



# REET



## राजस्थान शिक्षक पात्रता परीक्षा

Board of Secondary Education, Rajasthan

### Level – II

(कला वर्ग)

भाग – 2 (अ)

## अंग्रेजी



# REET LEVEL - 2 (कला वर्ग)

## CONTENTS

### English

1.	<b>Unseen Prose Passage</b>	1
	• Linking Devices	1
	• Subject-Verb Concord	10
	• Inferences	17
	• Unseen Prose Passage	30
2.	<b>Unseen Poem</b>	33
	• Alliteration	43
	• Assonance	43
	• Rhyme	44
	• Personification	46
	• Metaphor	46
	• Simile	47
	• Comprehension of Poems	47
3.	<b>Modal Auxiliaries</b>	57
4.	<b>Common Idioms &amp; Phrases</b>	64
5.	<b>Literary Terms</b>	77
	• Elegy	77
	• Sonnet	80
	• Short Story	83
	• Drama	86
6.	<b>English Sound and Phonetic Symbol</b>	94
7.	<b>Principle of Teaching English</b>	104
8.	<b>Methods of Learning English Language</b>	112

• Bilingual Method	116
• Dr. Wests Method	118
• Substitutional Table Method	119
9. Approach of Teaching English Language	121
• Structural Approach	121
• Situational Approach	123
• Communicative Approach	124
• Development the Skills of Listening	130
10. Challenges of Teaching English	135
11. Methods of Evaluation	138
• Evaluating Language Proficiency	144
• Tools and Techniques of Evaluation	148
12. The Role of Home Language Multilingualism	151
13. Remedial Teaching	153

## Conjunction (Linking Devices)

- वह शब्द जो दो या दो से अधिक words, phrases, clauses या sentences को जोड़ते हैं।

Ex. – Ram and Shyam went to garden.



(Conjunction)

Give me tea or coffee.



(Conjunction)

**Conjunction** को निम्न भागों में बाँटा गया है –

### 1. Co-ordinating Conjunction

- इसका प्रयोग दो समान rank के शब्दों, phrases, clauses तथा sentences को जोड़ने के लिए किया जाता है।
- and, but, or, nor, for, yet, so, as well as, both...and, etc. इस श्रेणी में आते हैं।

#### Co-ordinating Conjunctions



↓	↓	↓	↓
Cumulative or Copulative conjunctions as – and, both ... and, as well as, no less than, not only ... but also.	Alternative or, Disjunctive conjunctions as – or, either... or, neither ... nor, otherwise, else.	Adversative conjunctions as – But, still yet, nevertheless, whereas while, only.	Illative conjunction as – for, therefore, so, consequently.

#### (i) **Cumulative Conjunctions** (संयोजक) –

- 'And', 'also', 'both ... and', 'as well as', 'now', 'too', 'no less than'.
- इन conjunctions के द्वारा एक sentence को दूसरे sentence से या दो noun, दो pronoun को या दो adjectives इत्यादि को जोड़ा जाता है।

जैसे –

(a) He is rich (adj.) and happy (adj.).

(b) Ram (noun) as well as shyam (noun) is coming.

(ii) **Alternative Conjunction** (विकल्पक) –

- 'Either ... or, 'neither ... nor', 'else', or, 'otherwise'.
- इन Conjunctions के द्वारा दो ऐसे sentence, noun, pronouns इत्यादि को जोड़ा जाता है, जिनसे दो विकल्पों में से एक चुनने का बोध होता है।

जैसे –

(a) Either sit quietly or go away.

(b) You must run fast else you will miss the train.

(iii) **Adversative Conjunction** (विरोध दर्शक) –

- 'But, 'yet', 'still', 'only', 'however', 'nevertheless', 'while', 'whereas'.
- इन Conjunctions के द्वारा दो ऐसे sentence, noun, pronouns इत्यादि को जोड़ा जाता है, जो एक-दूसरे के विपरीत हो।

जैसे –

(a) He is rich but he is not happy.

(b) He is industrious still he does not get good marks.

(iv) **Illative Conjunction** (परिणाम सूचक) –

- इन Conjunctions के द्वारा दो ऐसे sentence को जोड़ा जाता है, जिनमें से एक वाक्य दूसरे वाक्य का परिणाम हो।

जैसे – I was ill so I could not come.

## 2. Subordinating Conjunctions

- इनका प्रयोग Subordinate clause को principal clause से जोड़ने के लिए किया जाता है।
- As, because, since, if, though, although, before, after, till, until, whether, in case, so that etc. इस श्रेणी में आते हैं।

### Kinds of Subordinating Conjunctions –

- (i) Conjunctions of Time
  - (ii) Conjunctions of Cause or Reason
  - (iii) Conjunctions of Result or Consequence
  - (iv) Conjunctions of Purpose
  - (v) Conjunctions of Condition
  - (vi) Conjunctions of Concession or contrast
  - (vii) Conjunctions of comparison
  - (viii) Conjunctions of Extent or Manner
-

(i) **Conjunction of Time** – जो Adverb Clauses of Time को introduce करते हैं।  
जैसे –

Before : She had died before she reached twenty five.

After : The doctor came after the patient had died.

Since : Many things have happened since I saw you.

Till/until : Wait here till/until I return.

As soon as : I will leave as soon as you come.

While : Make hay while the sun shines.

So long as : His name will live so long as the world lasts.

When : It happened when I was in Delhi.

As : He found it as he was walking to college.

Whenever : He comes to me whenever he needs money.

(ii) **Conjunction of Cause or Reason** – जो Adverb Clauses of Cause or Reason को introduce करते हैं।

जैसे –

Because : I love her because she loves me.

Since : He will go there since you desire it.

As : As he was not there, I spoke to his brother.

(iii) **Conjunction of Result or Consequence** – जो Adverb Clauses of Result or Consequence को introduce करते हैं।

जैसे – That: He was so intelligent that he won the first prize.

(iv) **Conjunction of Purpose** – जो Adverb Clauses of Purpose को introduce करते हैं।

जैसे –

That : We eat that we may live.

So that : He worked hard so that he might pass.

Lest : Walk carefully lest you should fall.

In order that : He works hard in order that he may become rich.

After : The doctor came after the patient had died.

(v) **Conjunction of Condition** – जो Adverb Clauses of Condition को introduce करते हैं।

जैसे –

If : he will dismiss you if you are late again.

---

As if : She behaves as if she were mad.

Unless : he cannot be pardoned unless he confesses his fault.

Provided/provided that: I agree to these terms provided/provided that you agree to mine.

(vi) **Conjunction of Concession or Contrast** – जो Adverb Clauses of concession or contrast को introduce करते हैं।

जैसे –

Although : He is an honest man although he is poor.

Though : He is not contented though he is poor.

However : He will never pass however hard he may try.

(vii) **Conjunction of Comparison** – जो Adverb Clauses of comparison को introduce करते हैं।

जैसे–

As : He is as clever as I.

: He loves me as much as you.

Then : She likes me no less than you.

: He is taller than you.

(viii) **Conjunction of Extent or Manner** – जो Adverb Clauses of Extent or Manner को introduce करते हैं।

जैसे–

As : Men will reap as they sow.

: He loves me as much as you.

According as : he chose the candidates according as they were fit.

### 3. Correlative Conjunctions

जो pair में प्रयुक्त होते हैं।

- either ....or, neither ... nor, not only ... but also, both ... and, no sooner....then, Hardly/scarcely ... when etc. इस श्रेणी में आते हैं।

### 4. Compound Conjunctions

जब शब्दों का समूह हो तो वह Compound Conjunction होते हैं।

In order that : The announcement was made in order that all might know the new date of exam.

---

- On condition that : I will give you money on condition that you will not misuse it.
- Even if : She will succeed in life even if she faces some Initial failures
- So that : We eat so that we may live.
- Provided that : You can take any dress provided that you return it after the party.
- As though : He shows off as though he is very rich.
- As well as : Ram as well as his friends has come to the party.
- As soon as : The farmers will sow the seeds as soon as it rains.

### Some Important Rules of Conjunctions

**Rule 1** – Either.... Or का प्रयोग दो में से कोई एक के अर्थ में होता है । Either के बाद हमेशा or का प्रयोग होता है ।

जैसे – He is either intelligent or honest  
Either you or your teacher was present in the class.

**Rule 2** – Neither.... Nor का प्रयोग ‘दो में से कोई भी नहीं’ के अर्थ में होता है । Neither के बाद हमेशा Nor का प्रयोग होता है ।

जैसे – My brother is neither good nor wise.  
Neither Rahul nor Ashish was playing.

**Rule 3** – Both.... And का प्रयोग ‘दोनों भी’ के अर्थ में होता है । Both के बाद हमेशा and का प्रयोग होता है ।

जैसे – Varsha is both tall and beautiful.

**Rule 4** – Not only .... But also का प्रयोग ‘केवल .... ही नहीं बल्कि’ के अर्थ में होता है । Not only के बाद हमेशा but also का प्रयोग होता है न कि and also का ।

जैसे – He is not only foolish but also mad.  
She was not only beaten but also fined.

---



**Rule 5** – Although/though के बाद yet का प्रयोग होता है। But का नहीं। इसके साथ प्रयुक्त Clause के लास्ट (अंत) में comma का प्रयोग होने पर yet का प्रयोग नहीं भी होता है।

जैसे – Although/though he is poor, yet he is honest.  
Although/though he is poor, he is honest.

**Rule 6** – If... then का प्रयोग होता है। न कि if ... than/that का

जैसे – If you come here, then I will teach you.

**Rule 7** – Hardly ... when/before तथा Scarcely ... when/before का प्रयोग 'मुश्किल से/कठिनाता से... कि' के अर्थ में होता है। Hardly/Scarcely के बाद then/than/that का प्रयोग नहीं होता है।

जैसे –

Scarcely/Hardly had he reached the school when/before it began to rain.  
She had hardly/scarcely recovered from fever when/before she was attacked with cold.

**Rule 8** – No sooner ... than का प्रयोग 'ज्योंही ... त्योही' के अर्थ में होता है। No sooner के बाद हमेशा Than का प्रयोग होता है। No sooner के बाद when/then/but/that का प्रयोग नहीं होता है।

जैसे – No sooner had I reached the station than the train departed  
No sooner does he arrive than he begins to work.

**Rule 9** – So ... that का प्रयोग 'इतना... कि' के अर्थ में Affirmative और Negative Sentence में होता है।

जैसे –

He is so weak that he cannot walk. (Negative)

He is no handsome that every girl will be ready to marry him. (Affirmative)

**Rule 10** – Whether ... or का प्रयोग 'कि ... या' के अर्थ में होता है।

जैसे – The boy does not know whether he will pass the examination or not.

**Rule 11** – Such ... that का प्रयोग 'ऐसा ... कि', 'ऐसी ... कि', के अर्थ में होता है। इस case में that के बाद प्रयुक्त clause result (परिणाम) को अभिव्यक्त करता है।

जैसे – It was such a cold night that I stopped writing.

---

**Rule 12** – Else का प्रयोग सामान्यतः अन्य, परन्तु, नहीं तो, अन्यथा के अर्थ में होता है, इसके बाद ‘but’ का प्रयोग होता है

जैसे – He was nothing else but to go to bed.

**Rule 13** – So ... as का प्रयोग ‘इतना ... जितना’ अथवा ‘उतना ... जितना’ के अर्थ में Negative Sentence में होता है ।

जैसे – Priyadarshani is not so dull as the teacher expected. (Negative)

**Rule 14** – Between के बाद हमेशा ‘and’ (conjunction) का प्रयोग होता है, ‘to’ Preposition का नहीं ।

जैसे – Contact us between 10 a.m. and 6 p.m.

There is enmity between Munna and Daya.

## कुछ Conjunction के सही प्रयोग

1. **Use of ‘Unless’** – Unless का प्रयोग ‘अगर नहीं/यदि नहीं’ (if not) के अर्थ में होता है । यह Negative meaning रखता है तथा Condition (शर्त) को अभिव्यक्त करता है । अतः इसके साथ not का प्रयोग नहीं होता है ।

जैसे –

You should not waste your time unless you are timid.

They cannot apply unless they are postgraduate.

2. **Use of ‘Till’, ‘Until’** –

Till (conj.) = Up to the time when (उस समय तक/जब तक)

Till (Prep.) = up to the time of (जब तक का)

Until (prep. & Conj.) = up to the time when (जब तक, तक, जब तक ... नहीं)

Till/Until का प्रयोग समय का बोध करने के लिए होता है । Until negative meaning रखता है, अतः इसके साथ not का प्रयोग नहीं होता है ।

जैसे – I shall wait until/till you come.

He will not go there until it stops raining.

नोट – Until तथा Unless में फर्क यह है कि Until समय सूचक है तथा Unless शर्त सूचक है ।

**3. Use of 'When' and 'While' –** When का प्रयोग Conjunction के रूप में किसी action (कार्य) के समाप्त होने के फलस्वरूप दूसरा action (कार्य) हो, तो होता है। While का नहीं।

जैसे –

The students stood up when the teacher came.

When I reached the station, the train started.

जबकि While का प्रयोग Conjunction के रूप में एक ही समय में दो कार्य के साथ-साथ होने का बोध कराने के लिए होता है, when का नहीं।

जैसे –

While I was watching T.V., my mother was cooking.

While I was in Patna, my beloved was in Darbhanga.

**4. Use of 'Like' and 'As' –** Like का प्रयोग 'के समान' या 'जैसा कि' के अर्थ में preposition के रूप में noun, pronoun तथा gerund के पहले होता है।

जैसे –

You are like your grandfather.

There is nothing like listening to music.

My son looks like me.

नोट – जब समान का प्रयोग preposition के रूप में होता है तो इसके बाद objective case में दबनदए pronoun तथा gerund का प्रयोग होता है, न कि nominative case में।

जैसे – He looks like me.

They look like us.

• As का प्रयोग Conjunction के रूप में subject + verb के पहले होता है। इस case में As nominative case के pronoun का प्रयोग होता है, न कि objective case के Pronoun का।

जैसे – He asked me to do as he had done.

---

**5. Use of 'Lest'** – Lest का प्रयोग 'ताकि .... न' तथा 'ऐसा न हो कि' के अर्थ में Conjunction के रूप में होता है। इसके साथ प्रयुक्त clause में not का प्रयोग नहीं होता है। इसके बाद 'should' का use होता है।

जैसे – Run with care lest you should fall.

Work hard lest you should fail.

**6. Use of 'The Same'** – 'The same' के बाद Relative Pronoun 'that' या 'as' का प्रयोग होता है। 'the same' के बाद 'that' का प्रयोग होता है जब इसके बाद verb स्पष्ट हो।

जैसे –

This is the same book that I wanted.

He is the same boy that met in the market.

किन्तु 'The same' के बाद 'as' का प्रयोग तब होता है जब Verb स्पष्ट नहीं हो।

जैसे – This is the same book as mine. (as के बाद verb का प्रयोग स्पष्ट रूप से नहीं है।)

## 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 select 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 1<sup>st</sup> 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 क्रमिक 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 incurrent 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.

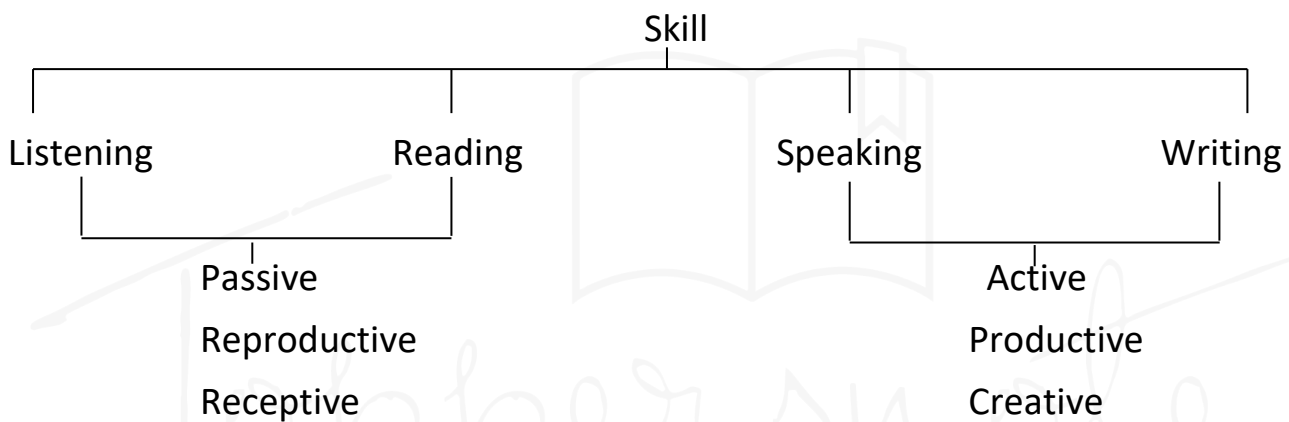
---

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

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

- कैशा, जैशा, ऐशा, वैशा → 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 शुरुआत listening से करके इसे Reading तक ले जाया जाता है।



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 promoted for doing an activity after it he will complete the concepts of learning. This principle emphasizes 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 convey the proper meaning of any word or sentence.

शुभ्य महत्वपूर्ण

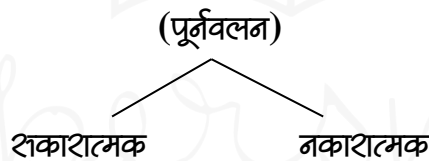
Correctness - जिन शब्द के पीछे ness लग जाता है वे शब्द Noun बन जाते हैं तथा जिन शब्द के पीछे less लग जाता है वे शब्द objective बन जाते हैं ।

## Principle of Accuracy or Correctness

Chemistry (केमिस्ट्री)

- Chemistry में Ch को “क” उच्चारित करते हैं क्योंकि Chemistry का जनक मिश्र देश को माना जाता है तथा वहाँ “Ch” को “क” से उच्चारित करते हैं ।
- Chest - English में “Ch” को “च” से उच्चारित करते हैं ।
- Machin - श्रौर फ्रान्सीसी language या France में “ch” को ‘क’ से उच्चारित करते हैं ।

## Principle of Reinforcement



- 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.

इशु Reinforcement में शुकराक कु डंड या उडे punishment इशु प्रकार नही देना चाहिए कु वुदुधार्थी depression में शुकुड कुई गलत कदुड ले लेवे ।

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