tkrs g\AA t\text{§} \&}$
 He is quite well.

Ram is very careless,

$\text{e\text{[} ;}$ Adverb of Degree $\text{g\text{§}}$ - Little, much, too, quite, very, almost, enough.

6. Interrogative Adverb $\text{i\text{!}u i\text{N}us ds fy, tks}$ Adverb $\text{iz ks fd ; s tkrs g\AA os}$
 Interrogative Adverb $\text{dgs tkrs g\AA t\text{§} \&}$

When will you go?

Why did he go there ?

7. Relative Adverb- ; g Adverb $\text{okD ; ea igys vk, gq sfdl h 'k\text{Cn} l s l \text{æ}dk crkrk g\text{§}}$
 $\text{fdl h 'k\text{Cn} dh fo'k\text{S}krk crkrk g\text{§} ; k fdl h igys vk, gq 'k\text{Cn} dh 0 ; k\text{[} ; k djrk g\AA t\text{§} \&}$
 He went where Ram lived.

This is the time when you must go

$\text{e\text{[} ;}$ Relative Adverbs $\text{g\text{§}}$ - where, why, how, when vkfnA

COMPARISON OF ADVERBS

Adjectives $\text{ds l eku d\text{N}}$ Adverbs dh Hkh Degree of Comparison $\text{g\AA d\text{N}}$ Adverb dh
 Degree nh tk jgh g\AA

Positive	Comparative	Superlative
Fast	Faster	Fastest
Long	Longer	Longest
Little	Less	Least
Much	More	Most

Well	Better	Best
Near	Nearer	Nearest
Clearly	More clearly	Most clearly
Wisely	More wisely	Most wisely

Exercise No. 8

uhps fy [ks okD; ka ea l s Adverbs NkafV, vkj muds Hkn crkb, A

1. You speak very slowly.
2. She always sings sweetly.

Active Voice And Passive Voice

A transitive verb has two voices.

Active voice and passive voice.

Voice is that form of verb which expresses whether the subject does something or has something been done to it.

ACTIVE VOICE -A verb is in the active voice when its form expresses that the person or the subject does something or is the doer of the action. .

PASSIVE VOICE - A verb in the passiv~ expresses that something is done to .the person or thing which has introduced the sentence.

- e.g. :-
1. My book has been stolen (P. Voice)
Somebody has stolen my book (A. Voice)
 2. English is spoken allover the world. (P. Voice)
People speak English allover the world. (A. Voice)

Note :- The agent of a verb in the passive voice should be avoided when the subject is understood/relevant.

- e.g. :-
- The police arrested the thief. (A. Voice)
The thiefwas arrested. (P. Voice)

Here in the above example it is understood that the thief is arrested by the by police and no one else.

uhps fn; s x; s okD; ka dks /; kui wD i f<+ s &

1. The cat caught the mouse.
2. The mouse was caught by the cat.
3. I see a bird on the tree.
4. A bird is seen by me on the tree.

okD; Ø-1 vks 3 ea Verbs vi u&vi us Subject dks dk; / djus okys ds : i ea i dV

djrh gA

okD; Ø- 1 vks 4 ea Nouns , s gftu ij dke dk i Hko i Mfk gA

okD; Ø- 1 vks 3 ds drkz Lo; a dk; / djus okys gA

okD; Ø- 2 vks 4 ds Nouns fd, x, dk; / I s i Hkfor gkus okys gA

vFkr~ tc Verb l s ; g csk gksfd Subject Lo; a dkbz dk; / djrk gsrks Verb Active Voice 1/2 drk; okp; 1/2 ea gkrk gA

bl h i dzkj Verb l s tc ; g csk gksfd okD; i kjk djus okys Nouns ds Åij fdl h n j s ds }kj k dkbz dke fd; k x; k gsrks og Passive Voice ea gkrk gA

Active Voice l s Passive Voice ea cnys ds dN i e[k l # uhps fn; s x; s gA

Verb "to be" ds foHku : i ka ds l kfk Verb ds Past Participle (IIIrd Form) : i dk iz kx fd; k tkrk gA Tense ds doy vkB : i ka ea ; g ifjorzu gkrk gA mnkgj.k ds fy, Verb 'play' dks ys vks ns[ka fd Passive voice es Verb ds : i ea D; k ifjorzu gkrk gA

Tense	Active Verb	Passive Verb
1. Simple Present	plays, play	is/am/are + played
2. Simple Past	played	was/were + played
3. Simple Future	shall/will/play	shall be/will be + played
4. Present Continuous	is/am/are/playing	is/am/are + being + played
5. Past Continuous	was/were/playing	was/were + being + played

I

	Tense	Active Verb	Passive Verb
6.	Present Perfect	has/have played	has/have/been played
7.	Past Perfect	had played	had been + played ,
8.	Future Perfect	Shall/will/have/played	shall/will have been + played

Examples

	Active Voice	Passive Voice
1.	We need your help	Your help is needed (by us)
2.	They played hockey	Hockey was played by them
3.	She will learn English	English will be learnt by her
4.	The servant is cleaning the room	The room is being cleaned by the servant
5.	We were reading books	Books were being read (by us)
6.	Someone has stolen my purse	My purse has been stolen
7.	The teacher had punished him	He had been punished (by the teacher)
8.	I shall have won the match	The match shall have been won by me

Note :- Passive Voice is used when either the doer is unknown, unimportant or the action is more important than the doer. In such cases sometime the doer is not even mentioned in Passive Voice.

Active Voice dsObject dk Passive Voice ea LFku cny fn; k tkrk gS i jUrq og
Object gh jgrk gA

Active Voice dsSubject dks Passive Voice ea i k; % Preposition by dk Object cuk
fy; k tkrk gA

; fn fdll h Transitive ds nks Object gS rks ml ds nks : i cuk; s tk l drrs gA tS s

Active - The teacher gave me a book.

Passive - 1. A book was given to me by the teacher.

2 I was given a book by the teacher.

; fn fdl h Intransitive Verb fdl h Preposition ds l kfk fey dj Transitive Verb ds
l eku dk; l djarks ml dk Hkh Passive Form cuk; k tk l drk gA tS s &

Active - They laughed at me.

Passive - I was laughed at (by them)

3.5 Question -Tag

Part -I

Ram : "Mohan you are a good boy, aren't you?"

Shyam : "You too are good aren't you?"

Ram: "You play football, don't you?"

Shyam: "Yes I play football."

Ram: "Madhu wrote a letter, didn't she?"

Shyam: "Salu too writes a letter, dosen't she?"

In the above passage (conversation) you must have noticed that the question .
is asked in the end, that is to say, in common practice, in the conversation, to make a 11
statement and to ask for confirmation -aren't you? , .

don't you?

didn't she?

doesn't she?

This later part is called Question -Tag.

Note :- For further detail, please check the printed material of Unit III from
(page 47 to 52).

Look at these sentences :-

"A"

"Wh" words as Pronouns

- (1) Which is your book?
- (2) Whose is this house?

"B"

"Wh" words as determiners

- (1) Which book is yours?
- (2) Whose house is this?

Exercise**Add question words to the following questions :-**

- (i)went with you to Delhi?
- (ii)..... of these books is your favourite?
- (iii)..... is my place ?
- (iv).....anguagelst easlest to earn?
- (v)pencil is this?
- (vi)sister have you?
- (vii)milk is in the glass?
- (viii)are you so happy ?

Key to Exercise

- (i) Who (ii) Which (iii) Where (iv) Which (v) Whose (vi) How many (vii) How much
(viii) Why

Question -tag (i?u&i?N)

Look at the following questions -

- (i) Mr, Verma is not a doctor, is he?
- (ii) I am a good man. amn't I?
- (iii) He became a Minister, didn't he?
- (iv) You cannot lift this heavy box, can you?

- (i) iR; d okD; ea , d LohdkjKRed (Affirmative) vFkok udkjKRed (Negative) dFku gA
- (ii) iR; d okD; ds vUr ea , d y?kq izu&i?N yxk gA
- (iii) izu&i?N e?; izu l sy?kq gA
- (iv) LohdkjKRed (Positive) dFku ea izu&i?N udkjKRed (Negative) yxk; k x; k gA
- (v) udkjKRed (Negative) dFku ea izu&i?N l dkjKRed (Positive) yxk; k x; k gA
- (vi) udkjKRed izu&i?N ea Not dk y?kq: i (Short Form) "n't" iz ?r fd; k x; k gA
 vxstH Hk"kk ea dHh&dHh ckrphr dse/; dFku (Statement) dh i?V (Confirmation)
 dsfy, ;s izu&i?N fof/k viukbz tkrh gA fdl h dFku dh i?V dsfy; s iz ?r y?kq izu
 : i Question tag (izu&i?N) dgykrk gA Question tags ea l gk; d f?; k (Auxiliary) , oa
 l oLke ds: i ea drk iz ?r fd; k tkuk gA

Note the following points :-

- (i) LohdkjKRed dFku (Affirmative or Positive) dh i?V djus dsfy, udkjKRed i?N
 (Negative Tag) iz ?r fd; k tkrk gA tS &
- (A) (i) He works hard?
 (ii) He works hard, doesn't he?
- (B) (i) Reeta is in the class?
 (ii) Reeta is in the class, isn't she?
- (iii) Negative Tag ea not dk y?kq: i iLr? fd; k tkrk g? ft l l s ge vxstH ea
 Contracted form, vFkok Short Form dgrsgA Anomalous finites ds Contracted Forms dk
 voykdu fuEu Table ea dja

Contracted Forms of Not

(Table)

S.No.	Full Form	Contracted Form	S. No.	Full Form	Contracted Form
1.	do not	don't	9.	ought not	oughtn't
2.	does not	dosen't	10.	have not	haven't
3.	did not	didn't	11.	has not	hasn't
4.	is not	isn't	12.	had not	hadn't
5.	are not	aren't	13.	will not	won't
6.	am not	aren't	14.	shall not	shan't
7.	was not	wasn't	15.	can not	can't
8.	were not	weren't	16.	could not	couldn't
17.	Should not	shouldn't	21.	must not	mustn't
18.	would not	wouldn't	22.	need not	needn't
19.	may not	mayn't	23.	dare not	daren't
20.	might not	mightn't	24.	used not	usedn't

(iii) udkjRed (Negative) dFku dh i fV dsfy, Positive iz Dr fd;k tkrk gA tS &

(A) (i) He does not play cricket

(ii) He does not play cricket does he ?

(iv) Lej.k jf[k; siPN&izu (Question-tag) eal gk; d fØ; k dh i ujkoFRr (Repetition) dh tkrh gS ftl l gk; d fØ; k dks eq; dFku ea iLrq fd;k tkrk gS ogha l gk; d fØ; k (Question-tag) eaHh iz Ør dh tkrh gS tS &

(i) You can lift this heavy box..... can't you?

(ii) You cannot lift this heavy box. can you?

(v) tc eq; dFku eal gk; d fØ; kvka (Auxiliary) dk iz kx u fd; k x; k gks (Main Verb) gks rks dkykuq kj , oa iq "k (Person) ds vuq kj do, does vFkok did dk iz kx fd; k tkrk gA tS &

(A) (i) Saroj writes a letter.....?

(ii) Saroj writes a letter doesn't. she?

(B) (i) I play football..... ?

(ii) I play football" don't I?

(C) (i) Madhu wrote a letter..... ?

(ii) Madhu wrote a letter, didn't. she ?

(vi) ;kn jf[k; siPN&izu (Question Tag) ea iq "kokpd (Personal Noun) l oLke dk gh iz kx fd; k tkrk gA iz u&iPN dk l oLke drkz ds vuq kj gkuk pfg; A tS &

(i) Ram, Mohan and Ra.iu, are going to Bombay..... ?

(ii) Ram, Mohan and Ra.iu, are going to Bombay, aren't. they?

(vii) Note :- (i) Need, dare dks 'Question Tag' ds fy, i wLz fØ; k gh ekuk tkrk gA tS &

(i) You need to come earlier..... ?

(ii) You need to come earlier. needn't you'?

(iii) Imperative sentences (vkn'sk l pd)

okD; ea Positive Tag tkMej ml sfuez cuk; k tkrk gA tS &

- (iv) Open that window shall you ?

ikBxr itu

(A) Add appropriate questions-tags to the following statements :-

- (i) I am not so fat as you?
- (ii) You can swim well?
- (iii) You won't be late.....?
- (iv) They always work hard?
- (v) You are not leaving?
- (vi) You haven't run away from school.....?
- (vii) She sang well.....?
- (viii) We must not go ?
- (ix) He is greedy?
- (x) You will come "?

(B) Correct the question tags in the following statements.

- (i) You aren't a doctor. aren't you?
- (ii) I am very stupid, amn't I ?
- (iii) You will promise, wouldn't you?
- (iv) We ought not to have listened, oughtn't we?
- (v) You broke the window, don't you?

(C) Choose the correct option.

- (i) You are taking your brother with you.....?
- (i) aren't
(ii) isn't he
(iii) don't you 'I'
(iv) aren't you Qo
- (ii) Mona does not take tea?
- (i) Mona does
(ii) does she
(iii) did Mona
- (iii) They haven't read it?
- (i) have they
(ii) haven't they,
(iii) do they
(iv) did they
- (iv) Ram won't go there.....?
- (i) will Ram
(ii) shall he
(iii) would be
- (v) It doesn't rain daily.....
- (i) do it
(ii) does it
(iii) do rain
(iv) does rain

Key to the Exercise

- (A) (i) and (ii) can't you (iii) don't they (iv) are you (v) have you (vi) didn't she
(vi) I lustn't we (vii) isn't he (viii) won't you.
- (B) (i) are you? (ii) aren't I? (iii) won't you? (iv) ought we? (v) didn't you?
- (C) (i) aren't you? (ii) does she (iii) have they (iv) will he? (v) does it?



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DIPLOMA IN EDUCATION EXAMINATION
SECOND YEAR**

subject : ENGLISH

SECOND LANGUAGE AND ITS TEACHING

Paper-IX

Lesson-I

Topic : Grammar

Narration

Unit - 4

4.1 Reported Speech (Narration)

fopkjka dk | Ei k.k nks i djkj | s gks | drk gA

Look at the following sentence -

Ramesh said to me. "I am going to Bombay tomorrow."

tc fdl h ds dFku dks ml h ^.....^ m) j.k fplgka ds vUnj dj ds i f"kr

dj fn; k g\$rc ml s Direct Speech vFkok Direct Narration (i R; {k dFku) dgrs gA

Again, look at the following sentence -

Ramesh told me that he was going to Bombay the next day.

tc fdl h dsdFku dksml h ds 'kCn ea u i f"kr dj ml dk vk' k; vi us 'kCnka ea i f"kr fd; k tkrk gSrc ml sReported Speech vFkok Indirect Narration (i R; {k dFku) dgrsgA

4.2.2 Terms used :-

Look at the following sentence

Vikram said to me. "I am writing a novel these days."

Åi j fn; s x; s okD; dks nq ka &

(a) "....." Inverted Commas dsckgj fn; sx; sokD; kd k dksReporting Verb dgrsgSVikram said to me.

(b) Reporting Verb dh fØ; k dksVerb of report dgrsg tS s'said'

(c) "" Inverted Commas ds vlnj ds okD; kd k dks Direct Speech dgrsg tS sReported Speech dgrsg tS s'I am writing a novel these days'.

(d) Re-ported Speech dh fØ; k dksReported Verb dgrsg tS s am writing.

(e) m) j .k dks n' kZus okys fojke fplgkA-----^ dks inverted commas dgrs gA

4.2.3 Type of Reported Speech :-

Reported Speech i lØ i dki ds gls gA

(i) Assertive Speech (Lohdkj kRed okD;)

The tanner said "Rain is useful for crops." .

(ii) Interrogative Speech

My father said. "Who is running on the roof" ?

(iii) Imperative Speech

The old man said to his servant. "Get out of the room"

(iv) Optative Speech

The doctor said to the patient. "May you recover Soon"

(v) Exclamatory Speech (foLE; ckskd okD;)

He sid to me. "How beautiful the garden is!"

4.2.4 Look at the following sentences :-

He said to me. "I am writing a book now. " (Direct Speech)

He told me that he was writing a book then. (Indirect Speech)

mi ; Ør okD; ka dks n[kus l sLi "V gkrk g\$fd Direct Speech l s Indirect Speech cukus
ea fuEufyf[kr ifjorÙ djuk iMfk gA

- (i) Change in the reporting verb.
- (ii) Removal of the inverted commas and the use of a connective.
- (iii) Change in the persons of pronouns in the reported speech.
- (iv) Change in some other words.
- (v) The meaning of the given sentence mustn't change.

4.2.5 Change in the Reporting Verb.**Look at the following sentences :-**

(i) The boy said to her, "I am your brother."

The boy told her that he was her brother.

(ii) The farmer said, "The crop was spoilt. "

The farmer told that the crop had been spoilt.

Assertive Direct Speech dks Indirect Speech cukrs l e;] ; fn

(1) Reporting Verb ea say ds ckn dkb/ object u gks rks ml s tell l scny fn; k tkrk gA

वर्तमान काल में प्रयोग की जाती है।
 (ii) Reporting Verb 'say' के बाद कर्ता/व्यक्ति/वस्तु/उपस्थिति का उल्लेख करने पर 'say' का प्रयोग होता है।

(ii) Reporting Verb 'say' के बाद कर्ता/व्यक्ति/वस्तु/उपस्थिति का उल्लेख करने पर 'say' का प्रयोग होता है।

Look at the following sentences :-

(i) I said to him, "Do you take tea?"

I asked him if he took tea.

(ii) The teacher said to the boy, "Why are you late?"

The teacher asked the boy why he was late.

Interrogative Direct Speech को Indirect Speech में बदलने पर 'say' का प्रयोग होता है।
 कर्ता/व्यक्ति/वस्तु/उपस्थिति का उल्लेख करने पर 'say' का प्रयोग होता है।

Now look at the following sentences :-

(i) The Principal said to the peon, "Give me a glass of water."

The Principal ordered the peon to give him a glass of water.

(ii) He said to me, "Please do it."

He requested me to do it.

Imperative Direct Speech को Indirect Speech में बदलने पर 'say' का प्रयोग होता है।
 कर्ता/व्यक्ति/वस्तु/उपस्थिति का उल्लेख करने पर 'say' का प्रयोग होता है।

Again, look at the following sentences :-

We said to her, "May you live landan.."

Optative Direct Speech dks Indirect Speech cukrs l e; Reporting Verb "say" dks wish ea
cny fn; k tkrk gA

Look at the following sentences :-

He said, " Ah! I am ruined."

He said, with sorrow that he was ruined.

Exclamatory Direct Speech dks Reported Speech cukrs l e; Reporting Verb dks
Exclaim/exclaimed eacnydj ml eaHko dsvuđ kj ml dsckn with joy, with sorrow vFkok
with suprise tkm+nrs gA

4.2.6 Removal of inverted commas, and use of connectives.

Look at the following sentences :-

The teacher said, "The earth goes round the sun."

The teacher said that the earth goes round the sun.

Assertive Oirect Speech dks Indirect Speech cukrs l e; inverted commas gVkdj
connective 'That' dk iz ks fd; k tkrk gA

Look at the following sentences :-

(i) I said to him, "Where do you live."?

I asked him where he lived.

(ii) He said to me, " Are you a teacher?"

He asked me ifl was a teacher.

Interrogative Direct Speech dh Indirect Speech cukrs l e; ; fn

(i) Reported Speech ea iz uokpd 'kcn gks rks ml s gh connective ekudj okD; dks
tkm+rs gA

(ii) Reported Speech ea Inverted question gks vks dkbz iz u 'kcn u gks rks inverted
commas dh txg if vFkok whether dks connective dh rjg iz ks fd; k tkrk gA

Look at the following sentences :-

(i) The teacher said to the boy, "Do not tell a lie."

The teacher advised the boy not to tell a lie.

(ii) The teacher said, "sit down."

The teacher ordered him to sit down

Imperative Direct Speech dks Indirect Speech cukrs l e; Inverted Commas gVkdj

Affirmative sentences eito rFkk Negative sentences eanot to connective dh rjg mi ; ks fd; k tkrk gA

Again, look at the following sentences :-

He said to me, "May you succeed!"

He wished me that I might succeed.

Optative Direct Speech dks Reported Speech cukrs l e; Inverted Commas dks gVkdj muds LFku ij connective dh rjg that dk iz ks fd; k tkrk gA

Look at the following sentences :-

The teacher said, "Bravo! you have won the match."

The teacher exclaimed with joy that they had won the match.

4.2.7 Change in the person of pronouns in the Reported Speech**Look at the following sentence :-**

He said to me, "He is a teacher."

He told me that he was a teacher.

; fn Reported Speech dk Pronoun Third Person ea gks rks ml ea dks i f jor u ugha fd; k tkrk gA

Now look at the following sentences :-

He said to me, "I have brought my book for you."

He told me that he had brought his book for me.

Reported Speech ds First Person rFkk Second Person ds Pronouns dks Øe'k%

Reported Speech ds subject rFkk object ds person ea cnyk tkrk gA

Again look at the following sentence :-

He said, "I am your friend."

He told me that he was my friend.

; fn Reported Speech ea dks object u gks rks Reported Speech cukrs I e; Reporting Verb ea First Person ds Object dh dYi uk dj ds Reported Speech dks Second Person dks Pronouns dks cnyk tkrk gA

4.2.8 Change in the tense of Reported Verb.

Look at the following sentence :-

(i) Rekha says, "I like tea but he likes coffee."

Rekha tells you/me that she likes tea but he likes coffee.

(ii) Vimal will say, "I do my home work in time."

Vimal will tell me/you that he does his home work in time.

; fn Reporting Verb Present ; k Future Tense ea gks rks Indirect Speech ds Tense ea dks i fjo rU ugha gks kA

Look at the following sentence :-

The Teacher said, "Man is mortal".

The teacher told man is mortal.

; fn Reported Speech ea dkbz , d h ckr dgh xbl gks tks Universal truth gks rks
Indirect Speech ea ml ds Tense ea dkbz ifjorzu ugha gkska

Again look at the following sentences :-

- (i) Atul said, "I play football."
Atul told me that he played football.
- (ii) Ajay said, "I went to Bombay."
Ajay told me that he had gone to Bombay.
- (iii) She said, "I shall come tomorrow."
She told me that she would come the next day.
- (iv) Raj said, "I can do it."
Raj told me that he could do it.

; fn Reported Verb Past Tense ea gks rks Indirect Speech cukrs l e; Reported Verb ds
Tense eabl idkj ifjorzu fd; k tkrk gA

Simple Present is changed into Simple Past.

Present Progressive is changed into Past Progressive.

Present Perfect is changed into Past Perfect.

Present Perfect Continuous is changed into Past Perfect Continuous.

Simple Past is changed into Past Perfect.

Past Perfect is not changed.

Will/shall is changed into would.

Can/may is changed into could/might.

l qki ea ; fn Reporting Verb Past Tense ea gks rks Indirect Speech cukrs l e;
Reported Verb ds First Form dks Second Form ea rFlk Verb dks Second Form l s Third
Form eacny nrs gA

4.2.9 Change of some other words :

Look at the following sentence :-

- (i) His father said. "I am busy now"

His father told him that he was busy then

- (ii) He said "I may come tomorrow."

He told me that he might come the next day.

Indirect Speech $\text{cukrs l e; dN l ehi ortz 'kCnka dks l e; } \text{] LFku vFkok njih ds dkj .k}$
 $\text{njortzeabl idkj ifjorzu gks tkrk gA}$

Now is changed into then.

This is changed into that.

These is changed into those.

Hither is changed into thither.

Hence is changed into thence.

Today is changed into that day.'

Tomorrow is changed into next day.

Yesterday is changed into next day.

Last night is changed into the previous night.

Ago is changed into before.

Here is changed into there.

ikBxr itu

$\text{vki usbl bdkbz dks /; ku l si <+fy; k gA vc uhpsfn; si z uka dks gy dj vi usmRrjka}$
 $\text{dk feyku nh xbz mRrj rkydk l s djA}$

Q.1 Change the following into direct speech -

- (1) The teacher said. "Two and two makes four."
- (2) He said to her. "You are my sister."
- (3) The Principal said to the boys. "Are the teacher teaching?"
- (4) My father said to me, "Take care of your health."
- (5) She said, "How fine this morning is!"

Q.1 Change the following into direct speech -

- (1) I asked him what he was doing with my book.
- (2) The teacher told the boys to open their books at page 25.
- (3) He asked me to tell him the time.
- (4) She wished that I might rise to the highest post.
- (5) I asked the servant to wait there till I returned. ,

4.3 Simple Structures.

vxst h Hkk"kk dh dN l jy l j puk; a(Simple Structures) bl i zkj gS%&

Find out the differences.

(i)Inverted commas are present in the direct speech, but not present in the indirect speech.

(ii) The word "said" appears in the direct speech, but not in the indirect speech ". It is converted into told..... etc. verb is changed.

(iii) I am writing.....changes to he was writing.

Person of the Pronoun of the subject changes.

the above mentioned procedure would hence be inductive for teaching within

the mind of the pupil teachers.

A subject matter should be into, the mill of the teacher and he should make it analytical.

Difference of application of rules in different type of sentences.

(I) Assertive Reported Speech

- (a) The farmer said, "Rain is useful for crops".

Interrogative Reported Speech

- (b) His father said, "Who is running on the roof?"

- (c) Imperative Speech

The teacher said to his student

"Get out of the room."

- (d) Optative speech

The doctor said, "May you recover soon."

When the actual words of the speaker are not used, but the same sense is given in other words it is called reported speech.

Eg. :- (1) Ram said, "I am very busy now."

(2) Ram said that he was very busy then.

Sentences - one and two don't look the same. They are different, but the meaning is the same.

In the given example on page no.89 of D-ed teaching/study m~tpri~1 nfrpnorted speech.

Comment - In such a method the pupil teacher's job becomes stereo-typed or bookish. There is no inductive learning or teaching

Recommended - Let the pupil teacher identify some dissimilarities from the given set of various sentences.

He said to me, "How beautiful the garden is."

Exclamatory Speeches

He said to me. "How beautiful the garden is."

Recommended: Let the pupil teacher study the sentence and work them out and analyse the difference and finally sum them up just like worked-matter is available on page 89, 90, 91, 93, 94 and 95. Many of the changes or rather no changes suggested. The study material should inspire the students.

But the rules should be repeated more than often.

Unit 4

Passage

Topic : Change of Narration

Mosquito is an insect, which, when infected by a malaria parasite, spreads malaria. The parasite lives inside the stomach of a female anopheles mosquito. Malaria was a devastating disease once upon a time. In most tropical countries of the world it is wiped out by carrying out intensive malaria campaigns. But it will persist in India.

Example : Change of Narration

- (A) (i) The teacher said, "What kind of disease is malaria?"
 (ii) The teacher asked what kind of disease was malaria.
- (B) (i) The teacher said to his students, "Where does the malaria parasite live?"

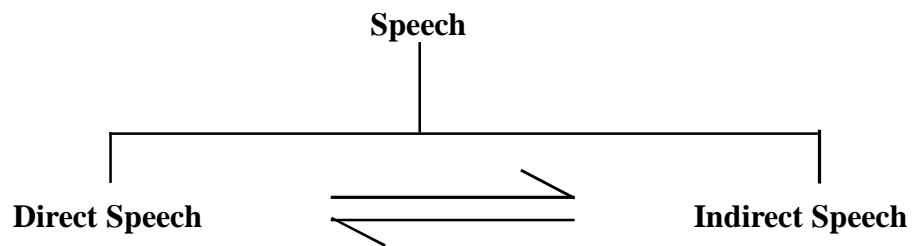
- (ii) The teacher asked his student where the malaria parasite lived.
- (C) (i) The students said, "It is a devastating disease."
 (ii) The students replied that it was a devastating disease.

Reported Speech

Reported Speech means conveying the similar or same meaning in dissimilar words.

Direct Narration

- (i) Ram said to Mohan, "I shall help You" ---Direct Narration
 (ii) Ram told Mohan that he would help him ---Indirect Narration



Relevant change or points to be in mind

1. Removing inverted commas.
2. Use of connectives.
3. Change of verb or the tense of the verb.
4. Changing the pronoun of the subject i.e. introductory subject.
5. But the meaning of the sentence remains the same.

General Rules

1. Change of person.
2. Change of tense.
3. Changes of parts of speech.

Change in the person of pronoun in the reported speech

Study the given sentence

1. She said to me. "He is my husband." She told me that he was her husband. In Reported Speech the pronoun of the III person does not change. But I and II person pronouns are changed.

Change of Tense

1. Ram says. "I shall go"
2. Ram says that he will/shall go..... .

In modern context there is little or no difference in use of will/shall.

Ram will say. I go/shall go.

Ram will say that he goes/will go.

In an instance, when Reporting Verb is in Present Tense Reporting Speech of the Future Tense (shall go) does not change at all.

If Reported Speech "said" is in past tense, words within the inverted commas are changed into corresponding Past Tense.

No	Present	Past
1.	Indefinite	Indefinite
2.	Imperfect (Cont.)	Imperfect (Cont.)
3.	Perfect	Perfect
4.	Perfect Continuous	Perfect Continuous
5.	Past Perfect	Past Perfect

Example

1. He said. "I will go"
He said that he would go.
2. He said that he was going
He said that he was going.
3. He said "I have gone"
He said that he had gone
4. He said, "I have been going"
He said that he had been going

ALLOTTED : TASK**Methodology of Teaching****Direct Speech to Indirect Speech.****Rule are given of page 91**

- e.g. (a) I said to him, "Do you take tea?"
He asked him if he took tea. .
- (b) The teacher said to the boy. "Why are you late?"
The teacher asked the boy why he was late.

The study material ranging from page 91 to page 95 will, by all means, suffice and doesn't require modification.

But for exercise purpose we give some passages.

- Rules
1. 'Change of Reported Verb: .
 2. Removal of inverted commas and use of connectives.
 3. Change of the person of pronoun.
 4. Change of some other words.
 5. The meaning of the sentence must not change.

Rules**Changes of other parts of speech.**

When Reporting Verb is in Present Tense. the tense of the Reported Speech does not change.

But the adverb and verbs expressing distance are changed according to the following table.

Changes		Changes	
this	that	tomorrow	next day
these	those	yesterday	the previous day
here	there	last night	the previous night
now	then	next week/year	hence thence
today	that day	a year ago	a year before



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DIPLOMA IN EDUCATION EXAMINATION
SECOND YEAR

subject : TEACHING English as a Second Language

Lesson - 5

Topic : Reading Comprehension

fi z Nk=k/; ki d]

vki nl x|korj.kka dk Reading Comprehension ds : i ea v/; ; u dj ppls
 gA vki dks vorj.k ij vk/kkfjr izuka dk mRrj nus dk i ; klr vH; kl gks popk gksk vls
 vki dk vkRefo'okl Hkh dN c<k gkskA bl bdkbz ea i q%nl vorj.k fn, x, gA i Fke rhu
 ea y?kRj izu o mudsmRrj fn; sx; sgS pKks o i kpos vorj.k.kk ea oLrqu"B izuka dsek/; e
 l svki ;g l e>k l dksfd Reading Comprehension ea vki dh {kerk fdruh c<k gA igys
 izuka dsmRrj Lo; apaus dk iz Ru dhft,] fQj fn; sx; smRrjka l smudk feyku djavi uk
 eW; kadu dhft, A

vire ikpka vorj.k.kk ea doy izu fn, x, gA mudsmRrj ugha Passage dks nk& rhu
 ckj /; kui d i <ej izuka dk mRrj viuh Hkk"kk ea fy [kus dk vH; kl dhft, A ; Fkk l Hko
 Passage l stS sdsrS sokD; u mrkfj; A

Read the following passage carefully and answer the questions given at the end of the passage:

Exercise -1 (Solved)

In every country people imagine that they are the best and cleverest and the others are not as good as they are. Englishman thinks that he and his country are the best. the French is very proud of France and every thing French. the Germans and Italians think no end of their countries and man: India imagine that India is in many ways. the greatest county in the world. This is all conceit. Every body wants to think well of himself and his country. But really there is no person who has not got some good in him and some bad and in the same way, there is no country which in not got partly good and partly bad. We must take the good wherever we find it and try to remove the bad wherever it maybe. We are of course most concerned with our county'.India. 'Unhappily it is in a bad way today and most of our people are very poor and miserable. We have to see what is good in our ways and customs and try' to keep it ,and Whatever is bad we have to throw away. If we find anything good is other countries. we should certainly take it. Only then the country can flourish and people become happy.

Questions :-

1. What do the country men of difrerent countries generally imagine?
2. What does the writer call conceit in this passage'?
3. Which are the two things which a person or a country is a mixture of'?
4. What should we do with the good and the bad'?
5. What are we most concerned with'?
6. Describe the condition of our people these days.
7. What should we try to keep'?
8. How can our country make progress'?

Answer :-

1. The countrymen of different countries generally imagine that they are the best in the world.
2. People think their countries and themselves to be superior to others. This is a conceit. ' ,
3. A person or a country is a mixture of the good and the bad.
4. We should accept the good and discard the bad.
5. We are the most concerned with our country, India.
6. Our people are very poor and miserable these days.
7. We should try to keep the good in our manners and customs.
8. Our country' can make progress if we take the good from others and throw our bad away.

Exercise - 2 (Solved)

Human society is only a herd of beasts if it is not founded on justice. In the jungle, the strong prey the weak and the panther devours the antelope. But justice is the glory of man and his civilization. Justice gives everyone his due. She is the parent of peace and harmony. She weans mankind from disputes and rapine. She spurs all to work and to worth. As she promises a proper reward to all, she is the guardian of an organized society. its surest defence and rampart against disorder and violence. Love of justice is a cardinal virtue that you must cultivate to the highest possible degree. . You should try to give everyone what is due to him. Alas! injustice is so rampant around us that all lovers of justice have to fight an uphill fight everyday. Our civilisation is used on in, justice. We are like the sailors who landed and cooked their food on what they supposed was terra firma but they were really on back of a whale, which soon began to move, and swim. All our states and churches are vast edifices built upon illjustice: they are massive memorials and monuments of the unintegrated, unashamed,

unchallenged universal injustice which rules and reigns over the whole earth today. Hence love of justice will make you a stranger and an alien in this rotten society. But you must not be afraid of that.

Vocabulary: devours-eats in one piece, weans-withdraws, rapine-plunder, rampart-a wall round a fort for defence, spur-inspire, activate, cardinal-of great importance, rampant-widespread. Terra firma-solid ground, edifices-buildings, massive-huge, alien-not natural~ of another country. ,

Questions :-

1. When does the human society become a herd of Cruel animals?
2. What is born of justice'?
3. How does justice inspire people to work?
4. What is the chief virtue discussed in the passage and why?
5. Why has a lover of justice to fight?
6. What makes us a stranger in the modern world?

Answer :-

1. If the human society does not do justice to others it is as good as a group of animals and beasts. ,
2. Justice gives birth to peace, harmony and civilization.
3. Justice inspires us to work as she gives reward to virtue and punishes ~ the evil. She guards the interests of man.
4. Love of justice, is to give to everyone what is due to him in the interest of others.

5. The lover of justice has to fight because the society is corrupt. Even the biggest social, political and economic institutions are based on injustice. He has to fight for justice at every step.
6. A lover of justice becomes a stranger or an alien, because most of the people in the world are habitual of injustice. His is the lonely voice.;

Exercise -3

The term co-operation loses its meaning when co-operative becomes competitive and just a firm of retail shopkeepers. entering into rivalry with either similar co-operatives or private shops. In the issue of licences, permits, supplies, grants, loans, etc. government follows a general policy of preferring co-operatives to private organizations. Since government itself is run on party lines, this has led to rival co-operative favoured by the party in power and the other trying to checkmate it. remedy one way would be to insist on having only one multi-purpose co-operative in one unit, to eliminate all private dealers in distribution and to make membership: co-operative society compulsory for every house-hold.

My feeling is that co-operatives, whether in selling, purchasing or distributing should be restricted to carry on their operation for and among their members only. They must not become commission agents or middlemen between non-members on the one hand and government or the world on the other. Their purchases must be for the need of their members only and not for sale to the public. Their sales to the public must be confined to their own productions. Permits, grants, loans and other help should be given to them for proper distribution among their members only.

Vocabulary: checkmate- defeat. .

Question :-

1. When does co-operative lose its proper function'?
2. What Solution has been suggested by the writer to remove rivalry among co-operatives?

3. Why should membership be made compulsory for all house-holders?
4. Co-operative should sell only those things to the public.
 - (a) Which they purchase from the market.
 - (b) Which are meant for consumers.
 - (c) Which they produce themselves..
5. The 'operation' in the passage means.
 - (a) a surgical procedure.
 - (b) work
 - (c) management.
- 6.- The Co-operatives should purchase things.
 - (a) for the requirements of their own members
 - (b) to secure more permits from the government..
 - (c) to make supplies to the government.

Answer :-

1. A co-operative does not work as a co-operative when it starts competing with retail shopkeepers or with other co-operative societies either in "sale or in production.
2. According to the writer, rivalry can be removed by having one and only one co-operative society doing all those works which are done by different type of societies.
3. Membership of multipurpose co-operative societies should be

compulsory for all house-holders to do away with all private dealers.

4. (c)
5. (b)
6. (a)

Exercise - 4

Sociability should also be exhibited in Our dealings with animals. They too are living beings and some of them are capable of attachment and devotion to human beings and to one another. Men killed many animals in the early period of civilization in order to clear the jungle and the same cruel but unavoidable process can be witnessed in new colonies. There are also noxious, venomous and ferocious animals like tigers, jaguars, wolves, sharks, snakes and others, which kill us, and we must kill them. We are not responsible for their appearance on earth and they cannot be tamed and used. There was only one wolf of Gubbio and even he does not exist. Rats, flies, wasps, locusts, white ants and other animals destroy our property or spread disease. Zoroaster enjoined upon his disciples the duty of exterminating such pests which should not be "treated with the greatest kindness and sympathy. Such is not the case with domesticated animals. They are building up the fabric of civilization. Feed them well: lay not too heavy burdens on them, give them medicines and a holiday when they are sick, allow them a day of rest now and then, give them a warm blanket in cold weather, speak affectionately to them at times. They can feel the words of love, though they do not understand them. The cow, the ass, the shepherd's dog, the horse, the camel, the bullock, the elephant, the milkman's dog, the pony, the yak and other domesticated animals are humble and helpless members of the fellowship of labour. They must not be robbed of their rights, especially as they cannot strike back or agitate for the redress of their grievances.

Vocabulary : exhibit-show, noxious-harmful, venomous-poisonous,
ferocious-violently cruel Sharks-large dangerous sea-fish, redress-set right.

Questions :-

1. Some of the animals are capable of
 - (a) attaching themselves to work.
 - (b) devoting themselves to God.
2. Before building new colonies we can see the builders.
 - (a) making the land smooth and levelled.
 - (b) killing animals.
 - (c) reviving the process of civilization. m";
3. The word sociability in the passage means .
 - (a) inclination to be friendly.
 - (b) spreading the ideas of socialism.
 - (c) considering all the animals socially equal.
4. We are not responsible for
 - (a) taming and using cruel animals.
 - (b) the coming of ferocious and venomous animals in the world.
 - (c) Treating noxious animals as our friends.
5. The work enjoined in the passage means.
 - (a) to join the disciple of Zoraster.
 - (b) to enjoy the company of animals even if they are vicious.

- (c) imposed upon the people.
6. The animals which serve man
- (a) have built many fabrics.
- (b) have shown kindness and sympathy to men.
- (c) are our real companions.
7. The domesticated animals.
- (a) are as humble and helpless as the poor labourers are.
- (b) agitate for the redress of their grievance,
- (c) do not understand the feelings of man.

Answer :-

- (1) c (2) b (3) a (4) b (5) c (6) c (7) a

Exercise - 5

Let the elections come. Almost all parties manoeuvre things on the same lines- professing secularism and choosing candidates from the community that is in majority or has a vote potential in the area. Unsecular promises are given to profess secularism again after elections. Religion is in the blood of the people, It has all resulted because secularism has been taken up as anti religious for some and proreligious for others. It is an ideal a philosophy. not a flexible instrument in the hands of the schemy politician. It can't be forced by constitution day some where or the other It can be envolved not merely at the cast of the majority appeasing the minority but the minority as Justice Mohanmmmed C. Chagle asserted. in realising and sharing its responsibility in the national current through the evolvment of equal rights.

duties and laws for all.

Our over-emphasis on secularism has overlooked the fact that, more or less, we have considered secularism too as a faith. As we have corrupted religion we have corrupted secularism too. Otherwise there was nothing wrong in religions. All the religions,' as Iqbal once said 'I have embodied for centuries the hopes and inspirations of millions. They have given identity to peoples as well as furnished them with standards to judge secular or worldly rulers.' In reality, religion' which is always alive in India. Our need is to forget the kind of civil religion which has evolved in European democracies and not to discard religion. The secularism should not be a reactionary' concept but an amalgamation of morality, temporal reality, older culture values and new ideologies.

Vocabulary : professing-advocating, manol.:uvre-manage, evolved-generated, forge-move a head : amalgamation-harmful combination.

Questions :-

1. When elections come, all political parties
 - (a) practice secularism.
 - (b) act against secularism in practice.
 - (c) choose candidates from Hindu majority community.
2. Secularism in India has been considered.
 - (a) as a principle appeasing the majority community.
 - (b) as religious sentiment that is in the blood of the people.
 - (c) as a principle against religion by some
3. Justice Chagla wanted to establish secularism by

- (a) evolving equal rights, duties and laws for all. '
 - (b) The majority appel ,
 - (c) forcing it through the constitution.
4. According to Iqbal religions.
- (a) have been corrupted by us-
 - (b) have given the people ideas how to know siecular or religious head.
 - (c) have overlooked the need of secularism by overemphasing it.
5. European democracies have
- (a) evolved a secularism of the reactionary type.
 - (b) against the concept of amalgamation of old cultural values with new ideologies.
 - (c) not gone against religion but started a kind of civil religion.

Answers :-

- (1) b (2) c (3) a (4) b (5) c

Unsolved Exercises

Exercise -6

Centralisation of industries has resulted in the concentration of a particular type of labour in a certain area, as of the bangle workers in Firozabad in Uttar Pradesh. The pollution in the city is one of the highest in the country. Decentralization of such industries becomes very difficult at a later, stage. The effluence of Bombay High and of industries on the sea-shores are responsible for aquatic problems. Fish have been

destroyed in such areas and the fishing areas have moved away from the shore,

Since over-urbanisation and concentration of unplanned industries is one of the important factors in pollution, it should be checked and small urban centres should be developed. Industries should be distributed equitably in the rural areas to avoid the influx of people in big cities. Availability of comforts like water and electricity in the rural areas and adjoining towns would go a long way in this direction.

Long-term and short-term planning of the urban areas is essential to check further growth of haphazard areas in the big urban pockets. Efforts have been made in this direction and different agencies like development authorities and housing boards are coming up in different states. Still in certain areas, the vertical growth of housing and commercial accommodation is considered a point of status. Horizontal expansion is always desirable.

The rural pollution is a very serious problem. A poor country could have dug a large number of wells for drinking water and could have spent some amount in planning the villages too instead of hosting the prestigious NAM, Asian and Commonwealth Conferences. Population explosion has rather aggravated the rural and slum pollution problem. Besides governmental action, public consciousness and awakening are equally important factors in checking the environmental problem,

Vocabulary: aquatic-connected' with life in water. equitably..; somewhat ,equally, in flux-connected with coming in haphazard-unsystematic aggravated-made worse.

1. What is the result of centralisation of industries?
2. How have industries affected sea-water'?
3. What is the effect of unplanned industries'? How can it be checked?'
4. What will be the effect of supplying comforts like water, electricity in the rural areas?

5. What has been done by Housing Boards?
6. What do you understand by vertical and horizontal growth? Which is useful?
7. How can rural pollution be stopped? What ought to have been done by the government in this direction?
8. Why can government action alone not solve the environmental problem?

Exercise - 2

Scarcity is not created by wars. It is a permanent characteristic of all human race whatever its form or organization. It springs from the fact that the material resources are even more limited and that our ability to make use of those resources is even more limited due to our ignorance. Everything that we need to satisfy our wants has to be derived finally from two sources. The natural resources that are available and the human ability to make use of them. As our Knowledge grows and we increase our skill, we can exploit more and more of the opportunities that nature offers us. The increase in communications, for example, has brought within our reach the resources of vast areas that were closed to us before: the development in scientific knowledge has made accessible many depths below the earth's surface that could not be reached by earlier generations. The Railways, Steamships and Aircrafts have vastly extended the neighbourhood on whose resources we can draw and our increasing skill, both of techniques and organisation, enable us to get more out of what we can reach. But whatever the rate of development may be, there is at any one time, a limit to the total of what is to be produced.

- (a) Give a suitable heading to the above passage.
- (b) Relate the two causes of scarcity mentioned in the passage.
- (c) Why are railways, steamships and aircrafts said to have extended the neighbourhood?

- (d) How has the development in scientific knowledge helped in facing scarcity? .

. Passage -3

Trees give shade for the benefit of others while they themselves stand in the sun and endure scorching heat. They produce the fruits by which others profit. The character of a good man is just like the tree. What is the use of this perishable body if no use of it is made for the benefit of mankind. Sandal-wood, the more it is rubbed the more scent does it yield. Sugarcane, the more it is peeled and cut into pieces, the more juice does it produce. Gold; the more it is burnt, the more brightly does it shine. The men who are noble at heart do not lose these qualities even if they lose their lives. What matters it whether men praise them or not. What difference does it make whether riches abide with them or not. What does it signify whether they die at this moment or whether their lives are prolonged. Happen what may! Those who tread in the right path will not set foot in any other. Life itself is unprofitable to the man who does not live for others. To live for the mere sake of living one's own life is to live the life of dogs and cows. Those who lay down their lives for the sake of a brahman, a cow, a friend, or even for the sake of a stranger will assuredly dwell for ever in a world of bliss.

Questions :-

1. Suggest a suitable heading to the passage.
2. What are the qualities of trees, sandal-wood gold and sugar-cane?
3. What are the qualities of a good man ?
4. What sort of persons dwell in a world of bliss?
5. What lesson is there in the passage?

Passage -4

We look upon the child today as a pivot of the family and the hope of the future. But human history has a different tale to tell. In the early history of mankind, marked with an acute struggle for existence, infanticide was quite common and it has continued even in our time in the backward communities. The art of bringing up the child was left to the nature. The child was often looked upon as the economic asset in agriculture and that even parents did not accept his right to education. Compulsory education was barely in existence even in the most advanced countries till just a century ago. But the 20th century can be said to be the century of the child. Today the right of the child to be educated and to play, to enjoy good health and to grow up to a healthy manhood is universally accepted. It is in his interest that antenatal care has come into being and postnatal care is looked upon as an absolute necessity. Thus the importance of the family and child welfare represent an important field of social work.

While nothing can replace a mother's natural love, it has come to be recognised that love of an ignorant mother may ruin the future of her child. Even such elementary things as bathing and feeding the child have their own technique which has to be learnt. Thus the social worker in the field of child and family welfare has to be adept in dealing with mothers and children who are by nature more or less recalcitrant. Luckily child psychology has come to be studied on a large scale and it gives us an insight into the difficult and complex working of a child's mind.

Questions :-

1. What practice regarding children was common in backward classes in ancient times?
2. How was the status of a child changed in the agricultural age?
3. Which century is called child's century and why?
4. What rights have been given to a child in the twentieth century?
5. How can the love of an ignorant mother ruin the future of a child?

6. What is the field of work of a social worker?
7. What branch of knowledge gives us an insight in the working of a child's mind?

Exercise -5

There is no dearth of fake patriotism' in the world to camouflage one's weakness or failure in administration and planning. It rather becomes an instrument in the hands of dictators and selfish rulers to keep their position safe. One can hear the slogans of patriotism on both the sides of the line of demarcation in the Indian sub- continent. When there is a dissatisfaction among the masses, these slogans would be raised, "danger is lurking on the borders." "the enemy is making preparations to attack our country." This is not patriotism but perverse thinking for selfish motives. Patriotism does not require a whip to course the sentiments of the people. If it does, it is not true patriotism. The unity, achieved during war, may be the result of apprehension of the slavery, not necessarily true emotion generated by patriotism. It is in the blood of the people to mould their life according to the need of the motherland. It is not in the expediency to create circumstances befitting one's own interests. It is rather regrettable that patriotism is the greatest casualty in almost all the fields in our country. Political expediency and selfish motives have become supreme to the extent that even to talk of patriotism is labelled as peurile or reactionary. Let us take inspiration from the young girl who wept and cried bitterly for she could not offer flowers on the war-memorial in London because none of her forefathers had laid his life for the cause of the nation. Let us inculcate this noble spirit amongst the people if we have to bring back the glory that was India. ,

Vocabulary : dearth-scarcity, fake-superfluous, false camouflage-cover up something, demarcation-division, expediency'-division, guided by selfishness, casualty-great loss, labelled-called, peurile-petty, inculcate-generate.

Questions :-

1. What is the effect of fake patriotism'?

2. When are the slogans of patriotism raised?
3. Why is this type of patriotism not the real patriotism?
4. Why is the unity during war real patriotism? Why does true patriotism not require any instigation?
5. What does the author regret.?
6. What is the result of political expediency and selfish motives? 7. Why did the little girl cry bitterly?

Exercise -6

Man, as a rule, longs for a life of peace and happiness. He dreads all sorrows, misfortunes and calamities such as failures in examinations, loss of money, deaths in the family and suffering from disease. Life should be for him a continuous flow of success, peace and prosperity. ,

But man does not realize that adversity has its own advantages. It is during moments of great stress, suffering and misfortune that the best faculties of a man have shown forth. It is during such times that he turns contemplative and philosophical and becomes a believer in divine forces. When Kunti, the mother of Pandav princes, was asked by Krishna to choose a boon, she promptly asked for a life of adversity, which alone would fix her mind to God. Long ago there was a great Sanskrit scholar who, with a serious attack of paralysis, sought the grace of the Lord and composed over a thousand masterly verses in his glory. Instances can be multiplied to prove that things have been achieved by man in times of suffering and adversity.

Questions :-

1. What does a man long for?
2. What are the things he is afraid of .

3. What type of life does a man like?
4. When does a man become a believer in divine forces'?
5. Why did Kunti ask of a life of adversity?
6. In what physical state did the Sanskrit poet compose a large number of poems?
7. When has man achieved great things in life?

Self Check Test

Q.1 Read the following passage and answer the questions below it without seeing the answer key. Then check your answers with the answer key given by us.

A certain king once fell ill and the doctors declared that only a sudden fright would restore him to health. But the king was not a man for anyone to play tricks on him except his fool. One day when the fool was with him on his boat, he cleverly pushed the king into water. Help had already been arranged and the king was drawn ashore and put to bed. The fright, the bath and the rest in bed cured the diseased king but he was so angry with the fool that he ordered him to be put to death, saying privately that he would only repay him with fright. He directed the executioner not to use the axe but to let fall a single drop of water on the fool's neck. The fool was led to the gallows. The executioner dropped a drop of water on his neck. Then amidst shouts of laughter, the fool was asked to rise and thank the king for his kindness. But the fool never moved. He was dead and killed by his master's joke.

Questions :-

1. How could the sick king be cured?
2. Who alone could afford to play tricks on the king and why?
3. What did the fool do when he was with the king on his boat?

4. Why did he do so?
5. What did the angry king order?
6. What instructions did the king give to the executioner?
7. How did the fool meet his end?

Part Two

- (A) (i) The boy hasn't come today.
 (ii) He is looking for the boy.

The boy whom he is looking for hasn't come today.

- (B) (i) The pen was not a good one.
 (ii) He lost the pen yesterday.

The pen that he lost yesterday was not a good one.

tc dkb 'kcn Simple Sentence fdl h nw jss Simple Sentence l s bl i d kj t M s fd
 ml dk l c k l pd 'kcn fi Nys mi okD; ds vire 'kcn (Noun/Pronoun) l s gks rks ml s
 Relative Clause dgrs gA

(ii) Now look at the following sentences noting the underlined part.

- (i) It is a mystery.

How did the thief got in ?

How the thief got in is a mystery. (Subject of the verb "is")

- (ii) I knew this. (Note the dropping of conjunction "and")

He was worried.

I knew that he was worried. (Object of the verb "knew")

(iii) It is a fact.

It is a fact that he left the place yesterday. (Appositive Clause of "fact")

(iv) I was greatly annoyed.

I told her.

I told her that I was greatly annoyed. (Indirect object of "told")

(v) you must listen to him.

What he says.

You must listen to what he says. (Object of preposition "to")

(vi) The boy fears.

He will fall.

The boy fears that he will fall. (Complement of "fears")

Simple Sentence; Simple Sentence

Sentence, Noun Clause

Noun Clause

djrk g

(i) Subject of a verb.

(ii) Object of a transitive verb.

(iii) Appositive of a noun.

- (iv) Indirect object of a verb. .
- (v) Object of preposition.
- (vi) Complement of intransitive verb.

Again, look at the following sentences :-

- (i) The thief ran away.
He saw the police.
The thief ran away as soon as he saw the police.
- (ii) He is very tired.
He cannot walk.
He is so tired that he cannot walk.

These are examples of Simple Sentences. In the first sentence, 'The thief' is the subject, 'ran away' is the verb, and 'as soon as he saw the police' is an adverbial clause. In the second sentence, 'He' is the subject, 'is very tired' is the verb phrase, and 'He cannot walk' is a result clause. In the third sentence, 'He' is the subject, 'is so tired' is the verb phrase, and 'that he cannot walk' is a result clause.

Exercise 1

Q.1 Combine the following pairs of sentences using the co-ordinates given against them.

- (i) We can go to the fort.
We can do our home-work. (Either.....or)

(ii) He is intelligent.

He is hard-working (Both.....and)

(iii) He is poor.

He is happy.

(iv) You must hurry up.

You will miss the train. (or/otherwise)

4.3.1 Subject + Verb (S + V)

We all breathe.

The sun is shining.

4.3.3 Subject + Verb + complement (S + V+ C)

We/are/doctors.

His father/is/a teacher.

She/is/a clerk.

4.3.3 Subject + Verb + Object (S + V + O)

You/write/a letter

She/helped/you.

4.3.4 Subject + Verb + Indirect object + direct object (S + V + IO + D)

He/gave/me/a new book.

His father/bought/him/ a new shirt.

4.3.5 There + is/are/was/were + Noun + adjunct

There/is/an/old/temple/in the village.

There/was/a book-stall/near the post-office.

There/are/some chairs/in the room.

There/were/some boys/in the class.

ikBxr izu

vki usbl bdkbz dks/; ku l si <k gA vc uhpsfn; siz ukadks gy dhft, A iz ukadks gy
 djus ds ckn mRrjka dk feyku nh xbz mRrj rkfydk l s djds Lo; avi uk eW; ka du dhft, A
 iz u&uhpsfn; sx; sokD; ka l s 'kcnka dks Øe l sgVk fn; k x; k gA mlga l a kstr dj vfkz
 i wkl okD; cuk; A

- (i) to be innocent appears he.
- (ii) likes the sweet boy.
- (iii) is a doctor his brother.
- (iv) a new pen my brother gave me
- (v) a story told you she.
- (vi) caught the police the thief.

mRrj rkfydk %vH; kl 1

1. (i) Either we can go to fort or do our home work.
- (ii) He is both intelligent and hard-working.
- (iii) He is poor but he is happy.
- (iv) You must hurry up or you will miss the train.

2. (i) This is the time. (Principle Clause : P.C.)
When we must act Subordinate Clause : Sub. C
- (ii) The book (.....) is lost
That you gave me. (Sub. C..)
- (iii) He stayed at home. (P.C;.)
because he was ill. (Sub.C.)
- (iv) The judge will decide (P.C.)
Whom the land, belongs to. (Sub. C.)
- (v) He found (P.C.)
that he was late. (Sub. C.)
3. (i) He is so tired that he cannot walk.
- (ii) I heard the news that he is a thief. :
- (iii) The report that he told is true.
- (iv) The man whom you want to meet has just left.
- (v) Blessed is the man whose cares are few.

mRrj rlfydk %vH; kl 2

1. (i) The teacher told us that two and two makes four.
- (ii) He told her that she was his sister.
- (iii) The Principal asked the boys if the teachers were teact
- (iv) My father asked me to take care of my health.

- (V) She told with joy that the morning was very fine.
2. (i) I said to him, "What are you doing with my book?"
- (ii) The teacher said to the boys, "Open your books at page 25"
- (iii) He said to me, "Please tell me the time."
- (iv) She said to me, "May you rise to the highest post."
- (v) I said to his servant, "Wait here till I return."

वह; कि रफ्यदक % वह; कि 3

- I. (i) He appears to be innocent. ,
- (ii) Boys like sweets.
- (iii) His brother is a doctor.
- (iv) My brother gave me a new pen.
- (v) She told you a story.
- (vi) The police caught the thief. .

Nk= वह; कि itu

¼ wkd % 25½

fuEufyf[kr ituadks, d mRrj i fLrdk ; k dKWh eagy dhft; A vi usv/; ; u वह; कि
dh ckg; ijh{kk ds l e; blga vfuok; l: i l svi us vkrfjd ijh{kd&l Ec) l LFkk ds i kpk; l
ds i kl tek dhft, A l) krd itu&i=kadsvkrfjd vad budsvk/kkj ij i nku fd; stk; xA

- Q.1 (i) The boy said "I cannot speak English."
(Indirect Speech) (I)
- (ii) The teacher asked the student not to read novels.
(Direct Speech) (I)
- (iii) My brother said, "Where have you got this pen?" ;"
(Indirect Speech) (I)
- (iv) I won't go, if you do not come with me. c
(Break into Principal and Subordinate Clauses) (I)

(v) It is our duty. We must obey our parents.

(Combine into one sentence) (I)

(vi) Give me the book. I gave you a book.

(Combine into one complex sentence) (I)

Q. 1 Do as directed.

(i) A horse is an animal.

(ii) I met.....old man.....old man was riding.....a bicycle.

(Fill in the blanks with suitable words)

(iii) I did it himself

(Correct the sentence) (I)

(iv) I havenew books for you.

(Fill in with some/any/much/little)

(v) Is there letter for me?

(some/any/much/a few) (I)

(vi) She is European

(Fill inw with a/an/the) (I)

Q. 3 Do as directed.

(i) posted you a letter last week..

(Change into Interrogative) (I)

(ii) He is ill.....

(Add a Question tag) (I)

(iii) He is a doctor.

(Make a question tor the given answer) (I)

(iv) Did you visit the Tai Mahal?

(change into affirmative) (I)

(v) You do not do your work in time

(Add a question-tag) (I)

Q. 4 Do as directed.

(i) They invited him.

(Change into Passive Voice) (1)

(ii) His work was finished yesterday.

(Change into Active Voice) (I)

(iii) He is writing a letter.

(Change into simple Present Tense) (I)

(iv) He jumpedthe well

(Fill with/into,) (I)

(v) The Taj runs Delhi and Gwalior . (Fill with from/to/between)(I)

(vi) No temple is old as this one.,

(Rewrite using superlative Degree) (I)

(vii) No other girl is prettier than she.

(Change Into Positive Degree) (1)

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English
Development of a Composition
Paragraph-writing
Letter-writing
Essay-writing
Diploma in Education Examination
Second Year

Subject:	English	Unit-VI
Topic:	Writing Skill: Development of a Composition	
(1)	Paragraph-writing	
(2)	Letter-writing	
(3)	Essay-writing	

Writing

Could you tell what the four skills of a language (English) are ?

Write them here using the clues

- (i) L.....
- (ii) S.....
- (iii) R.....
- (iv) W.....

(Answer, Listening, speaking(reading, writing)

Now let us look at the subskills (skills) of writing. The subskills of writing can broadly be divided into three categories.

- (i) Mechanical skills (e.g. handwriting, spelling, punctuation, indenting)
- (ii) Accuracy :- Ability to use grammatically correct English.
- (iii) Organisation :- Writing in proper sequence (coherence) and use appropriate linking devices paragraphing etc.

Paragraph Writing

A good paragraph has :-

- i) About 4-7 Sentences.

- ii) Proper sequence of thoughts .
(fopkjka dh Øec) rk)
- iii) A topic sentence
A sentence which has the topic of the paragraph
- iv) No. irrelevant thoughts:-
All the thoughts included in a paragraph should be related to the main idea.

TASKS

Let us read this paragraph carefully.

1. In their eating habits goats are often very destructive.,
2. The famous Swiss Scientist, Karl Vogt, say's that the goat does more harm in the forests than any other animal.
3. . It is inadvisable, therefore, to let goats run .at large where valuable green things are growing.
4. They will eat even the barks of trees.

There are four sentences in the paragraph. Notice that the main idea of the paragraph is "the goats can be very destructive". The main idea of the paragraph is in the first sentences. Hence this sentence -is the topic sentence.

The sentences are arranged in a proper sequence. The main idea is followed by supporting letterin sentence 2,3 and 4 are related to the main topic

Exercise -1

Here is a paragraph, The sentences of the paragraph are not put in their proper order, Put the sentence in their proper order.

1. He also learnt that the lives do not change as a person grows older.
2. In nineteenth century a man called Sir Francis Galton began to study the lines on finger tips.
3. He found that no two people had the same pattern of lines.
4. Hence a signature can be copied but a thumb print cannot be copied.

Exercise-II

Identify the topic sentence in the paragraph.

Dolphins are very interesting animals. They look like fish. But they are not fish. Fish can live under water. But dolphins have to come up because they breathe air. Fish lay eggs. But dolphins have babies. These drink their mother's milk like the human baby.

The topic sentence is sentence number 1: "Dolphins are very interesting animal" One of the sentence in the paragraph given below is irrelevant. find which sentence is irrelevant.

Ice cream is so common in our lives that we never think about how we come to have it. Who first made ice cream? It is thought that ice cream, like many other things, originated in China. Some other inventions by the Chinese are said to be gunpowder, paper and silk cloth. It is believed that a traveller brought the idea from China to Italy several centuries ago. From Italy it spread to France and England and later to the United States.

Letter:-

Let us analyse the parts of a letter-

At the top we see the letter head or the letter pad. It has the sender's address in the middle of the page.

Then on the left hand side we see details like Telephone No. Telegram code etc.

Then we have the address on the left. (Fill in the blank with the word sender or receiver)

Then we see the salutation on the 'left' i.e. 'Dear Sir'

What do we see after the salutation? Yes, after salutation we see the subject.

Then there is the body of the letter. The body is very small because it is an official letter. (see PageNo. 5 and 6)

Story :-

Read the story You have to improve it. The sentence in paragraph-1 are not in proper order Punctuation (i.e. capital letters, full stops and commas is to be done in paragraph (2) In paragraph (3) strike out two irrelevant sentences.

1. She was searching for water. The crow was thirsty. Once there was a crow. She wanted to drink water. But there was no water.

2. At last she found a pot there was water in the pot it was half full of water but her neck was short and she could not put her head inside the pot so she could not drink the water. There is water in the pot but I will die, said the crow.

3. Then she thought of something. Nearby there were many small stones. She picked up a little stone and she put in the pot. Crows make lot of noise in the morning. Then she put another stone in the pot and then another. Pots are very good for storing water. Now the water was higher in the pot. She put in another stone, and another.

At last the water came up to the top. The clever crow drank the water.

6.2 Letter writing.

Letter-A

Distric Centre for English, Government College of Education, Jabalpur ,

Telephone: 324883

Grams: DECPO, Jabalpur

Our Ref: Jab/16/2

16 November, 2000

Dear Sir,

Supply of a computer

Following our discussion yesterday. we now confirm our order for:

1. One PCU (II.C.I.)
2. One monitor (LG) 14" inches.
3. One inkjet printer.
4. One dot matrix Printer. , i

A complete copy no. DCE/62/2k of our official order is enclosed. We accept your discount terms of 10% on the price list. We note your guarantee to deliver the computer not later than 1 December 2000.

Sincerely yours

Encl: our office order

Letter-B

Katangoy, Jabalpur

Dear Ann .

I have been very happy to receive your letter. Nice to read that all are well at home.

When I came from Bhilai. I was unhappy because I was leaving you and all my friends. But now I have settled well at Jabalpur. I like my neighbours. I have several friends to play with:

How is our football team faring at Bhilai? Did you play any match recently? Please convey my regards to Uncle, Aunty, Pappu and all our friends at school.

Yours lovingly

Paul

Compare letter A with letter B. Answering the questions given below will help you do it.

- (i) Which letter is longer?
- (ii) Are the parts of the letter the same?
- (iii) What difference do you see in the salutation and complimentary close of the two letters?

Task: Write a response to letter A and letter B.

6.3 Essay or composition

For the sake of effective communication and brightening expression an essay or a composition is attempted.

Objectives

1. Objective should be clear.
2. language should be simple and communicative.
3. Comprehensiveness
4. Structural beauty.
5. Sprightly vocabulary "
6. Right choice of the topic.
7. Don't go off the subject.

Situation

Compose an essay on one of the following topics.

1. My school
2. My pet
3. A great leader
4. A journey by train
5. A scene in the examination hall

Step

I-Expression is effective and the problem of the subject-matter or the choice of the topic is proper

Narrative topic

1. Select the topic with which you are most familiar
2. Right choice of the topic where subject matter does not trouble. So the topic is the one where subject matter comes from little observation.

Essay :- Scene in the examination hall .

Outline:

1. Before the commencement of Examination.
2. During the commencement of Examination.
3. Mention the examination and its venue.

Model

Construction of a composition .

On Monday the 10th of March, groups of excited, confused and worried students flocked to the avenue of the IX class annual examination, at the Government High School, Gorakhpur, Jabalpur. Many of them were talking excitedly and turning the pages of books : and note books. Most of the talkative and chirpy-It. were accompanied with parents, brothers uncles, acquaintances friends. The bell rang; students, examinees and invigilators went into the examination hall.

As soon as the answer books and the question papers were distributed, silence reigned in the hall. Two or three late-comers dropped in. The sound of the steps of the invigilators became loud and then faded, every now and then. A murmur was ruthlessly curbed under the weight of the thunder "Silence please. Do not talk."

A girl fainted. Somebody said either the paper was tough or she did not have a proper breakfast. A boy commented aloud. "Heart-break or sleepless-night", but the stern invigilator silenced him the mirth was curbed. A comedy or tragedy was over.

More and more answer-sheets were required. Answer-books were signed, I attendance sheet was marked It was hardly more than two-third of the duration of the examination time when the warning bell rang.

"Hurry ! Hurry !. Tag your copies" the order boomed in the hall, and soon the examination was over with the final bell.

In between flying squads personnel visited and potential characters were searched But in vain.

Now the time was over.

Thank God everything was over peacefully!

Essay/composition

Write a small composition (of 200 words) on anyone of the given topics

1. Any festival.
2. A post-man or an Indian farmer
3. Importance of Newspaper
4. Importance of trees.

Any Festival

India is a land of festivals. As there are many religions followed in India. it has a large numbers of festivals. Besides religious festivals. Indian festivals are social, cultural and national as well.

Deepawali; Dussehra, Holi, Baisakhi, Raksh'abandhan, Id-ul-Fitre, Shclb-be-Baraai, Christmas and Guru Nanak Dev Jayanti are religious. Among national festivals are Republic Day and Mahatma Gandhi's birthday.

Among all the festivals. I like Deepawali festival. It is very dear to me. The festivities begin two or three weeks in advance. Preparation of Deepawali are made to give a befitting welcome to the goddess of wealth, Lakshmi Devi. Every house, shop and place is cleaned washed and tinted.

Lot of purchases are done like clothes, utensils, jewellery, vehicles. The list is never complete.

Both, houses and market, places, buzz with a hearty activity. There is smile on every face. My theological significance goes to the times of the great epic The Ramayan,



i =kp kj i k B; Øe
ek; fed f'k{k e.M y e-ç-] Hkiky
½kj k l ok/kdkj l jf{kr ½
Diploma in Education Examination
Second Year

fo" k; % English (SECOND LANGUAGE) AND ITS METHODS OF TEACHING
fo" k; k k % Methodology Unit-VI
[k.M % "B"

This section tells you about:

- * The language learning objectives.
- * The language skills.
- * The methods of teaching English.

7.1 Purpose of learning English in present context :

A. The purpose of learning English in the present contexts, according to the various commissions are as follows:

1. University Education Commission (1940)
 vxj HkkoukRed i dFRr; ka dso' kHkurgkdj ge vaxst h Hkk"kk dks NkMfsgS rks ge vi us l rr of) dh vlg tkusokyh Kku thor /kkjk l s vyx dj yxk
2. Secondary Education Commission
 gekjs ; pk dks l Hkh L=kr ka l s Kku i klr djuk pfg; s vlg bl ds Kku ds QSyko vlg fodkl eavi uk ; kxnku inku djuk pfg, mfs ; ka ds i klr eavaxst h ds v/ ; ; u dksegROI wkz Hkfedk vnk djuh gk
3. Kothari Commission
 ^Hkkjr ea py jgs Hkk"kk fookn vlg fojksk dks / ; ku ea j [krsgq rFk orZku l e; ea Nkka dh 'kS{k d vko' ; drk , oa KkutZ dh l qerk cuk, j [kus dh deh' ku us Hkk"kk f' k{k. k ds l adk ea fu. kZ fy; kA ^

B. In India, we need English as

a library language: We need to consult several books for higher education. English is a language used- all over the world. 'We get in English books on all the subjects and topics. Hence in India, we need it as q. library language.

- * a service-language for inter-state communication
- * an international language.

- Ex. A. What is the need of English in India?
B. what' is the purpose of learning English in India?

7.2 AIMS OF LEARNING ENGLISH -To develop language skills.

A. Our aim of teaching English is to make our students good users of language. At the primary and middle School .level our objectives are:

- * to listen to spoken English and understand it.
- * to understand a passage in English read out to students.
- * to carry on a meaningful conversation in English.
- * to express ourselves in writing.
- * to read on our own with the help of a dictionary and other reference books.
- * to read silently and understand the main ideas.
- * to read simple English poenis' and enjoy them.

mi jkDr mīś ; gekjh Hkk"kkbz dks ky ij vk/kkfjr gā vks Hkk"kkbz dks ky (LSRW) fodfl r djus ds fy, ; g vko' ; d gs fd f'k{k d , d ekxh'kd ds : i ea dk ; Z dja vks Nk=ka dks vf/kd & I & vf/kd vol j inku dja rkd ; sLo ; avH ; kl dja rFkk Hkk"kk dk iz ; kx dj I dA

B. Difficulties in learning English Language.

- * time is less
- * less exposure given to learning English language.
- * Motivation to learn (vfHki j .k) is not very strong.
- * The structures of English and mother tongue are different.

C. The implication (iMo) of these objectives in class room reading are to.

- * Minimise (de) the use of mother tongue.
- * Provide exposure of English learning atmosphere as much as possible

to

the realise.

- * Give as much practice as possible to the language learning.

D. Principles (fl)kr) of language teaching

- 1 At the school level learning is primarily instructive.
 - * Language structures (sounds, words sentence patterns)
 - * Communication skills (using English appropriately)
 - * Study skills (using refereace books)
 - * Literary skills (enjoying poems)
2. Giving learners as many chances as possible to use English language in conversation
3. Reading is the most important skill.
4. Psychology of learning second language.

Let us first see how the learning of the first language differs from that of the second language(i.e. English)

	L1	L2
1. Language taught	informal	Formal
2. Age	from birth	from 9 yrs. (approx.) (vernacular medium)
3. Use of language	functional (based on language functions, e.g. greeting, apology, etc.)	More formal language, descriptions and formal grammar is learnt
4. Errors treated	parents repeat, encourage and correct.	teacher comments focuses on errors
5. Expose	Oral	Predominantly the written form

As a matter of fact when the child is learning his mother tongue, he is a clean slate but when he learns the second language he has the knowledge of the first language which interferes while he learns the second language.

Hkk"kk I h[kus dseukoSkfud i {kka dk o.kz uhpsfn; sgSbl I svki tku I dæsf d Hkk"kk I h[kus dh ixfr rFkk ml ea vojkk rRo D; k gA

A. Motivation (vfhki j .kk)

Motivation is a very potent force to encourage the students at initial stages to learn language.

Hkk"kk I h[kus ds fy, Nk=ka dks ekufI d nfv I s vfhki fjr djuk cMk egRo i wkz gA vki dk vuttko] Nk=ka ds I kfk vki dk I Ecak vkj vki dk mRij d 0; ogkj bl dk; Z ds fy, vki dks I g; kx nskA I keku; r%vki ds }kjk i kRl kfgr fd, tkus ij tc osubZ Hkk"kk mi ; kx djus dh fLFkr ea v: fpdj Hkh gks I drk gSfdUrqvki ds }kjk i kRl kfgr fd, tkus ij tc osubZ Hkk"kk mi ; kx djus dh fLFkr ea vkoxs rks mlga fo'kSk vkulln vkus yxsk vkj bl vkullni wkz I arkSk dh vuttkir mudh Hkk"kk; h {kerk dks fodfI r djus dh ij .kk cuscha tc osvi usnsud mi ; kx ea i kj aHkd Lrj ij Nks/sokD; ; k 'kCh ckydj vi uh Hkkouk 0; Dr djs rks tgl; mlga i d Uurk gkxh oghamudh mi yfC/k ij nI j sykska I si z ka k Hkh feyscha ; g fLFkr vki dsok; Z dks I gt cukoscha

nšud ikB; kstuk iLrŕ djus ds iŵZ; g vko'; d gšfd Nk=ka dk /; ku vi uh vŕkj vŕdf"ŕŕ djus dk iz kl fd; k tk; s rŕkfd iLrŕrdj.k I gkuŕŕŕiriŵZ vPNs okrkoj.k ea bl izdkj fd; k tk; s rŕkfd iLrŕrdj.k I gkuŕŕŕiriŵZ vPNs okrkoj.k ea bl izdkj fd; k tk, fd d{kk ds I Hkh Nk= dk; Øe ea I g; kŕch cu I dŕ

Motivation is the root of learning. As far as language learning is concerned, the students can, be motivated by developing a desire in them to acquire proficiency in the language activities. It is not an easy job. If the student is motivated to learn a new language, he will himself manage to learn the language somehow or the other.

A child wants to express his thoughts and ideas. He has no alternative but to learn his mother-tongue. Here his desire to express ideas creates the motivation to learn his mother-tongue. In case of English there is no such internal desire. On the contrary, his knowledge of the mother-tongue inhibits the creation of such a desire. Therefore motivation can be created only by efforts. These efforts can be :

1. Arousing interest and readiness: Curiosity to learn the language may be aroused.
2. Expectancy Technique: A student can get motivated if there are goals and expectancy to achieve them.
3. Incentive Techniques: Incentive for learning English may be in the form of praise, prize, competition. grades etc. . .

This will help the students in developing confidence and encouragement to learn the language. They will be more responsive to the teacher's suggestion and the habit of correction will be formed.

7.3(b) Meaningful Experience (I kŕkZd vutŕko):

Nk= tc ; g vutŕko djus yxšafd ubZ Hkk"kk %vaxst h½ I h[kuk mudsfy, , d I kŕkZd vutŕko gŠrks Hkk"kk ds fofHkkUu {ks=ka ea {kerk fodfl r djus dh mudh xfr Lo; arst gks tkoschA bl dsfy, f'k{kŕd dks I rŕrkiŵZ d{kk ea mu I Hkh vol jka dk yŕŕk mBkuk pŕfg; s tks ml ds I keus gŕA vaxst h ea mudka Nk= & Nk= s dk; Z djus ds funŕk nauk tš s Open your book, clean the blackboard, shut the door }kj k Nk=ka I s dk; Z djuk rŕŕk dbZ izdkj ds funŕk Nk=ka dks vki I eansurŕŕk ml dsfØ; kŕo; u djus dk vH; kl djuk ml dsfy, , d I ŕkn vutŕko gŕŕk vŕŕ Hkk"kk I h[kus dh vl eŕŕŕk dh ghu Hkkouk dk uk'k gŕŕkA

Recitation of poems, pronunciation of a word, dramatisation of lessons in a new language will be for them a happy new experience which will develop in them self-confidence to use their experience in their own situations and they will get rid of inferiority complex, if there is any.

This needs a very judicious approach to tackle the situation on the part of the teacher and he should be sympathetic and alert in his business of programming the learning opportunities for his students. .

7.3(c) Distracting Factors (vo/Mu) :

uohu Hkk"kk dks I h[kus ea dfBukbZ dk eŕ; dkj.k gŠ I h[kus dh i fØ; k ea vkus okys vo/kku f'k{kŕd ds: i ea vki dk nkf; Ro gšfd bu vojŕŕkŕd rRoka dks i fgpkus rŕŕk muds rŕŕ fujkdj.k dk mi k; djŕ ; fn , ŕ k ughafd; k x; k rks Nk=ka dh I h[kus dh xfr /kŕh gks tkoschA ; g vko'; d gšfd Nk=ka dks mu vojŕŕkŕa I snj j[kus dk iz kl fd; k tks tks vf/kxe ea xŕŕŕŕk mŕi uu djŕŕA bl dsfy, okrkoj.k fufŕŕ djuk i MŕkŕA

fd I h Hkh Hkk"kk dks I h[kus ea ekrHkk"kk dfBukbZ mŕi uu djŕrh gš i R; ŕd Hkk"kk dh /ofu; ka (Sounds) dh vi uh fo'kŕŕk gŕŕh gŕ vr% uohu /ofu dks xg.k djus ea ekrHkk"kk dh /ofu dfBukbZ mŕi uu djŕrh gŕ vaxst h Hkk"kk dh o.kŕkyk ea dŕy 26 vŕŕj gŕŕs gš tcfD /ofu; ka dh I ŕ; k 44 gŕ vr% /ofu xg.k djuk dfBu gŕŕk gŕ

1. Auditory perception: Pull of mother-tongue often creates a problem in perception of sounds and its reproductions. It also distracts the intonation, pitch and stress. These phonological and morphological inhibitions can be removed by presenting before the students correct sounds by a model.

2. Every language has its own syntactical system. Thus, the syntactical system of mother-tongue in English bound. to distract the learning of the system "of a foreign language i.e.

English sentence has a system of (S. V.O)	Ram	eats	Mangoes
	S	V	O
But in Hindi the system is (SOV)	jake	ake	[kark ga]
S + O + V	S	O	V

3. Problem of structures: In English, certain words and word-groups are important for their structural point of view, whereas in Hindi such a system has no place

e.g.

This is a chair $bl\ dk\ vfk\ ^m; g, d\ dq\ h\ ga$ Here 'a' does not give any meaning or does not mean one out of many, of the same kind'.

This is not used as a demonstrative but is used as an introductory word. 'is' has the meaning of 'being' or 'presence of the object'.

This insight into the structure can only be developed by practice. But the influence of mother-tongue will hinder the learning of the language at early stages.

We must not forget that the student is exposed to his mother-tongue every minute of his time whereas he is exposed to English language hardly for 45 minutes in a day. Hence the teacher should try to maintain the atmosphere of English throughout his period.

$I\ k\ i\ ea\ v\ a\ s\ t\ h\ H\ k\ k\ I\ h\ [k\ u\ s\ d\ s\ i\ e\ d\ k\ v\ o\ /k\ u\ g\ s\ \%&$
 $\%1\ \%2\ e\ k\ r\ H\ k\ k\ k\ k$

$i\ R; \ d\ H\ k\ k\ k\ d\ h\ v\ i\ u\ h\ /o\ f\ u\ r\ F\ k\ o\ k\ D; \ I\ j\ p\ u\ k\ d\ h\ i\)\ f\ r\ g\ k\ r\ h\ g\ a\ v\ r\ \%t\ c\ m\ l\ s\ v\ a\ s\ t\ h$
 $H\ k\ k\ k\ I\ h\ [k\ u\ s\ i\ m\ r\ h\ g\ s\ r\ k\ s\ i\ w\ z\ v\ f\ t\ r\ /o\ f\ u\] ,\ o\ a\ o\ k\ D; \ I\ j\ p\ u\ k\ u\ o\ h\ u\ H\ k\ k\ k\ /o\ f\ u\ r\ F\ k\ I\ j\ p\ u\ k\ d\ k\ s$
 $x\ g\ .\ k\ d\ j\ u\ s\ e\ a\ v\ o\ j\ k\ k\ m\ r\ i\ u\ u\ d\ j\ r\ s\ g\ a\ m\ l\ s\ r\ k\ s\ d\ o\ y\ 45\ f\ e\ u\ V\ e\ a\ g\ h\ v\ a\ s\ t\ h\ I\ h\ [k\ u\ s\ d\ k\ v\ o\ l\ j$
 $f\ e\ y\ r\ k\ g\ a$

7.3(d) Language Habit

Language learning is the development of (1) a skill of listening which enables a student to identify, discriminate and differentiate the sounds of English language (2) skill of speaking the language with correct pronunciation, intonation and stress, (3) skill of reading with understanding and (4) skill of writing the language to express ideas and thoughts. These skills are developed by constant practice and proficiency and are to be acquired to enable the learner to use them automatically and without effort, it becomes his habit. According to Jespersen, "Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings",

The system stresses that the language is to be mastered at the habit level. When a person speaks his mother-tongue he does not take care of his various special organs while making meaningful utterances. He does not make effort to put various words to form a sentence. This is so because speaking is a matter of habit with him.

"Language-learning is essentially a habit-formation process, a process during which we acquire new habits" (Parmer).

7.4 Selection and Gradation of Language materials

(a) Selection

Factors to be considered in the selection of language materials are: (i) the aims and objectives of learning the programmed lesson; (ii) the physical age and health of his students; (iii) Student's mental age and their ability; (iv) Facilities available to students as well as interest and need of the students' in learning that lesson.'

1. The aims and objectives Of learnig the programmed lesson.
2. The physical age and health of his students.
3. Student's mental age and their ability.
4. Facillties available to students as well as interest.and need of the students'

in learning that lesson.'

7.4(B) Gradation

Gradation refers to the arrangement of language materials in a sequence of increasing difficulty. It is a process of selecting and arranging language materials in a sequence of increasing difficulty. It is a process of selecting and arranging language materials in a sequence of increasing difficulty.

(i) Form known to unknown:

This method involves presenting language materials in a sequence of increasing difficulty, starting from the known and moving towards the unknown.

(ii) Form concrete to abstract:

This method involves presenting language materials in a sequence of increasing difficulty, starting from the concrete and moving towards the abstract.

(iii) **From simple to complex :**

i kj l k/kj .k fo"k; oLrqea tfVy fo"k; oLrqdsØe ea oxhjdj .k fd; k tkuk plfg; A

(iv) **From direct to indirect:**

oxhjdj .k rd i wkzØe eafd; k tkuk plfg, rFkk og eukfoKku dsfl) karkaij vk/kkfjr
gkuk plfg, A bl idkj dk p; u , oa oxhjdj .k x |] 0; kdj .k vkfn l Hkh {ks=ka d k f'k{k .k
mnns ; i wkz ifj .kkeijd , oa i Hkko'khy cukoskA

Exercise:

1. What to you understand by selection?
2. What should be the guiding principles of selection?
3. On what principles should gradation of language material be done?
4. Why is selection and gradation of language material important?

Key to Exercise:

For 1. refer 7:4(a)

For 2. refer 7:4(a) Second para .

For 3. refer 7:4(b)

For 4. refer 7:4(b) last two paragraphs



i =kpkj i kB; Øe
eK/; fed f'k{k e.My e-ç-] Hki ky
½kj k I ok/kdkj I jf{kr½
Diploma in Education Examination
Second Year

fo"K; %	English	Unit-VIII
Topic:	ENGLISH (SECOND LANGUAGE) AND ITS METHODS OF TEACHING.	

UNIT -8

Methods of Teaching English

Different approaehs and methods of planning programmes for learning in English.

gekjsi kB; Øe eafujUrj cnyrh fLFkfr , oaLo: i dsQyLo: i vaxsth Hkk"kk dsI kFkZl f'k{k.k dsfy, dbZf'k{k.k fof/k; ka, oami kxe vi uk, x, A , d fof/k vFkok mi kxe I svi s{kr mnns; ka dh i firZu gksus ij uohu iz; kx dj nI jh fof/k vFkok mi xe dk I gkj k fy; k x; kA vki dh tkudkj dh dsfy, i æ[k fof/k; ka rFkk mi kxe dh fo' kSkrk, a, oankSk uhpsfn; s tk jgs gA

8.1 Grammar -Translation method

Grammar cum Translation method vaxsth f'k{k.k dh i kphure fof/k gA ; g Hkkj r dsI kFk vkbA bl fof/k dk dbZ euoKkfud vk/kkj ugha gA fQj Hkh fuEufyf[kr fo'okl us bl fof/k dks tle fn; kA

1. A foreign language can be easily learnt through translation. .'
2. Grammar is the soul of a language.

It is Typically used in teaching Greek and Latin and generalized for modein language.

- i. Classes are taught in the mother tongue with little active use of the target language.
- ii. Much vocabulary is taught in the form of lists of isolated words.
- iii. Long elaborate explanations of the intricacies of grammar are given.
- iv. Grammar provides the rules for putting words together and instruction often forms on the form and inflection of words.
- v. Reading of difficult classical texts is begun early.
- vi. Little attention is paid to the textual contents which are treated as exercise in grammatical analysis.
- vii. Often the only drills are exercises for translating disconnected sentences from the target language into the mother tongue or vice-versa.
8. little or no attention is paid of pronunciation.

Principles of the method

According to Thomson and Wyatt this method is based on three principles:

1. Translation interprets foreign phraseology the best.
 2. In the process of interpretation, the foreign phraseology is assimilated.
 3. The structure of a foreign language is being learnt when it is compared and contrasted with that of mother-tongue.
- (a) **iii. Merits of the method**
1. It is economical because it saves time.
 2. It enhances student's vocabulary and makes the meaning clear because it is told in mother-tongue.
 3. This method fulfills one important maxim i.e. from known to unknown.
 4. It explains grammatical rules and develops the art of translation.
 5. It can be easily used even in a crowded class-room.
 6. It is convenient for the teachers since they do not have to make preparation for teaching.

(a) **iv. Demerits of the method**

1. This method does not develop the three skills of language learning i.e. speaking, reading and writing.
2. It does not teach correct pronunciation, intonation and stress.
3. There are some idioms, words and phrases which cannot be correctly translated.
4. Certain structural words cannot be translated e.g. 'the', 'at' etc.
5. Sometimes translation becomes ridiculous.
6. This method tries to teach by rule and not by use.

(b) **Direct Method**

Translation Grammar method was introduced by Comenius in 1632; it was revived by the International Phonetic Association of France in 1888; it was revived by the Direct Method; it was revived by the Direct Method; it was revived by the Direct Method.

Learning to speak a language is always by far the shortest road to learning and to writing

it.

(b) **I. Definition**

The Direct Method is a method of teaching a foreign language which is based on the principle that a language is learned by using it. It is a method of teaching a foreign language which is based on the principle that a language is learned by using it.

vutko l st kMej ml sLo; avFKz fudkyus dk vol j fn; k tkoA bl f'k{k.k fof/k dks Direct Method dk uke fn; k x; kA Direct Method dks Li "V l e>kus ds fy, fuEufyf[kr dFku egRo i wk gS %&

Direct Method is a method of teaching a foreign language through conversation, discussion and reading the language, without the use of pupil's language, without translation and without the study of formal grammar. At first, words are taught by pointing to objects, 1 or pictures or by performing action". ..

Gurrey defines this method. "The fullest application of the method is the association of a complete thought expressed in words with the real experience that would give the occasion and impulse for the thought".

(b) II Main characteristics of the Method

1. In this method direct link is created between word and idea, word and experience.

This type of association is the key to understand the meaning. It needs a full contextual situation e.g. for teaching the meaning of a table, table itself is needed.

2. Instead of word, sentence is the unit of teaching because it is in a sentence that the child learns to talk.

3. Audio-visual material is extensively used to explain the meaning.

4. Much stress is put on speech because direct association is made by the use of speech or teaching only. ..

5. In the Direct method, mother-tongue is not allowed to be used. But some scholars think that mother-tongue may be used at places where it is very essential.

6. In this method grammar is learnt inductively. It is assumed that learners will themselves infer the grammatical rule. Grammar-teaching is not considered the end in itself but it is a means to an end.

7. The maxims 'from simple to complex' and from "concrete to abstract" play an important role.

8. In teaching, much importance is given to question answer technique.

9. Vocabulary is taught by following the principle of selection and gradation.

10. Pronunciation is taught more systematically on phonetic lines. ,

Direct method - dh fo' kskrk gSfd bl fof/k ea ekr Hkk"kk dk iz kx ofr gA 'kCn dk vFKz cryk; k ugha tkrk gS cfYd vutko l sbl izdkj l Ec) fd; k tkrk gSfd Nk= Lo; avFKz l e> yA Table 'kCn dk vFKz l e>kus ds fy, Vfcy l keusj [kdj okD; ckyk tkrk gSft l l s Nk= tku l drk gSfd Table D; k gA

vaxstH Hkk"kk f'k{k.k ds fy, okD; dks, d bdkbz ekudj ml dk vH; kl dj k; k tkrk gA Hkk"kk ckydj i <kbZ tkrh gA 0; kdj .k ds fu; e ugha cryk, tkrsg vfi r q; g ekuk tkrk gS /khj & /khj s Nk= Lo; a 0; kdj .k ds fu; eka ds fu" d" k fudky ykA bl fof/k ea n'; J0; l gk; d l kexh dk i; klr mi; kx fd; k tkrk gA

(B) III. Merits of Direct Method

(1) It develops some important language abilities in the learners.

(a) Ability to speak.

(b) Ability to infer meaning and grasp ideas without taking help of mother-tongue.

(c) Ability to think in English and express thoughts in the language directly. .

(d) It develops instinctive language sense which we all practice in using in mother tongue. .

(2) The method is interesting because it is full of activity.

(3) Cramming is discouraged.

(4) Students actively participate in teaching-learning programmes. Their pronunciation is improved.

(5) Understanding of English becomes easier.

(6) Passive vocabulary of students is changed into active vocabulary.

- (7) Gradually students acquire abilities of reading writing and speaking.
- (8) Interest in learning English is developed.
- (b) iv. Demerits of the method**
- (1) It is time-consuming method. It is not suitable for teaching English as a second language, because the time allotted to its teaching is very limited.
- (2) It does not pay proper attention to reading and writing aspects of language.
- (3) Grammar teaching is ignored.
Sometimes it is not possible to bring word-meaning and learner's experience together.
- (5) Direct method is not suitable for an over-crowded class.
- (6) Second language English cannot be taught as mother-tongue.
- (7) It is an expensive method because a lot of audio-visual material is required. (8) Teachers trained in this method are not available in the required number.

8.3 (c) Structural Approach

Structural approach is a method of teaching a second language. It is based on the idea that language is a system of patterns and structures. The learner is taught to use these patterns and structures to form sentences. The method is based on the idea that language is a system of patterns and structures. The learner is taught to use these patterns and structures to form sentences. The method is based on the idea that language is a system of patterns and structures. The learner is taught to use these patterns and structures to form sentences.

1. Definition and Description of Structural Approach

The structural approach is a method of teaching a second language. It is based on the idea that language is a system of patterns and structures. The learner is taught to use these patterns and structures to form sentences. The method is based on the idea that language is a system of patterns and structures. The learner is taught to use these patterns and structures to form sentences.

Structures or patterns are made of words which are arranged in a specific order.

In structural approach word is not so important as the knowledge of meaningful combination of words. These combinations or arrangements are made according to need.

Mastery of these basic structures is more important than acquisition of vocabulary.

Use of meaningful words in a particular order to convey their meaning in a structure is emphasised.

Same vocabulary can convey different meanings due to different arrangements e.g.

Sita is there.

Is Sita there ?

Structures are tools of a language. They should not be confused with sentences.

Structures do not need any grammatical background whereas sentences are, grammatical order of words.

II: Type of Structures.

(a) Sentence Patterns: A sentence pattern is a model which is always of the same shape and construction although made of different words e.g.

SVQ Pattern: Sita sings a song. He eats a mango.

(b) Phrase Patterns: Phrase is not a sentence yet it gives an idea or meaning e.g: "under the table" "listening to" , I

(c) Word Patterns: The, a 'an' etc. .i ";11! :

- (d) Formula or Idiom Patterns: How do you do? Good Morning. To err is human etc. These structures are the basic elements in teaching through this method.

(c) III: Selection of Structures

Ability of an average learner in an average school, keeping in mind the age of the learner.

- (1) Ability of an average learner in an average school, keeping in mind the age of the learner.
- (2) The time given to the teaching of English.
- (3) The capacity of the teacher and the availability of the teaching material.
- (4) Different shades of meaning of a structure should also be considered e.g. the shades of meaning of the word -"that"

Grading of Structure

Structure which identify things

- (1) Structures which identify things
- (2) Structures which locate them in space .
- (3) Structures which fix them in time.

Beside structures, contents and words are also to be taught through this method.

(c) V. Merits of Structural Approach

- (1) Stress on oral work gives greater practice to the students to master the use of a pattern.

- (2) In oral practice, correction of mistakes is made easily and immediately
- (3) It encourages the students to communicate in English.
- (4) The situation and method both develop language habit.

Demerits of the Approach

- (1) It is useful only for lower classes.
- (2) Only text books based on different structures can be used. All text book cannot be taught through this method.
- (3) areas of language-learning cannot be covered with this approach viz. learning grammar, composition, poetry etc.
- (4) It cannot be useful for an over-crowded class-room.

8.4 Presentation Practice and Establishment of Structures

Structure which identify things

Structure which locate them in space .

(1) Presentation of the Structures:

Language skills are learnt by doing and by the constant and intensive practice; Hence the teacher should always give emphasis on practice. In order to make the practice look purposeful, the programme should be carefully organised and supervised

In earlier stages the teaching of the text book should not be started. First the selected teaching item, the structure and word, should be presented in the class-room. Motivation to learn new language should be done by creating interest and desire among students to learn it. Judicious use of black-board. drawing pictures etc., can also help to maintain pupil's interest in learning.

The structures should be presented by the model (teacher) taking the help of situations and words very well-known to the students. He should very intimately speak out the structure, making use of his gestures, actions, pictures, object etc. It should be presented in a situation which may lead to its learning. Students themselves interpret the meaning if the structure is connected to their situation in real life.

The structure should be presented in a simple language with attention to the speed of language, correct pronunciation, proper stress and intonation. Presentation leads to imitation by the students. They speak what they listen. Therefore, language command and control of the mode are very important.

Teacher should present the teaching item and repeat it three or four time in different situations of the class-room. It is better to use a variety of techniques. It helps to create interest in learning and sustaining motivation,

Not much time should be taken in presenting the item. Presentation should be brisk, brilliant and clear. Repetition of presentation should continue till it is so clear that the students have understood it. Easy structures should be presented at earlier stages.

(III) Example of presentation and establishment structures:

Teaching point

Vocabulary

This is	(1)	Name of persons
This is		Shila, Ram etc.
Structural words	(2)	Name of Objects
my. this, is, his, etc.		table, chair. pen etc.

There are three possible procedures : -

- Name of persons can be used:
This is Shilla, That is Ram
- Names of objects can be used
This is a table. That is a pen
- Names of objects of objects preceded by possessives can be used.
This is my pen. That is his chair..

i Lrfrdj .k fof/k &

I oñ Eke (a) dks i Lrfr djuk gA

f'k(kd dks I oñ Eke iz kx ea yk, tkus okys 'kñ ds I gh mPpkjk dh vks /; ku nuk

pkfg, A

This is Ram

bl <x I sog nñ jñ rhl jspkks Nk= dks Nñdj ml dsuke dks mi jkDrkuñ kj dgA ; g

vñ; kl i jk djus ds i 'pkr-og vi us I snij x, jke] '; ke] gñh vks vñny dh vks vñnyh dk b'kkjk djds dgsk&

That is Ram That is Shyam That is Hari That is Abdul.

Nk=ka dks mPpkj .k dk vFkok vñ; xyrh dks rRdky I ñkkjk tkuk pkfg, A

mDr vñ; kl ds i 'pkr-fp=ka dsek/; e I soLrñka dsfy, fp= dsutñhd vkdj Nñdj

Nk= fcuk funñku ds This is a chair. vks nñ tkdj fp= dh vks b'kkjk djds that is a chair. dgskA Li "V gSfd mDr dh iñ"Vdj .k gks xba

Structural Practice

Structural items

Language works with words. The arrangement of words in a sentence is called Sentence Structure. Structure is a particular way of expressing meaning. They are "the devices that we use to make signals to convey meaning and indicate relationship" English language uses three main devices to convey meanings.

- (i) Word order/structure.
- (ii) Structural words/functional words
- (iii) Heavy duty words

The structural words are:

- (a) Pronoun
- (b) Articles
- (c) Structure adverb
- (d) Auxiliary verbs
- (e) Prepositions

Only 5 or 6 Periods a week are available to teach English. So these language items are analysed, selected and graded according to their usefulness, teachability and frequency. Nearly 300 structures are selected for teaching at the secondary school level.

(1) How to teach structural items ?

The structures are introduced orally. The oral approach emphasizes the need of the teacher to present new items of language through speech because the child speaks his mother tongue before he reads or writes it and speech is the chief means of communication So the students:

- (a) listen to the new items
 - (b) recognize their meaning ,
 - (c) repeat the items. ,
 - (d) Use the items in a new context
- Why do we use situations?

To make the pupils understand the meaning of a structural item, It is orally presented through a situation or a meaningful context. Then only it becomes meaningful because:

- (a) an utterance derives its meaning only from its context.
- (b) language learning becomes interesting and purposeful only when the items are practised in a particular context. -
- (c) the context/ situation provides scope for meaningful drills.
- (d) the use of mother tongue is minimized.

Sources of situations ,

- (a) immediate environment/ class-room situations.
- (b) Environments outside the Class-room. :
- (c) Contrived or simulated situations.
- (d) Verbal description of events.

Class-room procedure

- (a) The teacher introduces the new structure orally through suitable situations.

(b) gives practice to the pupils to use the structure in that situation through oral drills

8.4 Situational Approach

Approach Every item of mother-tongue is learnt in a real situation.

- (i) Every item of mother-tongue is learnt in a real situation. .
- (ii) Whatever the child understands and expresses is connected with his own life
- (iii) The situations in which the child learns the mother-tongue are repeated, again and again.

bl fcln... Approach bl l eL; k dks gy djus dk iz kl djrh gA

Main characteristics

The main characteristics of this approach are:

- (1) The teacher introduces new words incidentally in the class'
- (2) Many opportunities are offered to the learners to associate the meanings of the new words with the corresponding situation.
- (3) Appropriate materials are used to create proper situations. .
- (4) Constant repetitions is stressed.
- (5) Several examples are given in a short period.
- (6) The teacher puts a lot of questions about the created situations and answers them.
- (7) Revision is another important thing.
- (8) The chain of action of the teacher is unbroken.
- (9) Teacher's actions are not silent but he gives continuous statements about his . actions, puts question and answers himself.

Procedure of Teaching

Step-I uohu 'kCnka o kD; I j puk dk i Lr rhdj . k () d {kk eami yC/k I kexh ds l kfk bl i zkj okD; i Lr r fd, tk l drs gA

Teacher- This is a pen.
I am pointing to the pen,
That is a black-board.
I am pointing to the black-board
The table is near the black-board, i 1

Step-II ckydka ds l e{k l dkj kRed , oa udkj kRed o iz uokpd okD; ka dks i Lr r djuk& Meris (xqk)

- (1) This approach follows the principle of interest
- (2) Chain of action is formed by the teacher.
- (3) It also follows the principle of variety and simplicity.
- (4) This approach gives stress to learning through hearing,
- (5) Material aid is also used.

Demerits (निष्कर्ष)

- (1) Only well-selected words and sentence-patterns can be taught by this method.
- (2) This approach suits only for lower class.
- (3) Due to over drilling and repetition the class becomes monotonous and dull.
- (4) Text books cannot be taught by this method.
- (5) This approach requires trained teachers.

Teacher

What is this
 This is a pen?
 Yes, this is a pen
 Are you holding a pen ?
 Are you writing on the black board?
 No, you are not writing on the black board.

Step III मी जे दर ओड; का धी उजकोर

Step IV वक्रों के रेड ओड; का डक 'इ; कः A फ'कड द'क एा खरफो/क डजोक I द्रस ग' व'स; Lo; a
 द'कु ड'ज'स'त'क, A

- (i) Mohan, stand up and go to the door.
- (ii) Mohan is going to the door.
- (iii) Is he going to the door?
- (iv) Yes, he is to near the door.

Step V द'क द'स I ए'क क'कोर इ'उ ज'क'त'स'द मी ज'क'र I स' I ए'क'र/क'र ग'क'A

- Q. What is a pen?
- Q. What is that?
- Q. Where is Mohan stnding ?

इ'ल'र'ह'द'ज'.क' द'स I ए; 'क' व'क'र ए'ए'फ' क'क'द' फ'उ'न'ड' क'क'द'क'स'े'क'र' H'क'क' ए'ए'क'र' I' द'र'क' ग'स' I' j
 /क'ज' & /क'ज'स' म'ल' स' व'अ'स'त' ह' H'क'k' ए'ए' क'स'य'ुक' प'क'f'g, A' ब'ल' द'स' I' 'प'क'र'~'ओ'प'ु' व'स' y'स' [कु' ध' ख'र'फ'ो'f'k; का
 ड'ज'क; ह' 'त'कु'ह' प'क'f'g, A



English & its Methods of Teaching
Second Year

English & its Methods of Teaching
Sub-topic : (Reading & writing)
Section : B

Unit-IX

English & its Methods of Teaching

- [9.1] Reading with Comprehension
- [9.1] A Silent Reading
- [9.1] B Developing reading speed
- [9.1] C Reading alongwith understanding
- [9.1] D Reading aloud and rules of pronunciation ,

Unit - 9

9.1 READING WITH COMPREHENSION (Reading with understanding) :

Reading with Comprehension (Understand) gkrc gA tc ge fdl h vaxst h iB dh fo"k; & oLrqdk bl rjg l sxgu v/ ; ; u djrsgsf d Hkk"kk ds vud rRok dK Kku vj I e> gkrh py} rc bl s ge (Reading with comprehension) (I e> ds l kFk okpu dgrs g}

fdllrqtc ge fdl h vi fBr x | kdk (Unseen passage) ; k l kjkdk dk okpu] ml dk vFkz I e> usdms ; l djrsgsrc og okpu (Reading) Reading for comprehension dgykrh gA ts k fd vkiu iB; Øe dh bdkbz Øekd 5 , oa 6 ea vH; kl fd ; k gskA

1. READING AND ITS IMPORTANCE (okpu dk egRo)

Hkk"kk f'k{k.k ea "okpu" dk ied[k LFkku gA ckyd "okpu" dsek/; e l sgh Kku i klr djrk gA "okpu" , oa v/; ; u l s gh ekuo dh l eLr Hkkrd] oKkfud] l kelftd , oa v/; kRed ixfr l Hko gpl gA Nk/s&Nk/s ckydka ea i kjk l s gh "i <us(Reading) dh vknr fodfl r dh tkuh plfg, A ifl) l kfgR; dkj (Bacon) usdgk gS Reading maketh a man full okpu vutkoka dh of) ea l gk; d gS , oa vutkoka l s ekuo ifji Do curk gA ckydka dks fuEufyf[kr mÍs ; ka l s "okpu" djuk plfg, %&

1. Aims of Instructing "How to read" (okpu f'k{k.k ds mÍs ;) : -
 - (i) To enable students to pronounce words correctly.
 - (ii) To enable to understand the meaning of words.
 - (iii) To enable them to interpret sentences of a paragraph.
 - (iv) To enable them to use in other situation ideas gained from reading.
 - (v) To enable them to read easily, fluently and rapidly with proper understanding.
 - (vi) To enable them to form the habit of reading.

III. PROBLEMS FACED BY AN INDIAN STUDENT IN LEARNING TO READ ENGLISH (cky d "okpu" ek/; e eafdu dfBukoz, ka dks vutkoka djrk gA)

- (i) ckyd "fy [kus dh vaxst h" (Cursive) , oa "enpzk dh" Print vaxst h (Script) fyfi ; ka ea vrj ugha l e> i kra
- (ii) vaxst h&Hkk"kk ds iz, sx rFkk ckyus ds okroj .k dk ckydka ds i fjo sk eami yC/k u gkukA
- (iii) ckydka ea vaxst h&Hkk"kk ds i ; klr 'kCn Hkk/ky (Vacabulary items) dk vHko gkukA
- (iv) vaxst h Hkk"kk ds o. kka (Letters) dh mRre /ofu; ka (Sounds) ds Kku dk vHkoA
- (v) vaxst h Hkk"kk ds 'kCnka (Words) ds mPpkj .kka (Pronunciations) , oafgT ts (Spelling) ea rkyey u gkuk u dkbZ fuf'pr fu; e gkukA gj 'kCn dk mPpkj .k ckyd dks i Fkd l s l h [kuk gkrk gS tks muds fy; s l jy ugha gkrka
- (vi) Roman Script (Latin Script) jkeu o ysvu fyfi ; ka ea vlrj u l e> i kuk l
- (vii) Capital letter o Small Letter (fy [kus dh cMh o Nk/h vaxst h) ds mfr Kku dk vHkoA
- (viii) Punctuation (fojke vkfn fplg dk iz, sx) dk l gh Kku u gkuk l
- (IX) vaxst h Hkk"kk ds okD; ka ea iz, Dr 'kCnka ds mPpkj .kka ea xfr (Rhythm) cyk?kkr (Stress) , oa Lojk?kkr (Intonation) ds iz, sx dk Kku dk vHkoA

bl ds vrfjDr vkqk dh nsk i wkz xfr (Wrong eye movements) vVd&vVd dj i <uk (Halted Reading) i yV dj i u%h'kz dh idfr (Backward movement of the eye to get a second look) = qvi wkz vksB l pkyu (Wrong movement of lips) , oaeu gh eu cncnkus yxuk (Sub-vocal reading) , d snsk gS tks Hkkj rh; ckydka ds "okpu" (Reading) ea i k; s tkr gA f>>d] vKkr Hk; , oafons kh Hkk"kk ds ifr vyxko dh Hkkouk Hkh okpu ea ck/kd curh gA

IV. METHODS OF INSTRUCTING HOW TO READ (okpu f'k{k.k dh fof/k; l vaxst h Hkk"kk ea okpu f'k{k.k gsrq ied[k fof/k; k; ipfyr gA)

- (i) 'The ABC or Alphabetic method .
- (ii) The Phonetic method
- (iii) The word method or "the Look then say" method,
- (iv) Tre syllabic method,
- (v) The phrase method
- (vi) The sentence method
- (vii) The story method

- (1) The ABC or Alphabetic Method
 ^okpu^ fl [kkusdh bl fof/k dk "Spelling Method" Hkh dgrsg] i jic , oai f' pe ns kka
 ea vi ukbz tkusokyh l cl s i jkuh fof/k gSbl ea %&
- (i) l o7 Eke vaxsth o.kkkyk (Aiphabet) ds o.kka (Letters) dk Kku ckydka dks djk; k
 tkrk gA
- (ii) rRi 'pkr o.kka dks feyk dj 'kCn (Word) cukuk o i <uk fl [kk; k tkrk gS tS s &
 R + A + T = jV
 B + A + T = cV
 bl ds ckn 'kCnka ds 'kCn l epnk; (Fharase) ; ka (Sentence) ; k cukdj i <ok; s tkrk
 gA
 u; s 'kCnka dks igpkuus ij vf/kd cy fn; k tkrk gA i; klr vH; kl l s ckydka dk
 i <uk vk tkrk gA
 Limitations of this method (bl fof/k ds nksk) -
 (i) ; g fof/k ^opu^ dh xfr (Speed) dks vo:) ; k eln djrh gA
 (ii) vaxsth Hkk"kk ek= ^yofu; ka^ dk Kku ugha gA
 (The pronunciation of a word is not the combination of the scunds of various
 letters constituting it).
 (iii) vaxsth Hkk"kk ea ek= 26 o.kz gS tcf d mPpkj .k grq44 /ofu; ka (sounds) dk i ko/kku
 gA (iv) vaxsth Hkk"kk ea , d gh o.kz (Letter) iz; kx ea fHku & fHku /ofu fudkyrk gA
 tks ckydka ea Hke mRi lu djrsgA tS s'Put' ea 'u' o.kz ^m^ dh /ofu fudkyrk gA fdUrq But
 ea 'u' o.kz ^v^ dh /ofu fudkyrk gA %CV½
 (v) ; g fof/k eukokfud d l kS/h ij [kjh ughamrjh gA ckydka ea ^okpu^ ds i fr v: fp
 mRi lu djrh gA
 fdUrqbu vk{ki ka ds mi jkar Hkh ; g ekuuk i Mxk fd ckyd bl fof/k ea 'kCn dks Bhd
 l s i <usfy [kus , oa l e> us ds fy, i; klr l e; , oavol j i klr djrs gA

(II) The Phonetic Method (/ofu&okpd fof/k)

bl fof/k ea o.k&/ofu dsek/; e l scky dka dks ^okpu^ fl [kk; k tkrk gA o.kka dk Loj (Vowel), oa0; atuka (Consonants) ea foHkfr dj mudh /ofu; ka ckydka dks crkbz tkrh gA fQj 'kCnka dks [k.Mka (Syllables) ea cka/dj okpu fl [kk; k tkrk gA bl fof/k ea l eku y; (Rhythm) 'kCnka dk vH; kl dj; k tkrk gA tS s &

(i) Rat, cat, bat, mat

(ii) Right, sight, night, fight, tight

; | fi ; g fof/k (Alphabetic Method) l sJ'B gsfduRqbl ea Hkh dN dfe; k; gA

Limitations of this Method (bl fof/k ds nksk)-

(i) 0; atuka (Consonants) dh /ofu; kafuk Loj (Vowel) ds l g; ks l scrkbz tkrh gA Loj feyk; sfcuk 0; at u dk mfor mPpkj .k l Hko ugha gA

(ii) bl fof/k ea 'kCn dh igpku vS /ofu ml ds vFk l svf/kd egRo i w l e>h tkrh gA

(iii) l eku mPpkj .k okys 'kCnka (Homophones) dh fgT ta (Spelling) ckydka ds fy; s Hke mRi lu dj nrh gA tS sfd

(i) Rite, Right, Write

(ii) Cent, Sent, Scent

(iv) , s 'kCn ftuea dkbz o.kz end (Silent) gks tkrk gSmPpkj .k ea dfBukbz, oahke mRi lu dj nrs gA tS &

Doubt (MkmV), Walk (okWd), Honour (vkuj), Psychology (l k; dksykt h),

bu 'kCnka ea 0e'k%b, l, h , oap end gkdj /ofu mRi lu ugha dj rA

(v) Loj foKku ea n{k f'k{k dka dk vHko gA

(vi) okpu earst h (Speed) ugha vk i krh gA

(III) THE WORD-METHOD OR "THE LOOK AND SAY" METHOD ("),

(nS'kks, oa i <ks fof/k) -

bl fof/k ea ckydka dks oLrq a (Objedts), oafp= (Pictures) fn [kk; s tkrsgA bu oLrq/ka , oafp=ka ea mudsuke Hkh fy [ks jgrs gA ckydka dks bluga nS'kus, oa i <us ds fy, dgk tkrk gA bl fof/k ea l feefyr o.kz i Fkd & i Fkd ugha i < tkrA bluga 'kCn , oa l Ei w l bdkbz (Unit) ds : i ea i < k tkrk gA ckyd mPpkj .k ds l kFk vFkz Hkh tku tkrsgA ; g fof/k jkpd , oaeukokkfud gA bl fof/k ea (Flash-cards) dk iz, ks fd; k tkrk gA fdUrqbl fof/k ea Hkh dN nksk gA limitation of this method (fof/k nksk)-

(i) 'kCnka ds mPpkj .k dk Kku] f'k{k d dh l gk; rk l sgh i ltr gks i krk gA ckyd Loræ : i l s oLrq (Object) dks nS'kdj Hkh ml ij fy [ks 'kCn dk mPpkj .k ugha dj i krkA

(ii) ftu 'kCnka dks l e>kus ds fy, fp= , oa oLrq ugha fn [kkbz tk l drh] , s 'kCnka dks l e>kuk dfBu gks tkrk gA tS s the, and, but, has ds fy; sfp= i Lrq ugha fd, tk l drA

(IV) THE SYLLABIC METHOD ([k.M fodkl) -

bl fof/k ea 'kCn dks [k.Mka (Syllables) ea foHkktu dj fn; k tkrk gA 'kCn [k.M (Syllables) dks bdkbz ekudj] mPpkj .k fl [kk; k tkrk gA l oA Fke ^[k.M^ djuk fl [kk; k tkrk gA fQj mu [k.Mka dks i jLij tkM/edj] mudk okpu fd; k tkrk gA vkt Hkh yEc&yEcs 'kCnka ds mPpkj .k djusea; gh fof/k vi ukbz tkrh gA bl ea0; at u vS Loj dk l gh feyki] okpu grq l qerk inku djrk gA bl fof/k ea fuEufyf [kr dfe; ka gA

Limitations (nksk)

(i) ; g Nks/&Nks/s ckydka ds fy; s uhj l o dfBu gA

(ii) [k.Mka (Syllables) ds mPpkj .kka dks ; kn j [kuk muds fy, ntdkj dk; z gA

(V) PHRASE METHOD ('kCn & l emj f'k{k.k fof/k)-

; g fof/k.k ; g ekudj pyrH gsf d ckyd] fd l h , d 'kCn vFkok yEcs okD; dks i <us

dh vi {kk] 'kCn & l emk; ka (Phrase) dks , d bdkbz ekudj i <uk vf/kd jkpd , oa l qe l e>rs gA f'k{k d bl fof/k ea ' ; ke & i V (Black Board) ij , d u; k Phrase ('kCn & l emk;) fy [krk gS

cky d bl dks i < rso nksj krs gA bl rjg dh i f0; k l scky d u; & u; s 'kCn & l emk; ka dks i < uk l h [k tkrsgA

Limitations (nksk)

(i) Look and say 1/2 [kka, oa i <ks fof/k/2 ea tks nksk i k; s tkrsg] osbl fof/k ea Hkh i k; s tkrsg

(ii) 'kCn (Phrase) I Ei wKz Hkko vFkok vFkz i zV ugha djrk bl fy, fof/k uhj l jgrh gA

(VI) THE SENTENCE METHOD (okD; okpu fof/k)-

^okD; ^ gh okpu dh , d i wKz bdkbz gA o.kz 'kCn ; k 'kCn l epk; vFkz dks Li "V ugha djrs okD; gh i wKz vFkz i zV djrk gA bl fy; s bl fof/k ea (Flash Card) vFkok (Black Board) ij f'k{k d okD; (Sentence) dk Kku o mudk ^okpu^ ckyd l qerk l s l h [ks tkrsg gA vkt dy ; g f'k{k.k fof/k gh l o zkl; gA bl l eak ea 'Menon' and 'Patel' us dgk gA

"If the sentence method is well applied, it lays the foundation of all the attitudes and .skills required for good reading a thoughtful reading attitude, a clear grasp of meaning, accuracy and independence in word-recognition, intelligent reaction to' what is real, tpplication of the ideas acquired and interest in learning"

(VII) THE STORY METHOD (dgkuh fof/k)-

Sentence metod dk gh , d fodfl r : i okpu f'k{k.k ea dgkuh fof/k gA f'k{k d Nks & Nks/s okD; ka ea , d dgkuh ' ; keiV ij fy [krk gA bl dgkuh dks i <ej ckydka dks l qerk gA mudk vFkz l e>krk gA fQj ckydka dks dgkuh i <us dsfy, dgk tkrk gA D; kAd dgkuh ckydka dks fiz gkrh g] os i <uk l h [k tkrsg

Limitations (nksk)

kydka ea vuoku (Guess-work) l sokpu dh i dfr c <rh gA dgkuh ^l ka; ^ gks tkrh g] ^okpu^ xksk jg tkrk gA

Conclusion (fu" d" k)

Hk"kk dk okpu fl [kus dsfy, iz Dr mi jkDr l Hkh f'k{k.k fof/k; ka ea xqk , oa nksk fo | eku gA fdUr q l Hkh dk iz ks fLFkr vuq kj f'k{k d djrs gA Sentence Method dks gh vf/ kd i k fkr drk nh tkrh gA

9.1 (A) SILENT READING (eksu okpu) :-

vaxst h Hk"kk ea okpu fuEufyf [kr e[; i dkj ds gA (Type Of Reading) :-

- (i) Oral reading or Reading aloud
- (ii) Silent Reading
- (iii) Extensive Reading
- (iv) Intensive Reading
- (v) Library Reading

I vki ds i kB; Øe ds vuq kj] vki dks mi jkDr ea l s Silent Reading ,(eksu okpu) :- dk v/; ; u djuk gA

1. Sillent Reading 1/2 okpu 1/2 %&

d {kk ea ckydka ea l Loj & okpu (Oral reading) u djkdj bl ga eu gh eu fd l x | ka k ; k i kB dks i <us dsfy, vknf' kr fd; k tkrk g] rc ckydka } kjk , d k okpu ^eksu okpu^ dg ykrk gA bl ea ckyd l Loj i kB ugha djra bl fof/k ea l Hkh Nk= , d gh l e;] , d gh fo "k; & olr q dk ek su okpu djrs gA

(i) Aims of silent reading (eksu okpu dsmis ;) :-

The aim of silent reading is to get the pleasure and the frofit of being able to read for interest ard, getting information.

-Ryburn

(ii) To develop in the students the power of comprehension and the grasp of the idea, (iii) It develops such capacity in the students that, they may appreciate and enjoy the piece that they are reading.

(iv) To develop reading habits in the students.

II. MERITS OF SILENT READING:-

- (i) It keeps the whole class busy at one and the same time.
- (ii) It saves time. It takes more time to read aloud a passage than to read silently.
- (iii) In oral reading, more attention is paid to pronunciation while in silent reading to meaning.
- (iv) It prepares the students for independent reading.
- (v) It develops the speed of reading and the power of comprehension.
- (vi) It gives the students a feeling of achievement.
- (vii) The energy that is lost in loud reading is saved in silent reading.
- (viii) It leads to the development of an experience and interest in study.

III. DEMERITS OF SILENT READING:-

- (i) This type of reading is not useful for the beginners.
- (ii) In this method it is not possible to correct the mistakes of pronunciation and pauses.
- (iii) The students do not benefit from another in this method.
- (iv) The atmosphere of the class has a lot of indifference and unwanted calm.
- (v) In this method, only the visual sense organs are used and other sense organs remain unassociated.
- (vi) Some students who do not like to do reading create indiscipline.

CONCLUSION :

Oral Reading (ij cy nsk pkfg, A dkykrj ea eku okpu dks i krl kfg fd; k tkuk pkfg, A dko; i kBA ea eku okpu mruk i kko , oavkun mRi lu ughdj i krk ftruk I Loj dko; & i kBA

9.1(B) DEVELOPING READING SPEED: (okpu eaxfr fodl r djuk) -

vf/kdkk ckydka dh vaxst h i <us dh xfr vR; r en , oamdrk nusk okyh gkrh gS os okD; ka dks vVd & vVd dj i <rs gā vls dgha vfm+ y ?kkms dh rjg vMoj jg tkrs gā mudh okpu xfr (Speed) c<kus dsfy; sgeafuEufyf[kr mik; djus pkfg, &

- (i) vaxst h Hkk"kk Hkh fgluh dh rjg ckbZ rjQ I snkbā rjQ i <h ; k fy [kh tkrh gS] ckydka dks cryk nA
- (ii) okpu djrs l e; gekjh nf"V dk nk; jk (Eye span) fdl h , d o.kz vFkok 'kCn vFkok 'kCn l enk; ij dsUnr u gkdj i wkZ okD; ij dsUnr gkuk pkfg,] ckydka dks l e>uk pkfg; A
- (iii) okpu grgi Lr r x | kdk eavk; s d f Bu 'kCnka dk mPpkj .k , oavFkZ okpu I si mZ ckydka dks crkuk pkfg; A
- (iv) vaxst h Hkk"kk dh o.kzkyk (Alphabet) ea l fefyr Lojka (Vowel) 0; at uka (Consonants) I smRi lu gkus okys/ofu; ka dk i wkZ Kku okpu I si mZ dj k; k tkuk pkfg, A
- (v) ekku okpu I si mZ f'k{kd }kj I Loj vkn'kz okpu i Lr r fd; k tkuk pkfg, A
- (vi) ckydka dks (Cursive Script) (fy [kus dh vaxst h) , oa (Print Script) ('enp k fyfi) eav r j Li"V djuk pkfg, A bl h izdkj Capital Letter (CMs v{kj) , oa (Small letter) (y?kq v{kj) ds iz kx ds v r j dks Hkh crkuk pkfg; A okpu ds l e;] bul s l ca/kr Hke] ckydka dh okpu xfr elln djrk gA
- (vii) fojke] vYi fojke] iz uokpd fplg] Punctuation ds iz kx ds fu; eka l s ckydka dks voxr djuk pkfg, A
- (viii) okpu eay; (Rhythm) cyk?kr (Strees) , oa Lojk?kr (Intonation) dk egRo ckydka dks crkuk pkfg; A

- (ix) okpu&fo"K; oLrqvud i fjošk Lrj] okrkoj .k ea vFkok i wZ i f j f p r fo"K; ka ea l e f / k r g k u k p k f g , A
 - (x) okpu f' k { k . k ea Alphabetic , oa Phonetic method dk de l s de i z k x d j A ; smudk eln x keh cukrs g A
 - (xi) Sentence method ea Flash cards , oa Picture dsek/; e l sokpu & f' k { k . k , oa i < u s dk v H ; k l v f / k d l s v f / k d d j k u k p k f g , A
 - (xii) ^l t n j y s [k & i f r ; k s x r k v k a ^ dh H k k a r] d { k k ea ' k o) o x f r e k u okpu i f r ; k s x r k H k h v k ; k s t r dh t k u h p k f g ; A ; k k ; N k = k a d k s i j L d r f d ; k t k u k p k f g , A
 - (xiii) ^okpu^ d k s v a s t h & H k k " k k d s d k y [k . M ea m f p r , oa fu ; fer L F k u feyuk p k f g ; A
 - (xiv) v a s t h & H k k " k k d s f ' k { k . k d s e / ; c k y d k a d k s v a s t h & H k k " k k l u s , oa c k y u s d k i ; k l r v H ; k l i z u k r j f o f / k j l o k n f o f / k , oa o k r k y k i v f H k u ;] o k n f o o k n d s e k / ; e l s d j k ; k t k u k p k f g ; s f t l l s m u d h f g p d n j g k s l d A
- m i j k d r c k r k a i j v i u s f ' k { k . k d s e / ; g e ; f n / ; k u n o a r k s f u f ' p r : i l s c k y d k a ea okpu & x f r d k f o d k l f d ; k t k l d r k g A

9.1(C) Heading with understanding (l e > d s l k F k okpu) :-

t c okpu] x | k a k v F k o k i k B ea f u f g r H k k " k k & r R o v F k l l e > u s d h i f O ; k d k s H k h l k F k y d j p y r k g a r c b l i z k j d s o k p u d k s (Reading with understanding) b l i f O ; k d s v k o ' ; d v a g A b l m i b d k b z ea g e x g u okpu Intensive Reading d s e g R o dh foopuk d j a A

(i) (Intensive Reading or Reading of the text book) (xgu okpu vFkok i k B ; i t r d okpu) :-

i k B ea l e k f o " V H k k " k k d s f o f H k u r R o k a t s ' k C n & H k a / k j (Vocabulary) O ; k d j . k r R o (Grammatical items) o k D ; j p u k (Structures), f p l g d k s k y (Punctuation) d F k u d v F k o k v F k l (Meaning) , oa m P p k j . k ea O ; k ? k r (Stress) , oa L o j k ? k r (Intonation) d s K k u i k l r d j u s d s f y ; s t k s o k p u f d ; s t k r k g s m l s g e x g u okpu (Intensive Reading) d g r s g A b l s (Detailed Study) H k h d g r s g A

(II) AIMS OF INTENSIVE READING (xgu okpu d s m n a s ;) :-

- (i) To enable the students to understand, speak and read English correctly
- (ii) To enrich their vocabulary and understanding of contents.
- (iii) To give them practice in corr-ct pronunciation, intonation, expression and modulation of Joice.
- (iv) To extend therr knowledge of structures and grammatical items.
- (v) To develop in them the habit of thinking in English
- (vi) In the word of Laurie "The object is to get the book into the memory as a living material which the children can use."

(III) STEPS.IN THE INTENSIVE READING:-

v a s t h i k B d k x g u v / ; ; u d j k u s d s f y ; s v / ; k i d d k s f u e u f y f [k r i f j i k v h (Step) v i u k u h p k f g , A

- (I) Testing of previous knowledge (i w Z K k u dh t k p) : - i k B i k j k d j u s l s i w Z N k = k a d s i w Z K k u dh t k p d j u h p k f g ; A
- (II) Announcement of the toplc (v / ; ; u g r q i z j . k dh ? k k s k . k k) :- i < k ; k t k u s o k y k fo"K; m l dh b d k b z , oa m i & b d k b z ' ; k e i V i j f y [k u h p k f g ; A
- (III) Introduction (i L r k o u k) :- fo"K; l s l e f / k r i L r k o u k l a { k l r o f t K k l k m R i U u d j u s o k y h g k u h p k f g ; A
- (iv) Model reading by the teacher (f' k { k d } k j k v k n ' k z o k p u) : - c k y d k a d k s m f p r m P p k j . k j c y k ? k r] L o j k ? k r , oa f o j k e f p l g k a d k l g h K k u d j k u s d s f y ; } f' k { K d k a d k s v k n ' k z o k p u i L r r d j u k p k f g ; A

- (v) Word-Study and explanation (dfBu 'kCnka dk 0; k[; k) :-
 i kB ea vk; s tfVy 'kCnka dh 0; k[; k mnkgj. kka y?kq fp=ka fØ; kdyki ka, oa i; kZr rFkk
 foyke 'kCnka ds ek/; e l sf'k{kd dls djuk pkfg; A ekrHkk"kk dk iz; kx Hkkookpd 'kCnka dh
 0; k[; k grqfd; k tk l drk gA
- (vi) Silemit Reading by the Students (ckydka }kjk eku okpu) :-
 rRi 'pkr i kB dk l kj l e>us ds fy; § Nk=ka l seku okpu djus ds fy; s dgk tkuk
 pkfg, A
- (vii) Testing the comprehension (l e> dh tkp) :-
 iz ukRj fof/k dsek/; e l seku okpu i 'pkr Nk=ka dh l e> dh tkp djuh pkfg, A
- (viii) Model reading by the teacher (f' k{kd }kjk i u% vkn' kZ okpu) :-
 eku okpu ea ckydka dks mudh okpu l eakh =qV; ka voxr djus ds fy; sf'k{kd ds
 }kjk i u% vkn' kZ okpu iz r q djuk pkfg, A
- (ix) Reading aloud by the students (Nk=ka ds }kjk l Loj okpu) :-
 f' k{kd ds vkn' kZ okpu mi jka ckydka }kjk ckjh&ckjh l s i kB dk l Loj okpu djuk
 pkfg, A
- (x) Home work (xg dk; j) :-
 vlr ea ckydka dks i kB ij vk/kfjr vlt; kl dk; j xg dk; Z ds : i ea djus dks nsuk
 pkfg, A
- (VI) HOW TO DEVELOP REDING HABITS AMONG THE STUDENTS (Nk=ka ea okpu
 vlt; kl grq: fp mRi Uu djus ds mi k;) :-
- (i) vaxstH Hkk"kk dh l jy , oa vkd"kd i qrdka l s l Ei Uu i qrdky; dh fo | ky; ka ea
 0; oLFkk gkuh pkfg, A
- (ii) vaxstH Hkk"kk dh i kB; i qrdka dks vkd"kd k fp=k eu yHkkouh dforkvka , oa
 l j l dgkfu; ka l s i fji wkZ gksuk pkfg; A
- (iii) 'kkyk ds l e; &foHkkx pØ ea i qrdky; okpu ds fy; s i Fkd l s dky [k.M fu/kkZj r
 fd; k tkuk pkfg; A
- (iv) i kB; i qrdka ds l kFk] vaxstH Hkk"kk dh l gk; d okpu i qrdka Hk fu/kkZj r djuk pkfg; A
- (v) i qrdky; ea cBdj i <us dh okpuky; 0; oLFkk gkuh pkfg; A
- (vi) i qrdky; ea mi yC/k dks & dks l h i qrdh vaxstH Hkk"kk ds Kkuo) Zu grqmi ; kxch gA
 os f' k{kd }kjk vuqkAl r gkuh pkfg; A l Hko gks rks f' k{kd }kjk d {kk ea budk in' kZu fd; k
 tkuk pkfg, A
- (vii) ckydka dks i kBka dk l kj fy [kdj fn [kkus ds fy; s dgk tkuk pkfg,] ft l l s i <us ds
 fy; s os i fjr gkx A
- (viii) ckydka dks vf/kd l svf/kd i qrdka dk okpu djus dks dguk pkfg; A vf/kd i qrdka
 i <us okys Nk=ka dks i j Ldr fd; k tkuk pkfg; A
- (ix) d {kk ea vaxstH Hkk"kk ea okn&fookn] dgkuh y [ku] dfork i kB 'kCnka dh var {kjh tS h
 l kfgR; d xrfof/k; ka vk; kstr dh tkuk pkfg, A
- (x) vaxstH Hkk"kk dk v/; ; u ij h {kk i kl djus dh nf"V l sugh cfYd l Qy 0; fDrRo cukus
 ds fy, thou ea vi ukus ds fy; s fd; k tkuk pkfg; § ; g rF; ckydka dks l e>uk pkfg; A
 ml dh mi ; ksrk jk"Vh; , oa vrj kZVh; Lrj ij l e>uk pkfg; A

EXERCISE

Answer the following questions:

1. What are the four important skills that a students has to acquire while learning English language ?
2. What is the importance of 'Reading' in English language learning ? .
3. What are the main aims of teaching "Reading" ?
4. What are the main problems that an Indian student faces in learning to read English?

5. What is the "Alphabetic method" of "reading" ? ,
6. Describe "The Look and Say" method of "reading".
7. Discuss the sentence method of 'reading.
8. Give an account of "Silent Reading". Discuss its merits and demerits.
9. Suggest devices for developing reading speed in students.
10. What is intensive reading ? Describe its main aims.
11. Outline the steps that you will follow in teaching a lesson intensively
12. What steps will you suggest to develop reading habits among the students.

KEY TO THE EXERCISE

Look at the sections and sub-sections of:the lesson for the answer:

Question No. SECTION' & SUB-SECTIONS

Question No.1	:	Introduction
Question No.2	:	9.1 (i)
Question No.3	:	9.1 (ii)
Question No.4	:	9.1 (iii)
Question No.5	:	9.1 (iv)
Question No.6.	:	9.1 (iv)
Question No.7	:	9.1 (iv)
Question No.8	:	9.1 (A) i; ii, iii, iv
Question No.9	:	9.1 (8)1 To XIV
Question No.10	:	9.1 (C) I,II.
Question No.11	:	9.1 (C) III ..
Question No.12	:	9, 1 (C) IV

READING ALOUD. RULES OF PRONUNCIATION READING ALOUD

bl s e k [k d o k p u H k h d g r s g A bl d h ' k q v k r o k p u ' k q d j u s d s , d & n k s e k g c k n ' k q d j u h p k f g ; A

This means attentive pupils learn what they had to read in a book. should be begun.

The objectives of loud reading are:

- (a) To enable students to read with correct pronunciation intonation (m P p k j . k), stress (v k j k g & v o j k g), and rhythm (y ;)
- (b) To enable students to read with tonal expressions.
- (c) To test student's knowledge of speaking words (' k r n), phrases (o k d ; k a k @ i n) and sentences (o k d ;)
- (d) To give practice (v h ; k l)
- (e) To understand the meaning ,
- (f) To prepare pupils for effective silent reading (e k u i B u)

II. Method of Reading aloud

Step-I f' k { k . k d k s N k = k a d s l E e f' k v k n ' l z o k p u l g h m P p k j . k j y ; (rhythm), c y k ? k r (stress) d s l k f k i L r r d j u k p k f g , A ; f n N k = v k n ' l z o k p u d h i u j k o f r r p k g r s g a r k s f' k { k d d k s i u % o k p u d j u k p k f g , D ; k a d v k n ' l z o k p u d k m n a s ; c y d k a d s J o . k d k s k y 1 / 2 c k s k l f g r 1 / 2 d k f o d k l d j u k g A

Step-II N k = k a } k j k l L o j o k p u d j o k ; k t k , A ; g k a f' k { k d d k s o k p u e a m P p k j . k l d k j o k u s d k i z k l d j o k u k p k f g , A ; g d k ; l o k p u d s c h p e a u g h a v f i r q N k = } k j k o k p u l e k l r d j u s i j d j u k p k f g , A

(a) Syllable stress

, d ckj ds iz kl eampkfjr 'kɔn ; k 'kɔn [k.M syllable dgykrk gS syllable vks
stress ea varj gkrk gA

(i) , d s 'kɔn ftl eank syllable gA o i Eke syllable ij tkj nsuk gS &

e.g.

doc/tor
Sis/ter

(ii) nks Syllable okys , d s 'kɔn ftl eank js Syllables ij tkj nsuk gA

e.g.

a/gain
mis/take

(iii) nks Syllables okys , d s 'kɔn ftl eank ijkj tkj ndj ckyuk gA

e.g.

Six/teen
Up/stairs .
Un/known

(iv) rhu Syllables okys , d s 'kɔn ftl eank i Eke Syllables ij tkj nsuk gA

e.g.

pho / to / graphy
ho / li / day

(v) rhu Syllables okys , s 'kɔn ftl eank Syllables ij tkj ndj ckyuk gA

e.g.

dic / ta / tion
to / mo / rrow

(vi) rhu Syllables okys , s'kcn ftuea IIIrd Syllables ij tkj ndj ckyuk gA

e.g.

I	II	III
un / der / stand		
en / gi / neer		

(vii) Words ftueapkj Syllables gkrsgamueaiki I Hkh ij cjkcj tkj ndj ckyk tkrk gA

e.g.

I	II	III	IV
e / du / ca / tion			
pro / nun / cia / tion			

(viii) ; fn nks Syllables okyk 'kcn noun o verb nkska : i ea iz p r fd ; k tkrk gsrks 1st Syllable ij tkj nusl snoun : i o IInd syllable ij tkj ndj ckyusea verb : i dh igpku dh tkrh gA

e.g.

I	II
pre / sent	
pre / sent	

Ist syllable ij tkj = noun
IInd syllable ij tkj = verb

(b) Word stress

- (i) Content words are stressed and structural words are not stressed.
- (ii) Nouns, adjectives, main verbs and adverbs are stressed whereas articles, auxiliary, verbs, prepositions and conjunctions are not stressed.

(c) Sentence stress

Sentence ea dN 'kcn vU; 'kcnka dh rnyuk ea T; knk egRo i wIz gkrsga mlga ge tkj ndj ckyrsgaftl I sokD; dk vFlz cny tkrk gA ftl 'kcn ij tkj nrsgsml ij fplg I sinf'kr djrs gA

e.g. He is my brother

- (a) He is my brother (not anyone's else)
- (b) He IS my brother (why do you doubt)

- (c) He is my brother (not anybody's else)
 (d) He is my brother (not sister)

(II) Rhythm (Y;)
 t; Hkk"kk dk og i {k gSft l ds dkj .k mPpkj .k vf/kd vkd"kd gks tkrk gA Oxford
 Dictionary ds vuq kj&

"Rhythm is a metrical effect produced in verse, prose, music or motion by the relations in quantity, stress, time or energy between the syllables, words, notes movements that succeed one another"

English has stress-timed rhythm. It means equal time elapses between a stressed syllable and the next. It does not matter how many or how few stressed syllables may come in between.

Jack and Jill' went 'up a hill
 To 'fetch a' pail of wa'ter.

(iii) Intonation (vkjkg&vojkg)
 /ofu mRi lu djrs l e; tksmrkj p<ko i sk gkrk gSintonation dgycrk gSmPpkj .k
 ea bl dk vR; f/kd egro gS tjk l svarj l sokD; dk vfkz cny tkrk gA

English language eintonation eank i dkj dh tune gS Tune I and Tune II.

Tune 1: tc /ofu mPp Lrj l sfuEu Lrj dks tkrh gS rksml svojkg dgrsga bl s v
 fplg l s inf'kr djrs gA

(a) I dkj kRed okD; ka ea

kamla is a good v girl

(b) i /uokpd okD; ka ea

Where is v Kamla ?

(c) vkns' kRed okD; ka ea

Stand v up

(d) foLe; ckskd okD; ka ea

What a beautiful v flower

(e) i /u i pNka (Question tags) ea - " tcf d speaker" l quus okys ds Lohdkj kDr dh
 vk'kk djrk gA

You are a good boy v are n't you?

Tune II tc /ofu fuEu Lrj l smPp Lrj dh tkrh gS ml svkjkg dgrsga bl fplg
 ^ l s n' kkr s gA

(a) i /uokpd okD; ka ea ft l ea Yes o No ea mRrj gks

(i) Is he ^ going ?

(ii) Are you ^ writing ?

(b) i /u i pNka ea (tc speaker l puk i kr djuk pkgrk gS

(i) You are a ^ dancer, are n't you?

(ii) She ^ is your daughter. is n't she?

(c) fourh okys (requests) okD; ka ea

(i) Do me a ^ favour, please.

(ii) Please close the ^ door.

(d) I ʌk; fojks o Surprise i nf'kɪr dʒus okys okD; kə eə

(i) The girl has," gone (doubt)

(ii) This in not what", I mean (protest)

(iii) You have returned", (suprise)

(iv) Pause (: duk)

Pause dk vFkz gSFkMh nj : dukA vaxst h eaDrk dks Comma, full stop dsckn : duk

pkfg, Pause okD; dk vFkz cny nrk gA

Boys, play nicely.

Boys play nicely.

vH; kl yxu] fu"Bk ifjJe , oamfpr ekxh'kz I s l h[kh tkrh gA y[ku dyk ds nks igyw gA

(i) Hand writing (gLfryfi) (ii) Writing composition (l kfgR; d jpuk vFkok y[k) :-

vaxst h Hkk"kk f'k{k.k dh i kj aHkd voLFkk ea ckydka dks fy [kuk fl [kk; k tkrk gA dye dS si dMsfy [kus ds fy; s^vkl u^ %Bus dh epk % dS syh o.kkkyk ds v{kj dS sfy [ka vkfn ckrscrkbz tkrh gA rRi 'pkr-Hkkoka dh vfhko; fDr] Hkkoka dks l a kst u] vkd"kd 'kSyh ea y[ka , oajpukvka (Composition) dk fuelzk , oay[ku fl [kk; k tkuk pkfg; A f'k{kid dks y[ku ds bu nksuka gh igyq/ka ij ^vaxst h Hkk"kk^ f'k{k.k ea l eku egRo nsk pkfg, A

10.2 (A) HAND WRITING (PATTERN AND LETTER)

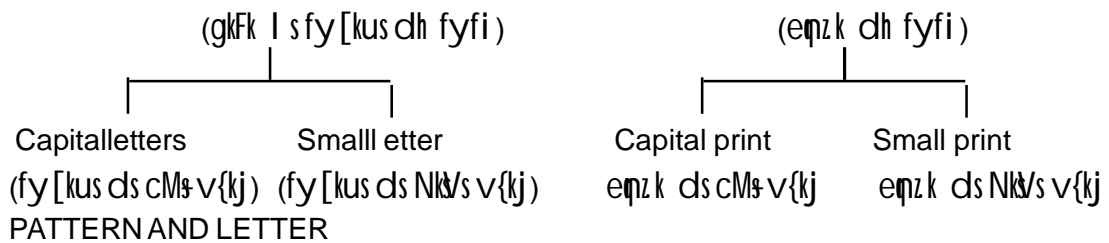
i kj Hk I s gh ckydka dks vaxst h Hkk"kk fyfi ds o.kk ds mfpr vkdkj & izdkj I s ifjpr djuk pkfg, A vaxst h Hkk"kk fyfi nks izdkj dh gkrh gA

(i) Cursive-script (gLfryfi) (ii) Print-script (epzk fyfi) :-

i q% budk foHktu fuEufyf[kr izdkj I s fd; k tk l drk gA

Cursive-script

Print Script



vaxst h Hkk"kk dh pkj mi jkDr fyfi ; ka (Pattern) y[ku ^y[ku&fdy"Brk^ dh nf"Vdsk I s Øe %ueuk %

(1) Capital Print: (cMh epzk fyfi)

A	B	C	D	E	F	G	H	I	J	K	M	N
O	P	Q	R	S	T	U	V	W	X	Y	Z	

(2) Small Print. (Nk/h epzk fyfi)

a	b	c	d	e	f	g	h	i	j	k	m	n
o	p	q	r	s	t	u	v	w	x	y	z	

(3) Small Cursive : (Nk/h gLr fyfi)

a	b	c	d	e	f	g	h	i	j	k	m	n
o	p	q	r	s	t	u	v	w	x	y	z	

.4) Capital Cursive: (cMh gLr fyfi)

A	B	C	D	E	F	G	H	I	J	K	M	N
O	P	Q	R	S	T	U	V	W	X	Y	Z	

Hand writing Practice Table No.1 (fyfi vH; kl rkydk Øekd)
 P.G. French (Teaching of English Abroad) ds vuq kj l o7 Eke ckydka dks cM&cM-
 Strokes (ydhjk) dk fuEu izdkj vH; kl djkkuk pkfg, A ; g vH; kl j[s] Lyv] dki h ; k
 ' ; keiV ij dj; k tk l rk gA bl izdkj ds vH; kl eafdl h Øec) rk dh vko' ; drk ugha
 gkrh] u dkbz yEckbz pkbz dk /; ku j [kus dh vko' ; drk gA bl ea ^x | kRed vH; kl ^ dk
 mÍs ; fufgr gA

(ii) How to teach hand-writing? (fyfi vH; kl dS h djko)

Hand writing Practice Table No.1 (fyfi vH; kl rkydk Øekd)
 P.G. French (Teaching of English Abroad) ds vuq kj l o7 Eke ckydka dks cM&cM-
 Strokes (ydhjk) dk fuEu izdkj vH; kl djkkuk pkfg, A ; g vH; kl j[s] Lyv] dki h ; k
 ' ; keiV ij dj; k tk l rk gA bl izdkj ds vH; kl eafdl h Øec) rk dh vko' ; drk ugha
 gkrh] u dkbz yEckbz pkbz dk /; ku j [kus dh vko' ; drk gA bl ea ^x | kRed vH; kl ^ dk
 mÍs ; fufgr gA

Professor A. W. Fristy ds vuq kj Strokes $\frac{1}{2}$ [kk; $\frac{1}{2}$ Circles (oRr) , oStrokes (oØ vFlök
eMh j [kk; s dk vH; kl fuEufyf [kr 5 Hkkxka ea ck/dj fuEuidkj dj; k tkuk pkfg; A

(i) Strokes dk Kku $\frac{1}{2}$ [kk; $\frac{1}{2}$

(ii) Circles dk Kku $\frac{1}{2}$ oRr

(iii) Circies , oStrokes feykdj :

(iv) Curves $\frac{1}{2}$ oØka dk vH; kl $\frac{1}{2}$

(v) Curves , oStrokes dks feykdj vH; kl

Hand-writing practice Table No.2 (fyfi vH; kl rkfydk Øekad 2)

mi jkdR idkj x | kRed vH; kl ds j [kkvkd oRrka , oav/kbRrka ds vk/kkj ij fuEufyf [kr
xij okj vH; kl fd; k tkuk pkfg; A

1. GROUP NO.1 (oRrka ds vk/kkj ij)

2. GROUP NO.2 (j[kkvka ds vk/kkj ij)

3. GROUP NO.3 (v) bRrka ds vk/kkj ij ; k oØ vk/kkj)

4. GROUP NO.4 (am 'CfiT ~ ~ ~) .

Small Cursive d vH; kl

fy[kus dh Nks/s vaxst h v{kj ka dks fuEufyf[kr vuq kj pkj Hkkxka ea foHkkftr dj pkj
i fDr; ka dh fyfi & vH; kl i fLrdk ea vH; kl dj koA

1- os v{kj tks chp dh nks i fDr; ka ea fy[ks tkrs gA ¼1 3½

2- os v{kj tks Åij dh rhu ykbuka ea fy[ks tkrs gA ¼0 6½

3- os v{kj tks uhps dh rhu ykbuka ea fy[ks tkrs gA ¼0 5½

4- os v{kj tks pkj ka i fDr; ka ea fy[ks tkrs gA ¼0 2½

(B) Connected writing: (o.këkyk ds 'kOnka I s oK; fy[kuk)

o.kz fy[kus dk foHkklu i djkj vH; kl djkdj o.këkyk feykdj 'kOn fy[kuk] , oaokD; fy[kuk i gys

pkj i fDr; ka ds fyfi vH; kl i fLrdk ij fQj , d i fDr; ka okyh dkfi ; ka ea fy[kuk fl [kk; k tkuk pkfg, A vkn'kz okD; ka ds }kjk vH; kl djkoA
t\$ &

(iii) Importance of Good hand-writing (I fyfi dk egRo)

oržku eaf'k{kk txx dh vuokud i e[k l eL; kvka ea Nk=&Nk=kvka ea 0; klr ^vaxst h d fyfi ^ (Bad English hand-writing) dh l eL; k , d i e[k l eL; k gA ftl i zkj ylx dVq Hkk"kk , oavi 'kcn l uk l l n ughadjrsm l h i zkj ylx d fyfi i <uki l n ughadjrA xkdkth dks viuh d fyfi dk [kr ^thou i ; klr^ cuk jgkA cgdkk Nk= viuh vaxst h d fyfi ds dkj .k l gh mRrj fy[kus ij Hkh vPNs vad i klr ughadj i krA dk; ky; ka ea viuh d fyfi ds dkj .kka l s vi us vf/kdkfj ; ka dh f>Mfd; k; l quh i Mfh gA y[ku dk l qnj gkuk] 0; fDrRo dh >kadh i Lr q djrk gA Handwriting is an index of character.

I qnj y[ku ; k fyfi dh l Mksyrk , d ek= nsh; nu (God gift) ughagA og rks'k{f.kd okrkoj.k l s i Hkkfor gkrh gA mfpr funz ku , oa vH; kl l sml sLo: i oku , oa vkd"kd cuk; k tk l drk gA d\$ k fy[kk x; k gSD; k fy[kk x; k g\$ l sfdl h Hkh i zkj de egRo i wkz ughagkrA

(IV) QUALITIES OF GOOD HAND-WRITING (I fyfi dh fo'kkrk;)

(i) LEGIBILITY Li "Vrk

(ii) It should be legible, and easy to read.

(V) SIMPLICITY- .

Letter should be simple, bold and free from bad strokes.

(VI) UNIFORMITY- .

Their proportion should be correct and uniform.

(VII) DISTINCTIVENESS-

Each letter should have a characteristic form of its own.

(v) SPACING-

There should be proper spacing in letters, in words, in lines in a sentence. The letters in a word, the words in a sentence, and the lines in a page should not be crowded, or too closely written.

(vi) BEAUTY -

Having a proper slant, it should be pleasing and attractive to eyes.

(vii) SPEED

Speed should be normal; it should not be very slow or very fast.

(viii) ADJUSTMENT

There should be a proper adjustment between writing and thinking.

(v) DEFECTS FOUND IN WRITING

(Nk=&Nk=kvka dh vaxsth fyfi ea ik; s tkus okys iæ[k nksk)

(i) vaxsth Hkk"kk dso. kka dks vLi "V fy [kuk] mudka vi wkz cukuk] cMksy , oafopf= o.kz cukuk o. kka dks k , oaORr vuj kr ea u cukuk] mudks vfr l ?ku dj dsfy [kuk] mudka feytkykdj u fy [kuk] , d l k vuj kr u j [kuk] o. kka dse/; l eku vUrj dk vHko (Lack of Proper spacing) fclnq/ka , oaj s [kkvka dk vuipr iz s x rFk glrfyfi ea epz k fyfi dso. kka dk feJ. k os l keld; nksk ga tks fyfi dks dq i cukrs ga

(ii) o. kka ds vfrfjDr okD; ka ds l a kstu nksk Hkh fo l eku jgus l sfyfi dq i gks tkrh gS tS s okD; ka dks i drc) u fy [kuk] mudschp l eku vUrj u NkMuek] [k.M&c) u fy [kuk] fojke fplg vkfn dk =fvi wkz iz s xA dHkh&dHkh 'kCnka dks cgr xMkdj fy [kuk] eks/k fy [kuk] L; kgh Qs kuk vkfn Hkh fyfi dks dq i cukra ga

(VI) CAUSES OF HAVING A BAD HAND WRITING: .

(dfyfi ds fy; s mRrjnk; h dkj . k)

(i) fyfi fl) kar ka ds eeK f' k(kdka dk vHkoA

(ii) vaxsth&f'k(kdka dks i f'kf{kr u fd; k tkukA

(iii) 'kkykvka ea vaxsth&fyfi vH; kl dsfy, i Fkd l s dkbz dky [k.M l e; foHkx pØ ea u j [kukA

(iv) vaxsth Hkk"kk dsek/; e l sf'k{k.k nsusokyh 'kkykvka ea Hkh f'k{k.k ij tkj fn; k tkrh gS fyfi d ij ughA i kj Hk l s gh Print letter vi uk yrs ga

(v) eks/h ; k glnh fuc l s vaxsth fy [kk tkuk vFok MKV i su dk iz s x fyfi dks dq i cukr ga

(vi) 'kkykvka , oa ?kj ka ea mfpr vkl ku&0; oLFk dk vHkoA VKV&i VVh pkj i kbz ij ; k mdMwcbdj ?k/ us ij dki h j [kus l sfyfi dHkh ugha l dkj l drhA

(vii) ckydka eanf"V] dku] gkFk] maxyh nksk Hkh] viR; {k : i l sl gy [ku dk i Hkfor djrs ga

(viii) Vad.k , oa epz k ; a-ka us l fyfi dks i frdw : i ea i Hkfor fd; k ga

(ix) Nk=ka l s l fyfi vH; kl Bhid l su dj; k tkukA

(x) Nk=ka }kj k fd; s tkus okys xgdk; ka dk Bhid l s voykdu u fd; k tkuk rFk fyfi nkska l s voxr u dj; k tkukA

(VII) MEASURES FOR IMPROVMENT OF HAND-WRITING

(fyfi l dkj gqfd; s tkus okys mi k;)

(i) vaxsth f'k(kd }kj k ckydka dks maxfy; ka dykb] gkFk dk i; klr vH; kl dj; k tkuk pkfg, A vaxsth o. kka ea iz Dr j s [kkvka oRrka v) &oRrka dk Kku o vH; kl dj; k tkuk pkfg, A

(ii) vaxsth l fyfi dk vkn'kz i k B ; kei V ij i l n r fd; k tkuk pkfg, A

(iii) ckydka dh fyfi ; ka dk voykdu dj muea i k; s tkus okys nkska l s mlga voxr dj; k tkuk pkfg; A

(iv) vaxsth fyfi f'k{k.k e] mi ; Dr vkl ku& epz k] o. kka ds fp=] dye i dMudh mi ; Dr fof/k] crkus ds fy; s fQYe LykbM dk in'ku djuk pkfg; A

(v) VKV&i VVh ij pkj i kbz ; k ?k/ us ij dki h j [kdj vaxsth fy [kus dk seuk djuk pkfg; A

- (vi) d{k k ea rFk 'kkykva ea l tñj y{k i fr; ksrkvka dk vk; kstu dh tkuk plfg, A
 (vii) i z u & i = ka ea l tñj y{k grq dñ v d fu/ktjr fd; s tkuk plfg; A
 (viii) vaxsth vH; kl ds fy; s l e; foHkx pØ ea i Fkd dky [k.M fu/ktjr fd; k tkuk
 plfg, A
 (ix) vaxsth Hk"kk f'k{k.k l a.Fk kva }kjk fyfi y[ku ij l ehukj vk; kstu dj f'k{kdk dks
 i f'kf{kr djuk plfg, A

(B) CONNECTED WRITING

i dZ ea crk; k x; k gSfd vaxsth fyfi nks izdkj dh gkrh gA

(i) Print-script (enzk fyfi)

ftl fyfi ea i k B; i rda (Test Books) i = if = dk; a l ekpkj i = vaxsth ea efnr gkrh
 gA muea Print letters (enzk o. kka dk iz, kx fd; k tkrk gA ; so. kZ feyk dj ¼ j Lij ugha fy [ks
 tk l drsgA ¼ i k j k l s kyd bu Print letters dh udy dj vaxsth fy [kus dh vkr Mky yrs
 gS tks mfor ugha gA fyfi nks ki wZ , oadq i gks tkrh gA og Unconnected vl e) o dq i
 gks tkrh gA

(ii) Cursive script (gLR fyfi)

fy [kus dh ; gh fyfi gA ; g fyfi o. kka dks feyk dj fy [kus ij cy nrh gA bl s
 feyk dj gh fy [kk tkrk gA bl izdkj o. kka dks feyk dj fy [kus dh gh Connected writing dgrs
 gA ckydka dks i k j k l s gh bl fyfi l s c M s (Capital) , o a N k s / s (Small Letters) dks l e) dj
 fy [kuk plfg; A

For examples

(i) Unconnected Writing (vl e) : i) I AM PLAYING

(ii) connected writing i am playing

EXERCISES

Answer the following question:-

1. Discuss the importance of hand-writing in learning English.
2. What is the difference between print script and Cursive script ?
3. How should writing to beginners of English be taught?
4. What are the qualities of a good hand-writing? ..
5. What are the main defects found in the students' hand-writing ?
6. Discuss the main reasons of having a bad hand-writing.
7. What measures should be suggested to improve pupils' hand-writing?
8. What is meant by "connected writing"?

SYSTEMATIC WRITING: (Øekuñ kj y[ku)

y[ku dyk , o a 'ksh dk fodkl] kyd ea 'ku% 'ku% ml dh cñ) , o a Lrj ea fodkl ds
 l kfk & l kfk gkrk tkrk gA ckyd ea Kkukt u , o a vi us fopkj ka dks 0; Dr djus dh LoHk fod
 i dfr gkrh gA fdUr fopkj ka dks Øec) rjh dka l s l a kstr dj i Hkko' kkyh < a l s fy [kdj
 vfHk; Dr djus dh dyk mez , o a vuHkoka dh i fji Dork ds l kfk vkrh gA Nk/ & Nk/s ckydka l s
 l k j x fHkz vPNs fucalka dh vk'kk ugha dh tk l drh gA vr% igys Nk/ & Nk/s okD; ka ea fQj
 x [ka kka ear Fk ckn ea i "Bkae" mul sjpuk dk; Z dj k; k tkuk plfg; A mi bdkkZ ea jpuk ¼ y [k ½
 dk; Z ds foHkku : i ka dk ge v/ ; ; u dj a A

(i) What is a Composition? (l kfgR; j puk vFkok y[k)

Bhatia and Bhatia ds 'kñka ea

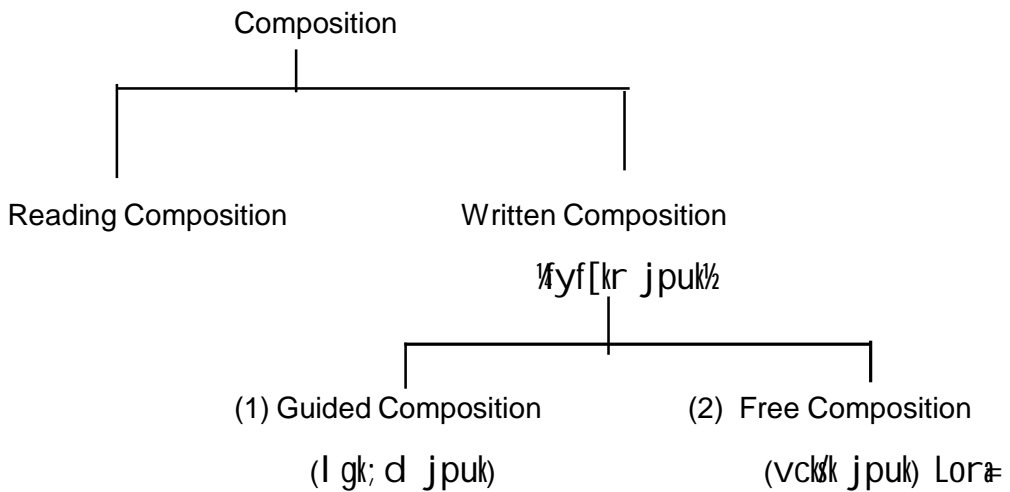
"It is the expression of the child's" thoughts, his own ideas, his feelings and observations. It includes both, the process and product of composing. It refers to the process of collecting thoughts, arranging them in a rational sequence and ultimately expressing them in accordance with recognised standard of form. The product may take the shape of a letter, an application, a paragraph, a story, an essay, a description or a narration of a poem etc.

, d ^l kfgR; d y[k e^ y[kd dh mu Hkkoukvl dYi ukvka dk vky[k gkrk g\$ tks og
 I ekt ds I Ee[k i kus dh vdkk[kk ea j [krk gA fdUrq tc ge Nk/sckydka ds Lrj ij j puk
 dk; Z dh ckr djrs g\$ rc gekjk mnns;] i =] i kFkZuk&i =] dgkuh] dfork o. kZkRed , oa
 dFkukRed fucakka I sg\$ ftudsek/; e I sckyd vi usfopkjka dks rFkk vi uh 'kSyh dks 0; Dr
 djrk gA 'kkyk Lrj ij blga Bhd fy[kuk fl [kk; k tkuk pkfg, A

II Aims of teaching written composition:-

- (i) To enable the students to express in writing what they speak, feel. observe desire and understand.
- (ii) To develop in them the habit of clear and logical presentation of facts.
- (iii) To give them the practice to use English.
- (iv) To encourage the pupils to write legibly, beautifully and correctly.
- (v) To enlarge their vocabulary.
- (vi) To develop in them the habit of writing systematically,
- (vii) To provoke them to think more and more on the environmental situations.

TYPE OF COMPOSITIONS (jpuk ds idkj)



ORAL COMPOSITION (ek[ka d jpu)

fdl h oLr] 0; fDr fp=] dgkuh] vkRedFkk , oa; k=koRrfr ds l Ecak eaf' k{kd i z ukRrj fof/k vi uk dj tc rRokadk l p; ckydka }kjk djokrk g\$ rc og mudsek/; e l sek[ka d jpu Oral Composition dk gh dk; l l Eikfnr djkrk gA ckn ea ; g rF; ' ; keiV ds ek/; e l s ; k beyk ckydj fy[kkus ds ek/; e l s kyd fy[k yrs gA ; g i kj aHkd voLFkk ea Composition f' k{k.k ea mi ; kxh gA

P.C.Wren ds vuq kj

"Composition should begin with the power of speech, and should be oral, and long before it is written".

Significance of oral composition

ek[ka d jpu ds egRo ds fuEu rF; g\$ %&

1. It is simple and saves time.
2. It forms the foundation of written composition.
3. It develops speaking ability
4. Students find it interesting.
5. It helps students to think clearly.

(ii) WRITTEN COMPOSITION (fyf[ka d jpu)

Written composition should follow oral composition. Its aims are the following:-

- a) To enable pupils. to express their ideas in writing.
- b) To develop their writing ability.
- c) To enable them to present their ideas in a clear and logical way.

Teaching of writing composition

Primary stage
Written composition

- (a) Copying and dictation.
- (b) Completing, incomplete sentences and writing them.
- (c) Using words in sentences and writing them.
- (d) Writing answers to simple questions and questions based on lessons in the reader.
- (e) Writing description of an object or a picture in a few sentences.
- (f) Writing short paragraph on the given topic.
- (g) Writing short stories.
- (h) Writing short and simple letters.

Later or secondary stage

- (a) Write answers to questions based on lessons in the reader.
- (b) Writing the description of a scene or an accident witnessed by pupils. e.g. our college field, a journey.
- (c) Writing evaluation of a paragraph.
- (d) Writing dialogues
- (e) Writing essays
- (f) Writing letters: Personal
Official
Business
- (g) Writing the translation of paragraphs from mother tongue into English. Using idioms and phrases in sentences and writing them.

Written composition are of two type.

- (a) Guided composition
 - (b) Free composition
- (a) Guided composition

(Guided or controlled composition is that in which the students are given a lot of help by way of structures and vocabulary items. Students cannot go beyond the given language items).

Exercises used in Guided Composition

- (i) Writing from substitution table
- (ii) Fill in the blanks
- (iii) Arranging jumbled sentences.
- (iv) Writing parallel sentences

- (V) Transforming of sentences (okD; ka dk : i ; k dky cnydj j puk)
 j puk ; fn or eku dky ea gSrkscky d ml sHkurdky eacnydj j puk dk; Zdjrs gA
- (vi) Composition with the help of pictures (fp=ka ds ek/; e ea
 fp=ka ds ek/; e ea j puk dk; Zfd; k tkrk gA
- (vii) Answering questions.
 i z ukRrj fof/k l s j puk dk; Z

Merits of Guided composition

- (i) Guided composition paves the way for free composition. .
- (ii) The teacher can correct the mistakes of students at the very beginning.
- (iii) The assistance of teacher makes composition writing interesting for little children.
- (iv) Guided composition also corrects "grammatical mistake.
- (v) Students learn structures too.

.Free composition (eDr vFkok vckk y[ku) -

f'k(kd }kjk dkZl gk; d fclnqi Lr r ughafd, tkrA ckydka dksfo"k; oLrqI svoxr
 dj k; k tkrk gS os Lo; a j puk ea vi us 'kCn (Vocabulary) , oa okD; ka (Sentences) dk i z kx
 djrs gq j puk dk; Zdjrs gA

Free composition is one in which the student is free to make use of any structures and vocabulary items.

Significance of free com-position

- (i) It helps students at the higher stage of learning and in their later life.
- (ii) It paves the way for logical thinking and creative work.
- iii) It develops translation ability, because pupils first think in their mother tongue and then translate the ideas into English-

Exercises used in free composition:

- (i) Paragraph writing (X | ka k y[ku)
- (ii) Story writing (dgkuh y[ku)
- (iii) Precis writing (I kjka k y[ku)
- (iv) Reports of various activities fofHku xfrfof/k; ka dk i fronu
- (v) Book reviews (i r d l eh(kk)
- (vi) Creative writing both prose and poetry (X | i | y[ku)
- (vii) Letter writing (i = y[ku)
- (viii) Application writing (i kfkuk i = y[ku)
- (ix) Essay writing (fucdk y[ku)

Essential points to be kept in mind while writing composition

- kydka dks j puk dk; Zdjrs l e; fuEufyf[kr fclnqefLr"d ea vo"; j [kuk pkfg, A
- (i) IDEAS (fopkj)
 fy[kus l si d] fo"k; oLrq l s l af/kr fopkjka dk l adyu djA
- (ii) Organisation of ideas (fopkjka dk Øec) l a kst u)
- (iii) Right use of structures
 0; kdj .k dh nf"V l s okD; 'kq) gkuk pkfg, A

- (iv) Appropriate vocabulary (mfpr 'kCnkoyh)
vi us Hkkoka dks izdV djus ds fy, mi ; Dr 'kCnka dk iz kx vkuk pkfg, A
- (v) Spelling (fgTts)
okD; ea iz Dr 'kCnka dks l gh fgTts (Spelling) fy [kuk vkuk pkfg, A
- (vi) Punctuation (fojke vkfnA fplgka dk iz kx)
okD; ka ea fojke vkfn fplgka dk l gh iz kx djuk vkuk pkfg, A
- (B) Essays: (fucak ys[ku)
vki ds ikB; Oe ea jpuk&vH; kl ds foHkuu izdkj ea fucak ys[ku dk v/; ; u
iLrkfor gA
- (i) Definition: (i f j Hkk"kk)
vaxst h ea fucak Essay dks dgrs gA ; g 'kCn Yka hl h ^, l kbz^ l scuk gA ft l dk
l keku; vFkz ^iz ur^ gA fdUrq vkt fucak , d ^iz ur^ ugha gS cfYd ml s, d iks+xn;
jpuk ds: i ea Lohdkj fd; k tkrk gA
Concise Oxford Dictionary
- (i) "An essay is usually a short literary composition on any subject and it is in
prose"
- (ii) i ks ufyu ds vuq kj fucak Lok/khu fplru vks fu' Ny vuHkir; ka dks l j l] l tho
vks e; kfnr xn; ; kRed izk'ku gA
- (iii) ckcw xykckj; ds vuq kj fucak ml xn; jpuk dks dgrs gS ft l ea, d l hfer
vkdkj ds Hkrj fdl h fo"k; dk o.ku ; k ifri knu , d fo'kSk futhi u LoPNrk l kBo vks
l thork rFk vko'; d l xtr vks l Ec) rk ds l kFk fd; k x; k gka
" An essay is a written composition expression to one's personal ideas or
opinions on a subject".
- (II) Classification of Essays: (fucakka dk oxhdj .k)
0; fDrRo vks 'kSyh dsfefJr vk/kkj ij fucakka dks l keku; r%fuEufyf[kr izdkj ka ea
foHkkftr fd; k tkrk gA
- (I) Narrative Essays: (dFkRed fucak)
thouh vkRedFkj f'kdj] ; k=k] l kgfl d vfhk; ku vks ; Dr vkfn Lej.kh; ?kVukvka
dk o.ku bl dksV ds fucakka ds varxZ vkrsgA dFkRedrk budh l oka fj fo'kSkrk gkrh gA
- (ii) Descriptive Essays: (o.ku kRed fucak)
dYiuk] l [e n^V] l j l rk , oal thork l sfo"k; dks j kpd vks i Hkko'kryh cukrsgq
i kdfnd n' ; ka (Phenomenon of Nature) n' kuzh; LFkku] Hkoukaesyka , srgfl d bekj rka, oa
rhFkz LFkka dk buea o.ku fd; k tkrk gA
- (iii) Reflective Essays: (HkkokRed fucak)
HkkokRed fucak ^Hkko okpd^ fo"k; ka vFkok fo"k; & oLrq ij fy[ks tkrsgA
tS &
- (i) Habits, qualities etc.
- (ii) Social political and domestic affairs.
- (Iv) Expository or Argumentative Essays: (fopkj kRed fucak)
fplru izkku ; k fopkj kRed fucakdkj fdl h fo"k; ij vius fopkj l fpc) <ak l s
vius futh n^Vdksk ds l kFk iLrq djrk gA buea rd&ford] eeu vks fplru tS scf)
rRoka dh izkkrk jgrh gA
tS &
- (i) "I am the master of my life".
- (ii) "Sweet are the uses of adversity".

(I) QUALITIES OF A GOOD, AND WELL FORMAT ESSAY

, d vPNsfucak dh fo'kkrk, a%&

, d vPNsfucak yfku eafuEu ckrka dk /; ku j [kuk pkfg, A

(I) SIMPLICITY

An essay should be written in simple sentences, The sentences and bombastic words should be discarded.

(ii) CLARITY.

Students must say what they have to say as clearly as possible There - should be no confusion and no ambiguity. ,

(iii) COHERENCE' ~.

Ideas should be logically developed. Every idea should naturally flow out of the previous one. ,

(iv) UNITY

A good essay must have unity of thought and matter. It means that it must be only on one subject. Unconnected things must be kept out.

(v) PROPORTION OR BALANCE

The various parts of the essay must be developed according to their

respective importance. Ideas should not be scattered. The important points should be given more stress than the less important ones.

(vi) ATTRACTIVE AND THOUGHT -PROVOKING

It should be interesting and thought-provoking

fucak yfku dh dyk fodfl r djusdsfy; svki dksvf/kd l svf/kd (i) Reading (ii)

Thinking , oa(iii) Writing dk; l djuk pkfg; A fucak fy[krs l e; fuEufyf[kr ckrka dk /; ku j [kuk Hkh vko' ; d gA

(i) fucak ea Direct Narraton First Person dk iz, kx de l s de djA

(ii) 0; kdj.k o fgTts dh =fV; ka ij /; ku nA

(iii) xyr m) j.k Quotations iLr r u djA

(iv) fucak yfku l sigysfucak dh : i jsfk (Outline) cuk yuh pkfg, A

(v) 'kCnka dsy?kq: i (Contraction) , oa l f{klr : i ka Abbreviations dk iz, kx ugha djuk pkfg; A

(vi) vl k/kk.j , oa vl kekl; dgkorka egkojka dk iz, kx u djA

(vii) vuko' ; d ckrka dk l eko k u djA fyfi l thj gkA

(viii) yf k i wkz gks tkus ij i q% voyku (Review) vO' ; djA

Robert Finch ds 'kCnka ea

"Good composition must grow out of one's personal experience. We write most powerfully when we feel most deeply. We write conveniently only when we are sincere",

D. Language learning through machines

(n' ; J0; ; a-ka ds ek/; e l s Hkk'kk vf/kxe)

orEku ea f'k{k d gh vf/kxe dk i edk l k/ku ugha gA fofHkuu n' ; J0; ; hf=d l k/ku Hkh f'k{k , oa vf/kxe dks i Hkkfor djrsgA nijn'ku dk ; ksnku bl {ks= ea vf}rh; jgk gA bl l svf/kxe ifO; k l qe , oa jkp d cu tkrh gA ; s; a- Hkh l gk; d f'k{k.k l kexh gS , oa budk egRo f'k{k d txr eafufobkn gA

Meaning of Audio-visual aids (n' ; J0; l gk; d l kexh dk vfkz) -

By audio visual aids we mean the devices which can be used in teaching because of their appeal to the ears and the eyes. Audio-visual aids work on the ears and the eyes of the pupils. Hence they are called audio-visual aids,

d.kz, oaus= bflnz ka ds ek/; e l s kku i ktr djus okys; æ v fkok l kexh] n'; J0;
l gk; d f'k{k.k l kexh dgykrh gA

The purpose of their use (buds iz ksx ds mnns;)-

The rationale behind their use is to appeal to eyes of a pupil and make the learning easy as well as; permanent. The main purpose of audio-visual aids for teaching English is to help the teacher to do his job more effectively

f'k{k.k l kexh dk iz ksx vf/lxe dks l qe l q fpi wkz, oa LFkkbz cukrk gS f'k{k.k dks i Hkkoh cukrk gA

Classification of aids .

fo}kuka us l gk; d n'; J0; l kexh dks fuEufyf[kr rhu Hkkxka ea foHkkftr fd; k gA

(1) Audio-aids (Aids appealing to the hearing) (J0; l kexh) All those devices which appeal to the ears only are called audio-aids. The following are the main audio-

(i) Gramophone, (ii) Megaphone, (iii) Linguaphone, (iv) Head-phone,
(v) Tape-recorder, (vi) Radio

(2) Visual-aids (Aids appealing to the eye) (n'; l kexh) Aids which appeal only to the eyes are called visual-aids. Some of them are mentioned below:-

- (i) Text Book
- (ii) Black Board
- (iii) Bulletin Board ,
- (iv) Flannel Board'
- (v) Flash cards
- (vi) Charts, maps, figures, models and globes.
- (vii) Slides and film strips
- (viii) Epidiascope

(3) Audio-visual aids (n'; J0; l gk; d f'k{k.k l kexh) These are the aids which appeal to both ears and eyes, e.g. (i) film, (ii) Television,

; æ l pkfyr vf/lxe f'k{k.k l gk; d f'k{k.k l kexh l s gekjk rkr; Zmu mi dj. kka l s gA tksfo] r csjh v fkok rdud l sl pkfyr gS gekjsd.kz, oaus= bflnz ka dks i Hkkfor dj kku i nku djrs gS; k vf/lxe i f0; k ea l gk; d gA bl sl kexh ea Gramophone, Megaphone, Linguaphone, Head-phone, Tape recorder, Radio, Film-projectors, Camera, Slides, Film-strips, Epidiascope Films. , oa Television

(i) Gramophone (xkekQku) jSM; kanjn'kz l si oz pkch l sl pkfyr; æ tkseukjatu, oa f'k{k.k graqiz ksx ea yk; k tkrk FkA bl ea v fHkys[ku (Recording), oa i qmRi knu (Reproduction) dh i f0; k l Eilu gkrh FkA bl dsek/; e l s/ofu foKku ds i kB ckydka dks mPpkj .k Bh d djus ds fy, i <k, tk; k djrs FkA

(ii) Linguaphone (fyxlv Qku) xkekQku i f0; k ij gh vk/kkfjr, d; æ ftl dsek/; e l s vaxstH Hkk'kk dh 0; kdj.k jpukl dfork vkfn l qerk l si <kbz tk l drh FkA

(iii) Megaphone (/ofu foLrkj; æ) ykmMLihdj dh Hkkar /ofu dk foLrkj dj iz kfjr djus okyk; æ ftu d{kkvka ea cky l em vf/kd gsrk gS ogka iz ksx fd; k tkrk FkA

(iv) Headphone (gMQku) fl j ekFks dku ij ck/kk tkusokyk; æ bl ea/ofu Li"V l qkbz nrh gA gokbz tgkt ik; yV bl dk iz ksx vf/kd djrs gA 'k{k.kd txr ea Hkh mi; kxh gA

(v) Epidiascope (, i hfM; kLdki) bl; æ ds ek/; e l sinz ij uD'ka fp= vak LykbM pkvI cMs dj fn[kk; s tkrS gA

Advantage of audio-visual aids (J0; l gk; d f'k{k.k l kexh ds iz ksx ds ykHk)

buds iz ksx l s ykHk l qe vaxstH Hkk'kk f'k{k.kd ea fuEu izdkj of.kz fd, x, gA

(i) They make the lessons interesting (i kBka dks l q fpi wkz cukrs gS)

The student is happy to see them. These aids make the lessons interesting and easy to comprehend. They arouse curiosity in students.

(ii) Easy retention (Lefr ea j[kus ea l jy)

They act wonderfully on the remembering and retention powers of the students.

If a student sees a film. he is not likely to forget it soon.

- (iii) Formation of English-speaking habit (vaxst h Hkk"kk ckyusdsfy, vlt; Lr djuk g\$)
The aids help the formation of language.:-habit by the repetition of language drill and their constant practice.
- (iv) They increase the learner's experience'. (ckydkads vuttko ea of) djrs g\$
The aids increase the learner's experience of language by providing language material in a larger quantity and of a better quality.
- (v) They save the teacher's time. (f'k{k dsl e; ea cpr djrs g\$)
By their use the burden of the teacher is reduced. They save the teacher's time as well as energy. Students work independently.
- (vi) Reduce over-dependence on mother-tongue (ekrHkk"kk ij fuHkjr k de djrs g\$)
The use of aids reduces over-dependence on the mother-tongue. These aids create a natural English environment. Students get more opportunities to listen English.

Limitation of Audio-visual aids (n' ; & J0; l kexh ds iz kx dh l hek; ;
; a l pkfyr n' ; & J0; mi dj .kka ds iz kx ea fuEu l ko/kfu; ka cjr h tkuh pkfg, A

- (i) The teachers are required to know the technical skill to handle them.
- (ii) Too much display of these aids mars the purpose of teaching language. Some teachers over-use them.
- (iii) Some aids such as television are costly and cannot be afforded by many schools.
- (iv) They give an impersonal effect which is not much desirable.
- (v) The student remains a passive spectator or listener. The teacher plays an active role in handling them.

Suggestions for using Audio-visual aids (n' ; & J0; mi dj .kka ds l eipr mi ; kx grq dN
l qko)

- (i) They should be used only when they are needed. over use of them should be discarded.
- (ii) When the purpose is fulfilled they should be removed from the class room.
- (iii) They should be according to the age, standard and mental development of the students.
- (iv) Teachers should use cannot be procured.

Exercise:- Answer the following questions [for answer look at the sections and sub sections of the lesson, mentined in front of them in brackets].

- Q.No.1. What is meant Audio-visual aids ? (10:IA)
- Q.No.2. What is the rationale behind the use of Audio-visual aids ? (10:18)
- Q.No.3. What are the main audio visual aids ?(10:IC)
- Q.No.4. Describe the importance of audio-visual aids in teaching English ? (10:IF)
- Q.No.5. Describe the limitations of the use of audio-visual aids ? (10:IE)
- Q.No.6. What suggestions should be given for using audio visual aids (10:JF)

E. Organisation and planning of situations for language learning .

Hkk"kk vf/kxe grq okroj .k dk fuekz .k , oa0; oLFkk rFkk vk; kst u 1/2
^orEku f'k{k f'k{k dslnr ugha g\$ u gh og fo"k; dslnr g\$ vkt f'k{k dk dslnr
fclnqkyd g\$ bl cky dslnr f'k{k ea f'k{k dh Hkkedk i Fk&i n' kd rFkk vk; kst d dh g\$
Hkk"kk vf/kxe ds fy; ; okroj .k dk l tu djuk] d{k ds vlnj , oa ckgj , d h fLFkr; ka
(Situations) fufe djuk ftl eckyd Lo; amRI d g\$ vf/kxe ds fy; ; i jr g\$ f'k{k dk
i je drd; g\$

A successful lesson is well-planned and psychologically organised, bearing the stamp of teacher's pre-thinking with regard to the details of the lesson.

What is planning ? (i k B ; k s t u k D ; k g S)

Planning involves pre-viewing a certain activity to be executed and reviewing a certain activity just completed. Planning in language teaching involves selection and gradation of language material, language tools to be used, skills to be inculcated, activities to be undertaken and complete preview of the difficulties likely to occur.

Why to plan schemes of work ? (d k ; l d h ; k s t u k D ; k a c u k u k)

Much of the language-teaching efficiency of a teacher depends upon proper planning of the work to be accomplished by him. It is desirable to plan:

(i) How much is to be taught within a session ? ..

(ii) How many units are to be taught ?

(iii) In how many periods is a unit to be covered ?

(iv) How is the unit to be taught ?

(v) What should the pre-teaching planning be ?

(vi) What learning situations are to be formed ?

(vii) What should the planning during teaching be or why are the learning situations to be formed ?

(viii) What should the post -teaching planning be ?

Thus for effective learning, planning is very essential.

We should adopt the way which is based on sound linguistic and psychological principles. In a suggested scheme of work the teacher should divide the year's work into time periods to be covered in each school term. This division shall be determined by the total amount of language material to be covered and it may be divided into teaching clock for every month, every week and every day. The planning should provide enough situations for the use of language material rather than details about the language. The teacher must ensure that pupils get enough opportunities for listening, speaking, reading and writing.

Steps to be taken in preparing a lesson plan in English.

f' k { k . k e } g j c v z d s i k p i n i ; k r l e ; r d i p f y r j g f d l r q o r z e k u e a i k B ; k s t u k i k : i d k s u ; k : i f n ; k x ; k g a g e a H k k " k k d h i k B ; k s t u k r s k j d j r s l e ; f u E u p j . k a d k / ; k u j [k u k p k f g ; A H k k " k k f ' k { k . k d h i k B ; k s t u k r s k j d j r s l e ; g e a p k j f c l n q / ; k u e a j [k u k p k f g ; s r F k k f u E u f y f [k r p j . k a d k i k y u d j u k p k f g ; A

(i) General information about the topic etc.

(ii) Pre-teaching planning

(iii) Post-teaching planning.

General information

1. Date

2. Time

3. Period

4. Class.
5. Subject.
6. Topic
7. Unit or sub-unit
8. Name of the Teacher
- (ii) Pre-teaching planning .
 - (i) General aims
 - (ii) Specific aims.
 - (iii) Materialaid
 - (iv) Previous knowledge
 - (v) Statement of aim or announcement of the topic. .
- (iii) Planning during teaching
 - (i) Presentation
 - (ii) Black-board work .
 - (iii) Teacher's generalisation
- (iv) Host-teaching planning
 - (i) Hecapitulation
 - (ii) Evaluation
 - (iii) Home-assignment

Lesson. plan (i kB ; kst uk)

fo"k; dks l qe , oal e>us; kx; cukusdsfy; § , d vkn'kz i kB ; kstuk i Lr r dh tk
jgh gA

LESSON PLAN

1. Date	30.5.1997
2. Time	11.00 AM to 11.45 AM
3. Period	I
4. Class	VIII
5. Subject	Guided composition
6. Topic	'A Picnic'
7. School	Government Middle School ASHTA

General Aims :

- (i) To enable the pupils to write and speak English.
 - (ii) To develop the expression-power of the pupils.
 - (iii) To enable them the organise their ieas property and to write them in a ersequence.
 - (iv) To enable them to use structures and vocabulary items properly.
 - (v) To promote a clear thinking in them
- Specific Aims:
- (i) To enable the pupils to write a composition on "A picnic".
 - (ii) To enable them to write a parallel composition on "A visit to a zoo" that they had arranged.

Material aids:

A chart containing four pictures, black board, chalk, duster and pointer.

Testing previous knowledge:

The following questions will be put to the pupils.

- (i) Have you ever been to a picnic ?
 - (ii) With whom did you go ?
 - (iii) What things did you carry with you ?
 - (iv) What did you do there ?
 - (v) How did you like your picnic ?
 - (vi) Describe your picnic in English.
6. Statement of aim or announcement of the Topic "Today we shall write a composition A picnic".

MODEL COMPOSTION

Last Sunday, it was a very fine day. Raju and his friends decided to go to the canal for a picnic. They bought sweets, fruits and other edibles. They took a stove and a few. Then they hired a tonga and reached the canal in about half an hour. It was a very charming scene at the canal. They spread a carpet beside the in the shade of a tree and rested for a while. Some people were bathing in the canal. They also. took off their clothes and jumped into the water. They swam in the canal. After an; how They came out of the canal.

Then they prepared tea and enjoyed it with sweets and fruits. They played chess. Madan sang a sweet song. Sohan recited a poem. Prakash played on the flute and Chandra entertained others with some jokes. Suresh told a story of adventure. Then they had a little rest. Now it was evening. They hired a tonga and returned home. They enjoyed a nice time.

Presentation :- The teacher will present the above compositon with .the help of four pictures on a chart. The vocabulary and the structural itemsfo go alongwith the pictures will be written on the black-board. The planning of the picture -and the vocabu- lary items to accompany them are the following:

picture:1. Showing a tonga drawn 'by a horse: five boys sitting m' it beside the tonga driver: '

- (i) What vehicle do you see in this picture ?
- (ii) How many boys are sitting in the Tonga ?

Outline: Last Sunday..... fine dayRaju and his

friends.....decided to go to canal..... bought edibles took stove and cups..... hired a tonga..... reached the canal.

Picture 2: Showing the scene at the canal and five boys enjoying it.

- (i) What do you see In this picture ?
- (ii) What are the boys in the picture doing ?

Outline: Charming

Scene..... spread.

carpet.....rested.

Picture 3: Showing the boys swimming in the canal.

Question (i) What are the boys doing ? ,

Outline: Took off clothes swam in the canal.

Picture 4: Showing four boys sitting with fruits etc., in front of them. One boy who is standing and is preparing tea.

- Question: (i) What is:the boy who is standing doing ?
(ii) What are the boys going to do now ?

Outline: Preparedtea sweets and fruits.....entertainment programme.....returned homehad a nice time.

Oral development:- After presenting the composition through the pictures questions and narration, the pupil teacher will help the pupils to develop it orally by putting the following questions:

- (i) Who decided to go to the canal for a picnic ?
- (ii) What did they buy ?
- (iii) How did they reach the canal ?
- (iv) What kind of scene was there on the banks of the canal ?
- (v) What were some people doing ?
- (vi) What did the boys do ?
- (vii) What did the boys do afterwards ?
- (viii) How did they enjoy their tea ?
- (ix) Who sang a sweet song ?
- (x) Who recited a poem ?
- (xi) Who played on the flute ?
- (xii) Who entertained persons with some jokes ?
- (xiii) Who told the story ?
- (ix) How did they return home,

Oral reinforcement or recapitulation- After oral development of the composition pupils will be asked to narrate orally each section of the composition with the help of the outlines written on the black-board.

Writing the composition: Then pupils will write composition, making use of the hints given above.

Correction of composition: When the pupils have written the composition, the teacher will collect their note-book to correct their mistakes.

Home Assignment: The pupils will be asked to describe any picnic that they have enjoyed.

The ingredients of a good lesson plan.

A good lesson-plan has the following characteristics:

- (i) It depicts the general and specific aims.
- (ii) It mentions the requisite material.
- (iii) It gives a precise account of the teacher's activity. This includes motivation devices, presentation and recapitulation etc.
- (iv) It also gives an account of pupils' activities and the desirable linguistic outcome
- (v) Main points of teaching as well as of the plan can be seen at a glance.
- (vi) It tells about the assignment or home work to be given:

Exercise: Answer the following question. [For answer, look at the sections and sub-sections of the lesson, mentioned in front of them in brackets]

- Q.No. 1. What is meant by organisation and planning of situation for the language learning ? (10.2)
- Q.No.2. What is planning ? (10.2A)
- Q.No.3. Why is Plan-Scheme of work in English language teaching essential ?
- Q.No.4. What is the right way of planning ? (10:2C)

Q.No. 5. How should'the students be guided in writing a composition on 'A Picnic'
?

(1 O:2E)

Q.No.6. What steps are taken in preparing a lesson plan ? (10:2D)

Q.No.7. What are the main qualities of a good lesson plan ? (10:2F)

Practice Questions

From Less No.6 to 10

S u b j e c t

....., Name of the student

Max.Mks

Question Paper

M a r k s

obtained

Scholar No

Signature of

Evaluation

Name and Address

NOTE: Answer the following questions and submit them to the institution concerned
at the time of evaluation. These answers need not be sent to the Board Office.

From Q.No. 1 to 3 are very short answer type. These are to be answered in not more
than 25 words each in the given space. :

Q.1 What is a substitution tabel. Give one example. (2)

Ans.

Q.2. Write a short note on flashcard.

(2)

Ans.

Q.3. Give main principles of Direct Method of teaching.

(2)

Ans.

NOTE:0.No.4 and 5 are short answer-type. Their answers should be written below them is not than 50 words.

Q.4. What are the psychological aspects of learning English language ?

Ans.

Q. 5. What is situational approach of learning English language ? Mention its merits (3)

Ans

Note: Q.No.6 and 7 are short answer type. Their answers should be written below them in not more than 75 words. .,-,

Q.6. What are the causes of bad handwriting ? Give some suggestion-> for improvement of hand writing.

Ans.

a. 7. What are the aims of learning English in India as a second language ?

Ans.

NOTE: Q.No.8 is to be answered in not more than 150 words. It is an essay-type question. There is an internal option in it. Add pages, if required.

Q.8 What are Audio-visual aids? Describe their importance in teaching English.

OR

What measures should be suggested to improve the composition-writing skills of students ?

Ans.

i = kpkj i kB; Øe

ek/; fed f'k{k e.My] e/; i nš k]
Hkš ky

¼kjk | ok/kdkj | ġf{kr½



fMlyek bu ,T; qšku
f}rh; o'k

izu i= & uoe~

vaxth ¼}rh; Hk'k½
; fuV 6 | s10