Toppersnotes
Unleash the topper in you

REET
⟵⟶
राजस्थान शिक्षक पात्रता परीक्षा

Level – I

भाग – 2 (अ)

अंग्रेजी

SIERRA INNOVATIONS

REET LEVEL – 1

CONTENTS

English

Verb and Modal Auxiliaries Verb

- वह शब्द जिससे किसी कार्य के करने का बोध होता है ।

Types of Verb
1. Transitive (सकर्मक)
2. Intransitive (अकर्मक)

1. Transitive Verb: - वह verb जो अपना अर्थ स्पष्ट करने के लिए object लेती है ।
   Ex:- I opened the gate.
          The man killed a snake.
          Aditi made (V) a doll (obj.).

2. Intransitive verb:- वह verb जो अपना अर्थ स्पष्ट करने के लिए object नहीं लेती है ।
   Ex:- The man <u>died</u>(v.).
          The girl <u>smiled</u> (v.).
          The sun <u>Shines</u> (v.).

Some Important facts of verb
1. कुछ ऐसे Transitive verb है जो कभी–कभी Intransitive verb की तरह प्रयुक्त होते है ।

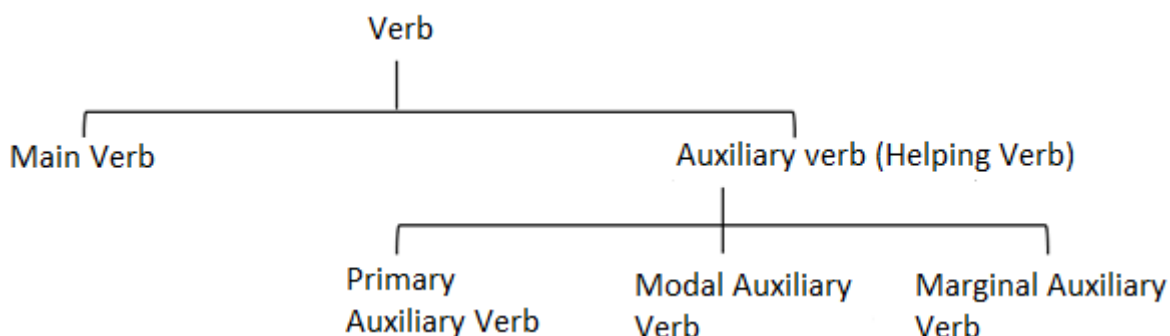| Transitive	Intransitive
She eats bread.	We eat to live.
The boy broke the glass.	The glass broke.
He opened the door.	The door soon opened.

2. जब कोई Intransitive verb, Preposition के साथ जुड़ता है तो वह Transitive बन जाता है ।
   Ex:- He laughed at me.
          We take about the affair.
          I carried out his orders.

Verb को पुनः उपयोग के आधार पर दो भागों में बांटा जा सकता है ।

1. **Main Verb:-** वे verb जो sentence में Main verbs के रूप में प्रयुक्त होते हैं ये V_1, V_2, V_3, V_4, V_5 के रूप में प्रयुक्त होते हैं ।

   Ex:- I write a letter.   (Write – V_1)

   He wrote a letter. (Wrote – V_2)

   He is written a letter. (Written – V_3)

   He is writing a letter. (Writing – V_4 (V_1+ing))

   He writes a letter. (Writes – V_5 (V_1 + s/es))

2. **Auxiliary Verb-** वे verbs जो अन्य verbs के साथ प्रयुक्त होकर questions, negative तथा tense बनाने के साथ – साथ possibility तथा willingness को express करते है ।

   (1) Primary Auxiliary Verbs:- To do, To have, To be.

   (2) Modal Auxiliary Verbs: - Can, Could, may, might, shall, should, will, would, must, ought to.

   (3) Marginal Auxiliary Verbs:- Used to, Need, done.

Some Rules for Auxiliary Verbs

(1) Model Auxiliary Verbs का प्रयोग Main Verb के रूप में नहीं होता है ।

   Ex:-   You <u>can</u> (H.V.) help me.

   It <u>may</u> (H.V.) rain today.

(2) Verb to be का प्रयोग continuous tense में V_4 के पहले होता है ।

   Ex:-   He is taking coffee.

   I was playing cricket.

(3) Do/ does/ did का प्रयोग simple present and simple past tense में negative sentence बनाने में ।

   Ex:-   He does not want to tell a lie.

(4) Do का प्रयोग Imperative का negative/ emphatic बनाने के लिए ।

   Ex:-   Don't go there.

   Do sing it again.

(5) Is/ am/ are/ was/ were/ have/ has, had etc. के बाद infinitive का प्रयोग

   Ex:-   I am to see her tomorrow.

   I have to move the furniture myself.

(6) have + infinitive – forced action के sense में ।

   Ex:-   I have to work hard.

   She had to leave her job.

Use of Modal Auxiliary Verb

(1) Can का प्रयोग –

   (a) Power, ability, capacity आदि के भाव में ।

     Ex:-   I can swim across the river.

           You can speak English.

   (b) Permission के भाव मे ।

     Ex:-   You can go now.

           Can I see your diary?

   (c) Theoretical possibility (सैद्धांतिक संभावना) को व्यक्त करने में ।

     Ex:-   Everyone can make a mistake.

           Electricity can be dangerous.

   (d) मित्रात्मक निवेदन करने वाले प्रश्नात्मक वाक्यों में

     Ex:-   Can I take your scooter?

(2) Could का प्रयोग–

   (a) Past ability/ power/ capacity को व्यक्त करने में ।

     Ex:- He could pass the board examination.

          When I was young, I could outrun him.

   (b) Polite request/ permission के भाव में ।

     Ex:- Could I smoke here?

          Could I borrow your notebook for two days?

   (c) Remote possibility व्यक्त करने के लिए ।

     Ex:- There could be a bomb under your seat.

(3) May का प्रयोग–

   (a) संभावना/ अनिश्चितता के भाव को व्यक्त करने में

     Ex:- It may rain tonight.

          She may come late today.

   (b) अनुमति देने/ लेने के भाव में ।

     Ex:- Q. May I use your mobile?

     Ans. Yes, you may.

          You may go now.

(c) Wish/ pray/ bless/ curse को express करने में (optative sentence में) ।

  Ex:- May you live long !

       May you succeed in life !

(d) Principal clause present tense में हो तथा subordinate close that/ so that/ in order that से प्रारंभ हो तो may का प्रयोग (Purpose का बोध) होता है ।

  Ex:- We eat so that we may live.

      I work hard so that/in order that I may succeed

(4) Might का प्रयोग–

  (a) Less possibility के भाव को व्यक्त करने में ।

    Ex:- It might rain today. (न के बराबर संभावना)

       She might come late.

  (b) Polite request/permission के भाव में ।

    Ex:- Might I ask a questions?

       You might make a little noise.

  (c) Suppositional sentence- I wish, we wish, he wishes, she wishes, as though, if only, suppose आदि के भाव व्यक्त करने वाले वाक्यों में ।

    Ex:- If you worked hard, you might succeed.

       I wish he might have seen, 'Mother India'.

(5) Shall का प्रयोग–

  (a) I/we के साथ future की किसी घटना को व्यक्त करने में ।

    Ex:- I shall go to Delhi tomorrow.

       We shell go there tonight.

  (b) Suggestion को express करने वाले interrogative वाक्यों में ।

    Ex:- Shall I open the gate?

       Shall we talk to the headman?

  (c) Orders, Instructions तथा Speculations (अनुमानों) को express करने वाले Interrogative Sentence में–

    Ex:- What shall I do for your children, Sir?

       What shall I do in a month?

(6) Should का प्रयोग –

    (a) नैतिक दायित्व (Moral obligation), कर्तव्य (duty) के भाव को express करने में ।

        Ex:- We should not tell a lie.

             You should come to school in time.

    (b) Suggestion तथा advice देने के भाव में ।

        Ex:- You should study English.

             You should not laugh at his mistakes.

    (c) Less possibility को express करने वाले conditional clause में ।

        Ex:- If he should come, ask him to wait for me.

    (d) Formal notices or instructions को express करने के लिए ।

        Ex:- Candidates should answer all the questions.

             Your applications should reach before 26th Jan. 2021.

    (e) Unread situation को express करने वाले वाक्यों के principal clause में polite advice or improvement के लिए ।

        Ex:- If he were you, he should not do it.

             If I were you, I should not cheat him.

(7) Will का प्रयोग –

    (a) I, we ds साथ determination, promise, threatening, willingness को express करने में ।

        Ex:- I will not surrender before the judge.

             I will kill him.

    (b) Invitation, request, instruction orders rFkk inevitability vkfn ds Hkko esa

        Eg.:- Will you come to dinner?

             Will you help me?

             The poor will be poor.

(8) Would का प्रयोग–

    (a) Preference (प्राथमिकता) या choice को व्यक्त करने के लिए

        Ex:- He would rather die than stay.

             He would as soon die as beg.

(b) Police request, wish, probability, determination आदि को व्यक्त करने में ।

Ex:- Would you like to have a cap of tea? (Polite request)

Would that I were a bird. (Wish)

He would be a farmer. (Probability)

He would have his own way. (Determination)

(c) Present या Past की कोरी कल्पना को व्यक्त करने में ।

Ex:- If I were a bird, I would fly in the sky.

(d) Refusal (इंकार) के भाव को express करने में ।

Ex:- The machine wouldn't start.

(9) Must का प्रयोग–

(a) Compulsion को व्यक्त करने में ।

Ex:- Candidates must write in ink.

(b) Duty (कर्तव्य) को व्यक्त करने में ।

Ex:- A solider must fight for his country.

(c) प्रबल संभावना (strong likelihood) को express करने में ।

Ex:- He must be a robber.

He must be hungry after his long walk.

(10) Ought to का प्रयोग–

(a) Moral obligation या duty को व्यक्त करने के लिए ।

Ex:- We ought to love our county.

One ought not to abuse a beggar.

(b) Logical Necessity (तार्किक आवश्यकता) को व्यक्त करने में ।

Ex:- Aditi ought not to be late.

Aditya ought to start at once.

(c) Ought to + have + V_3 का प्रयोग past obligation को express करने में ।

Ex:- You ought to have seen the film.

You ought to have helped her.

(11) Used to का प्रयोग–

    (a) Past habit/ situation को व्यक्त करने के लिए

      Ex:- He used to study till 10 PM.

    (b) Verb + used to ds ckn V_1 + ing का प्रयोग habitual action को दर्शाने के लिए होता है ।

      Ex:- I am used to getting up late in the morning.

          She is used to working in a noisy room.

(12) Need का प्रयोग

    (a) आवश्यकता होना या पड़ना के अर्थ में

      Ex:- He needs my help.

          They need to do their homework.

    (b) Need not/ needn't के बाद infinitive with 'to' का प्रयोग नहीं होता है।

      Ex:- He need not go there.

          I needn't help you.

(13) Dare का प्रयोग–

    (a) साहस करना या हिम्मत करना के अर्थ में ।

      Ex:- He dares to go there.

          They dare to come here.

    (b) चुनौती देना या ललकारना के अर्थ में हो तो इसके ठीक बाद वइरमबज का नेम होगा ।

      Ex:- He dared me to get success.

          I dared him to win the match.

Principles of Teaching English

Language - is a medium through which one can express one's ideas, thoughts, feelings etc. Different languages are spoken in the world.

• It is very difficult to ascertain how these languages originated. It is believed that people started conveying message through signals, postures, gestures etc.

• Language is a human system of communication that uses arbitrary signals such as voice, sounds, gestures and written symbols.

• According to Edward Sapir, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols".

Characteristics of a Language

1. **Language is a Vital Part of Growth Process -** It is a social act, a means of adjustment to control over other people, Language exists in a society, it is a means of nourishing and developing culture and establishing human relations.

2. **Language is Symbolic -** Language consists of various symbols that are employed to denote some objects, occurrences or meaning.

3. **Language is Systematic -** Although language symbolic yet its symbols are arranged in a particular system. All languages have phonological and grammatical system and within a system there are several subsystems.

4. **Language is Arbitrary -** There is no inherent relation between the words of a language and their meaning or the ideas conveyed by them.

5. **Language is Productive and Creative -** The structural elements of human language can be combined to produce new utterances, never heard before according to the needs of a society.

Aims of Language Teaching

• Ability to understand the speaker's language.

• Ability to read along with understanding.

• Ability to express fluently and diversely using different skills.

• Ability to present or write view in a coherent manner.

• Ability to learn technological language used in teaching of other subjects such as music, computers or sports etc.

• Ability to understand the scientific aspect of a language.

• Development of creative skills.

• Development of a learner's sensitivity towards national issues, cultural heritage and different aspects contemporary life.

Importance of Language
- Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others.
- The three phases of human knowledge preservation, transmission and advancement are possible only with the help of a language.
- Language is also the best source of social and cultural development.

Importance of English Language
Study and use of English language is important in India as it is the most common foreign language. Everyone needs to learn the language in order to get in touch on an international level.

To teach a language in an effective manner we have to follow some principles of teaching and learning. These principles are –

1. **Theory of Motivation and Interest -** Motivation is an important factor in language learning particularly in learning a second language. English resource and text books should be selected according to the interest and aptitudes of students. The teacher can arouse pupils' interest in a number of ways and language learning can be made increasingly interesting. It can be done with the help of charts, pictures, flash cards, models, black board sketches and other similar visual devices.

2. **Theory of Imitation -** According to many psychologists, the child learns a language through imitation. Good speech is the result of imitating good pronunciation and vocabulary. Imitation followed by intensive practice helps in the mastery of the language system.

3. **Theory of Habit Formation -** According to Palmer, "Language learning is essentially habit forming process, a process during which we acquire new habits". Teacher can make language pattern as habit through intensive pattern practice in a variety of situations. In language learning habits of speech, listening, reading, writing, correct pronunciation should be formed.

4. **Theory of Exercise (Practice and Drill) -** According to BF Skinner, psychological experiments have proved that practicing and drilling play an important part in language teaching. Teacher should make sure that repetitions of things at proper intervals should be done.

5. **Theory of Individual Differences -** Every child is unique and different from others. In language teaching we have to keep in mind that learners possess different abilities, personalities and belong to different backgrounds. So, stimulus need of every learner will be different. Teaching has to be done keeping in mind the individuals differences and problems arising out of it. The teachers should adopt different tact's, strategies and multiple approaches to make learning meaningful.

6. **Principle of using Mother Tongue**
   In teaching of a foreign language or target language, we have to explain all the facts through that target language but if any student feels any type of problem in understanding the facts. A teacher can use mother tongue in limited manner.

7. **Principle of Gradation** - This principle is related to not only the gradation of students but also the topics of syllabus.

8. **Principle of Selection** - According to this principle, we have to setect the topics and contents of teaching and learning. This principle is based upon the fact which says "Education which makes career or living."

9. **Correlation with Life** - English should be practiced in everyday situations with which children can easily identify. This way meaning will be clarified and reinforced.

10. **Theory of Oral Approach** - Speech motivates the learners to learn. Speech must precede reading and writing. Introduction to lessons should begin orally as learning to speak a language is always the shortest way to learning to read and write it.

According to this fact, we have to select the study material and teaching material which can enrich our lifestyle and a person can achieve his goal just after completing our education.

Difference between the principle of selection and gradation
At 1st sight principle of selection and principle of gradation seem similar but there is a great difference between both.

Selection is related to the selection of teaching material with which a student can learn easily without any extra task. While principle of gradation is related to the making of levels of teaching material and category of student.

The parts of these both principles are also different from each other.

Parts of the principle of selection
1. **Selection of Frequency** - This part is a major part of principle of selection in which we have to teach the concepts that are frequently used in our life and teaching.

2. **Selection of Range** - In this part we select the words, concepts and rules which can fulfill most of area of learning.
   Coverage - एक शब्द के अनेक अर्थ होना ।
   Orange (Fruit फल के लिए उपयोग)
   Orange (Colour के लिए उपयोग)
   Range - एक शब्द का एक अर्थ Show करना

3. **Selection of Availability** - In this part of selection we decide the concepts and rules that are mostly viable in our daily life.
Phobia - Fear of something.
Mania - Excessive desire of any work.

4. **Selection of Coverage** - In this part we select most of the words that have more than one meaning and uses.

5. **Selection of Usefulness** - In this part of selection we have to select the concepts, facts and words that are useful in the life of a student or teacher.

6. **Selection of Teach Ability** - In this parts of selection we have to desire the concepts that can be fought with the maxim simple to complex.

7. **Selection of Leash Ability** - According to this part of selection we have to selects the topic and concepts that can be understand easily by a student without any extra effort.
Principle of gradation is different from principle of selection. In the principle of gradation we have to make different level to teach a student so that he may understand the concepts easily.

The Principle of gradation is divided into the following parts -

1. **Grading of Simplicity** - According to this part of gradation, we have to make the level of teaching material that following the maxim simple to complex.

2. **Grading for of Familiarity** - According to this part of gradation, we make the level and standard of teaching concepts that may be familiar in future or a student is being use in his daily life but in incurrect way.
According to this level we can teach a student appropriate concepts without any problem.

3. **Grading of Teachability** - According to this part of gradation, we have to make the grade of the topics in which we decide that which topic must be taught ear and which topic is dependent on it so must be taught later.

4. **Grading of Grouping** - According to this part of gradation, we divide the whole syllabus in separate groups and after it we make a co-relation among this groups.
   (i)   Phonetic Grouping
   (ii) Lexical Grouping
   (iii) Structural Grouping
   (iv) Semantics Grouping
   (v)   Compositional Grouping

(i) Phonetic Grouping - According to this part of grouping, phonetic is related to the sound part of a language or Aural (कान) - Oral (मुँह) part of language. It is related to two still speaking and listening.

(ii) Lexical Grouping - Lexical part is related to the sequence and meaning of the words.

(iii) Structural part represents the appropriate sentence structure and the types and style of the sentence in which meaning may become different.

Example

- He goes there.
- There He goes ! ← Exclamatory symbol

(iv) Semantics Grouping - Semantics is related to the appropriate meaning of a sentence, phrase, or complete language.

(v) Compositional Grouping - Compositional part is related to reading and writing skill in which a student became able in writing or reading an essay, paragraph, passage or other parts of compositional.

Grading & Sequencing

- In this part of grading we make a sequence of the parts of language.
- There are four parts in this sequence.
  1. Grammatical Sequencing
  2. Lexical Sequencing
  3. Semantics Sequencing
  4. Phonetic sequencing

Principle of Motivational - According to this principle, we have to represent the concepts that are helpful in motivating of learner (candidate).

Principle of Interest - According to this principle, we have to create a proper interest among the student or learn so that they make learn easily.

Principle of Proper Order - In this principle, we have to teach and make a proper sequence of teaching skills.
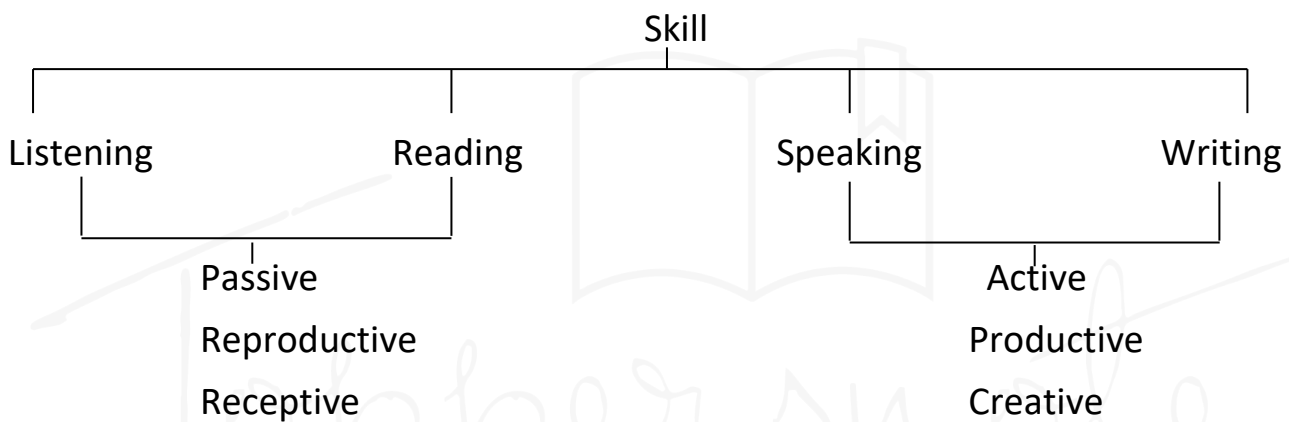
The natural or classical sequence of skills is learning speaking, reading and writing. But Mr. Bright modified this sequence and told us that writing must be put before the reading.

According to him learning is started with the help of passive or reproductive skill that is (listening).

Our learning riches at passive or reproductive skill finally that is reading.

- कैसा, जैसा, ऐसा, वैसा → These adjective always follow the Principle of proper order of teaching.

यह क्रम skill से भी संबंधित है जिनकी प्राचीन LSRW होती है लेकिन Mr. Bright के अनुसार writing को Reading से पहले रखा जाना चाहिए । Learning (हमेशा) Passive skill से शुरू करके Passive skill तक ही पहुँचाई जाती है अतः learning की शुरूआत listening से करके इसे Reading तक ले जाया जाता है ।

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                                Skill
        ┌───────────────┬───────────────┬───────────────┐
   Listening         Reading       Speaking          Writing
        └──────┬────────┘              └──────┬───────────┘
            Passive                        Active
          Reproductive                   Productive
           Receptive                      Creative
```

With the help of any object that work is known as passive, → Speech with the help of notes.

Without any help of an object that is known as active Speech, debate, etc.

Principle of Language Proportion
(बराबर) ← Pro - Portion (हिस्सा)
In this principle a teacher have to emphasis (stress) each part of language equally. It means each part is equally important for learners. This parts are prose, poetry, grammar composition and phonetic coding.

Principle of Habit Formation
We have to select the concepts that are frequently used in our daily life so that those concepts may become habitual to us.

Principle of Multiple Approaches of Learning.
This principle is related to the complete development of a learner so we have to complete all parts of this learning.
Learning starts from our family and society.

The multiple approaches of learning are given below.

1. Social approach → Society
2. Functional approaches → Multiple part of life.
3. Cultural approach → Culture
4. Situational approach → Situation
5. Structural approach → Sentence / Speech structure.
6. Phonetic approach → Aural or Oral (Listen & Speaking)
7. Behavioural approach → Positive behaviour
8. Oral approach → Speaking in any situation without hesitation.
9. Bilingual approach →With two languages.
10. Communicative → To become familiar.

Principle of Naturalness or Exposure

- This principle tells us about the natural development of a learner through the exposure of his skills.
- To complete the learning effectively we have to provide a familiar atmosphere so that a student or learner may feel naturalness in class room.

Principle of Learning by Doing

In this principle, a learner is a promoted for doing an activity after it he will complete the concepts of learning. This principle emphasis the skills from Psychomotor to cognitive.

Principle of Concreteness

- According to this principle we have to teach a student or learner with the help of shaped objects that called concrete object. With the help of this principle we may reach at abstract objects.
- This principle is based upon the maxim concrete to abstract.

Parts of language

- Phonetic coding
- Grammar
- Rote memorisation (Routine or fixed.)
- Linguistic rules or patterns (भाषा ज्ञान)

Principle of Active and Passive Vocabulary

In this principle we have to provide a proper knowledge of the uses of active and passive structure so that a learner may conway the proper meaning of any word or sentence.

ऋन्य महत्वपूर्ण

Correctness - जिन शब्द के पीछे ness लग जाता है वे शब्द Noun बन जाते है तथा जिन शब्द के पीछे less लग जाता है वे शब्द objective बन जाते है ।

Principle of Accuracy or Correctness

Chemistry (केमिस्ट्री)

- Chemistry में Ch को ''क'' उच्चारित करते है क्योंकि Chemistry का जनक मिस्र देश को माना जाता है तथा वहाँ "Ch" को ''क'' से उच्चारित करते है ।
- Chest - English में "Ch" को ''च'' से उच्चारित करते है ।
- Machin - ऋौर फ्रांसीसी language या France में "ch" को 'क' से उच्चारित करते है ।

Principle of Reinforcement

(पूर्नवलन)

सकारात्मक   नकारात्मक
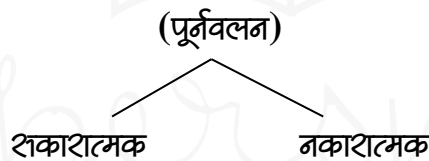
- According to this principle, a teacher should give a proper reward or punishment according to the work of a learner.
- Reinforcement is divide into two part/ types.
  (i) Positive Reinforcement.
  (ii) Negative Reinforcement

Negative Reinforcement - In this type of reinforcement a teacher should provide moral support while giving any type of punishment or negative reinforcement.

इस Reinforcement में शिक्षक को दंड या उसे punishment इस प्रकार नहीं देना चाहिए कि विद्यार्थी depression में ऋाकर कोई गलत कदम ले लेवे ।

Principle of Evaluation – It is related to exams and test.