



**3<sup>rd</sup> - ग्रेड**



**अध्यापक**

लेवल - द्वितीय

कार्यालय निदेशक, प्रारम्भिक शिक्षा  
राजस्थान बीकानेर

भाग - 4(अ)

भाषा

**अंग्रेजी**



# 3<sup>RD</sup> GRADE LEVEL - 2

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## Transformation of Sentences

- किसी वाक्य को एक form से दूसरी form में इस प्रकार बदलना जिससे उनके अर्थ में परिवर्तन न आये, Transformation of Sentences कहलाता है ।

- यह निम्नलिखित तरह से किये जाते हैं ।

1. Affirmative से Negative और Negative से Affirmative में बदलने के नियम:

- वाक्य में आये शब्दों के Antonyms (विपरीतार्थक शब्द) का प्रयोग करके -

**Affirmative**

He is a rich man.

The boss is always right.

**Negative**

You do not trust him.

You should not deny it.

**Negative**

He is not rich man.

The boss is never wrong.

**Affirmative**

You distrust him.

You should accept it.

- वाक्यों में Negative अर्थ वाले दो शब्दों का प्रयोग करके भी एक-दूसरे में Transform किया जा सकता है ।

**Affirmative**

I love her.

I have a car

**Negative**

I am not without money.

No gains without pains.

**Negative**

I am not without love for her

I am not without a car.

**Affirmative**

I have money.

For gains one has to take pains.

- Verb "To fail" का प्रयोग करके या हटाकर भी

**Affirmative**

He played the match.

I saw the TajMahal.

**Negative**

He couldn't catch the train.

She didn't fail to help the needy.

**Negative**

He did not fail to play the match.

I did not fail to see the Tajmahal

**Affirmative**

He failed to catch the train.

She helped the needy.

- Affirmative वाक्यों में Only/alone, as soon as, when/whenever का प्रयोग होने पर Negative वाक्यों में इन्हें Non but, No sooner.... then, never but में बदल देते हैं।

**Affirmative**

Only the poor can beg like this.

As soon as he saw the police,

he ran away

**Negative**

None but the poor can beg like this.

No sooner did he see the police

than he ran away.

**Negative**

None but a girl can talk like this.

It never rains but pours.

There is nobody who dislikes mangoes.

No sooner did the thief see the police than he ran away.

**Affirmative**

Only girl can talk like this.

It always pours, when it rains.

Everybody likes mangoes.

As soon as the thief saw the police, he ran away.

2. Interrogative sentences को Assertive वाक्यों में बदलने के नियम -

○ Auxiliary verb से स्टार्ट होने वाले वाक्य -

(A) Interrogative structure: - Verb + Subject + .... ? (Question mark)

Assertive Structure: - Subject + Verb + ..... (Full stop)

(B) यदि Interrogative वाक्यों में कोई Negative word है तो इसे हटा दे और यदि नहीं है तो Assertive वाक्यों में लगा दे ।

**Interrogative**

Are you a student ?

Isn't she beautiful ?

Did i tell a lie ?

**Assertive**

You are not a student.

She is beautiful.

I told a lie.

3. Wh .... words से शुरू होने वाले वाक्य :-

(A) वाक्य यदि "Who" से शुरू हो तो Transform करने के लिए Everone, no one, nobody, none का प्रयोग किया जाता है ।

(B) यदि Interrogative वाक्य negative word हो तो Assertive वाक्य Eeverone से शुरू होता है ।

(C) यदि negative word नहीं हो तो Assertive वाक्य को No one, nobody, none से स्टार्ट किया जाता है ।

**Interrogative**

Who does not know virat?

Who will tolerate such an insult?

When will you have sense?

**Assertive**

Everyone knows virat.

No one will tolerate such an insult.

You will never have sense.

Note: Assertive वाक्यों से Interrogative वाक्यों में Transformation, इसके विरुद्ध प्रक्रिया (Opposite process) को अपना कर किया जा सकता है ।

4. Exclamatory sentences से Assertive sentences में परिवर्तन

A. यदि वाक्य What/how से स्टार्ट हो तो वाक्य को "Subject + verb + other words" के order में रखें ।

What /How + Adjective /Adverb हो तो Very का प्रयोग What/How के स्थान पर।

What + Noun – Great, Fine, Lovely, Wonderful, strong आदि का प्रयोग करें ।

**Exclamatory**

What a bird it was!

How hot is!

What a fool you are!

**Assertive**

It was a beautiful bird.

It is very hot.

You are a great fool.

जिन वाक्यों में Subject & Verb नहीं होते हैं उन्हें Transform करते वक्त अर्थ के अनुसार Subject & Verb का प्रयोग किया जाता है ।

**Exclamatory**

What a fall !  
How nice !

**Assertive**

It is a great fall.  
It is a very big house.  
It is very nice.

B. यदि Exclamatory वाक्य Would that, that, always आदि से शुरू हो तो Assertive वाक्यों में Verb की जगह "wish" का प्रयोग किया जाता है ।

**Exclamatory**

That I were a king!  
Would that I had not wasted my time, when I was young!

**Assertive**

I wish that I were a king.  
I wish I had not wasted my time, when I was young.

C. कुछ Exclamatory वाक्य Hurrah/Bravo/Well-done आदि से शुरू होते हैं, ऐसे वाक्यों को Assertive में बदलते समय It is matter of ..... + that का प्रयोग होता है।

**Exclamatory**

Bravo ! You scored highest marks.

**Assertive**

It is a matter of praise that you scored highest marks.

Hurrah ! He so scored a goal.

It is matter of Joy that he scored goal.

D. If only से शुरू होने वाले वाक्यों को Assertive में बदलते समय "I wish" का प्रयोग किया जाता है ।

**Exclamatory**

If only I could meet her once.  
If only I could once get selected.

**Assertive**

I wish to meet her once.  
I wish to get once selected.

Note: Exclamatory वाक्यों से Assertive वाक्यों की Transform की विपरीत प्रक्रिया को अपनाकर Assertive वाक्यों को Exclamatory वाक्यों में बदला जा सकता है ।

5. Simple sentences का compound sentences में Transformation

A. Conjunctions : - and, both.....and, not only..... but also आदि का प्रयोग करके ।

**Simple**

The teacher punished the student for disobedience.  
Beside making a promise, he kept it

**Compound**

The student was disobedient and so the teacher punished him.  
He not only made a promise, but he also kept it.

B. Conjunctions : - but, yet, nevertheless का प्रयोग करके ।

**Simple**

Inspire of his riches, he is unhappy.  
In the face of many hindrances he preserved.

**Compound**

He is very rich, but still he is unhappy.  
He met with many hindrances, nevertheless he preserved.

6. Compound Sentences का simple sentences में Transformation

A. Finite verbs के स्थान पर Participle का प्रयोग करके ।

**Compound**

He took his coat and set off.

She finished her work and returned home.

**Simple**

Taking his coat, he set off.

Having finished her work, she returned home.

B. Clause के बदले infinitive (To +v) तथा Gerund (V+ing) का प्रयोग करके ।

**Compound**

You must work hard, or you will not get promotion.

We must eat, or we cannot live.

He must either pay the bill at once or return the goods.

**Simple**

You must work hard to get promotion

We must eat to live.

Falling the prompt payment the goods must be returned by him.

7. Simple वाक्यों का Complex वाक्यों में Transformation

A. किसी word or phrase को Subordinate clause (Noun, Adjective, adverb clause) में विस्तारित कर Simple से Complex में Transform किया जा सकता है।

**Simple**

He hoped to win with the first prize.

Our publisher is a man of his word.

At sunset she returned home.

Do it to the best of your ability.

**Complex**

He hoped that he would win the first prize.

Our publisher is a man who keeps his word.

When the sun set, she returned home.

Do it as well as you can.

8. Complex Sentences से simple sentences में Transformation

A. किसी clause (Noun, Adjective or Adverb) को a phrase or word में बदलकर Complex से simple में Transform किया जाता है ।

<b>Complex</b>	<b>Simple</b>
It is sad that he died so young.	His death at so young an age is sad.
That he should be present is essential.	Your presence is essential
The moment which is lost is lost forever.	A lost moment is lost forever.
When the cat is away the mice will play.	In the absence of the cat the mice will play.

9. Compound वाक्यों से Complex वाक्यों में Transformation

A. किसी एक coordinate clause को एक subordinate clause में बदल कर ।

Speak the truth and you need have no fear	If you speak the truth, you need have no fear.
He was very tired and therefore he fell sound asked	He fell sound asked, because he was very tired.
He is poor, but honest.	Although he is poor, he is honest.

10. Complex sentences से compound sentence में Transformation

Complex	Compound
You are honest, though poor.	You are, but honest.
She has found the necklace that she had lost.	She had lost a necklace, but she has found it.
He is more a teacher than a writer.	He is something of a writer, but rather more of a teacher.



## Communicative Approach to English Language Teaching

The development of language learning or teaching from form-based to a meaning-based approach. The move towards the eclectic approach from a rigid method. The shift from teacher centered to learner centered classes, are all subsumed under the broad term communicative approach. The communicative approach is the recent and latest approach of teaching English. This approach lays a great emphasis on the use of language. It enables the students to communicate his ideas in a better way. The socio linguists Dell Hymes propagated this approach. According to him the purpose of teaching language is the communicative competence. The following materials are used in this approach - different functions such as requesting, informing, expressing likes and dislikes, notions of time, location and duration etc. Using language to perform different tasks such as solving puzzles, dramatization, role play etc. Teachers have known that their aim is to get students communicating successfully outside the classroom.

Communicative competence not only applies the grammatical rules of a language in order to form a grammatically correct sentence, but also to know when and where to use these sentences in other words, to use them appropriately.

### Characteristics of the Approach

The communicative approach aim to make all the learner attain communicative competence i.e. use language accurately and appropriately. The prime focus is on learner and teacher is just a facilitator. It is based upon need analysis and planning to prepare communicative curricular and syllabuses. It is based upon the concept of how language is used and what is functional utility of language. It lays less stress on grammar and emphasis on language in use rather than language as structure. It gives emphasis on the semantic objective of the language which means the meaning of language in real life situation and contexts. The skills of speaking and writing are included in communicative approach. It provides the communicative opportunities where the students may be able to communicate their ideas through dialogue, discussion, debate, literary and cultural activities of the schools.

### Merits of Communicative Approach

1. The merits of communicative approach is to develop the speech ability among the students.
2. It teaches of different ways of expression.
3. This approach is based on the practical utility.
4. It lays more stress on the functional value of language.
5. It enables the students to communicative their ideas both inside and outside the class-room.



## **Demerits of Communicative Approach**

1. This approach ignores grammar and structures.
2. It is not properly and scientifically developed as yet.
3. It is a new approach and it is to be used and tested in our schools for language teaching.
4. Practical utility of this approach is yet to be confirmed.
5. Trained teachers are not available in this approach to teach English language.
6. Students don't get proper environment for communication.

In communicative approach techniques such as information gap tasks are used. An information gap occurs in a situation where one person knows something which other person do not. Information gap task used in the classroom are language games, role play, retrieving text order etc.

In this approach the teacher is no longer regarded as sole arbiter and controller of what goes in the language classroom. The independent status of learner is fully accepted. The communicative approach has implications for the classroom teacher in terms of their way of teaching and attitude. Thus communicative approach can be the effective way of developing language competence among learners.

## **The Communicative Approach**

Communicative Language Teaching (CLT) is a very exciting development in the field of language teaching, In the recent past, language teaching seems to have shifted the emphasis away from 'accuracy' to 'fluency' and from 'structural competence' to 'communicative competence' .

(C.J. Brumfit) Since it the latest and obviously the most popular and widely used approach, we are going to discuss it here in greater detail.

K. Johnson and K. Morrow define the CLT as one which "recognizes the teaching of communicative competence as its aim. It is on this level of aim that such a language teaching distinguishes from traditional approaches where the emphasis is on teaching structural competence."

According to D.L. Freeman in CLT, "almost everything that is done is done with a communicative intent, students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks.

T.W. Littlewood discusses the aims of CLT and writes, "the CLT pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view." He further adds that the CLT," encourages

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us to go beyond structures and take account of other aspects of communication. It can therefore help us to match the content more closely with the actual communicative uses that the learner will have to make of the foreign language."

William Littlewood is of the opinion that the CLT, "makes us more strongly aware that it is not enough to teach learners how to manipulate the structures of the foreign language. They must also develop strategies for relating these structures to their communicative functions in real situations and real time."

### **CLT Principles**

The CLT principles discussed by D.L. Freeman (1986) are as follows -

1. Whenever possible, 'authentic language as it is used in real context should be introduced
2. Being able to figure out the speaker's or writer's intention is part of being communicatively competent.
3. The target language is a vehicle for classroom communication not just the object of study.
4. One function can have many different linguistic forms. Since the focus of the course is on real language use. A variety of linguistic forms are presented together.
5. Students work with language at the discourse or supra sentential (above sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.
6. Games are important because they have certain features in common. In real communicative events there is a purpose of the exchange.
7. Errors are tolerated and seen as a natural outcome of the development of communication skills.
8. One of the teacher's major responsibilities is to establish situations likely to promote communication
9. The social context of the communicative event is essential in giving meaning to the utterance.
10. The grammar and vocabulary that the students learn follow the function, situational context and the roles of the interlocutors..."

### **The CLT Procedure**

Hubbard et al. explain the CLT procedure in the following words -

1. The teacher sets up a communicative activity which demands ability to express the function(s) to be taught. At this stage, the teacher does not supply the language forms which the students require for expression of this function.

Instead, the students have to cope with whatever language resources they have available. In performing this task they will inevitably produce errors, mistakes and much inappropriate language.

2. The teacher introduces the required language form(s) and does sufficient drilling to achieve a reasonable degree of fluency. Since a model interaction might be the best way to introduce these forms, a suitable way to do this would be to play a taped dialogue illustrating use of the forms and functions to be presented.
3. The teacher gives students a fresh communication task so as to provide them with an opportunity and motivate to use the language forms they have learnt. If serious errors occur, the teacher goes back to the drilling stage again.

### **The Role of the Mother-Tongue in CLT**

It is noteworthy that CLT is not averse to the use of mother tongue in teaching. D.L. Freeman who is regarded as one of the exponents of CLT spells out the role of the mother-tongue of students and writes that the first language, that is, mother-tongue, "should be used not only during communicative activities, but also, for example, in explaining the activities to the students or in assigning homework. The students learn from these classroom management exchanges, too and realize that the target language is a vehicle for communication, not just an object to be studied"

### **Communicative Activities**

Communicative activities are very much a part of CLT and are always purposeful and objective-based the following are the two types of communicative activities -

#### **(A) Pre-Communicative Activities**

According to William Littlewoods, pre-communicative activities aim at equipping the learner with some of the skills required for communication, without actually requiring him to perform communicative acts. The criterion for success is therefore not so much whether he has managed to convey an intended meaning, but whether he has produced an acceptable piece of language.

#### **(B) Communicative Activities**

In these activities language functions are emphasized over forms. Typically, although not always, a functional syllabus is used. To William Littlewoods, a variety of forms are introduced for each function. Only the simple forms would be presented at first, but as students get more proficient in the target language, the functions are reinforced and more complex forms are learned... students work with language at the 'supra sentential' or discourse-level. They learn about cohesion and coherence. Students work on all four skills from the beginning.

These activities can be divided into two categories, first 'Non-Communicative Activities', the other "Communicative Activities.' The following table makes the difference clear between them.

### **Role Play and Simulations in CLT**

Gill Sturbridge writes, "Among classroom activities role-play and simulation rate highly suitable vehicles to use in a communicative approach to language teaching, Used well, they can reduce the artificiality of the classroom, provide a reason for talking and allow the learner to talk meaningfully to other learners" (K. Johnson and K. Morrow)

In a role-play, learners are expected to play certain roles in certain situations. The learner performs the role according to the available situation. While in a simulation the learner is given a task to perform or a problem to solve, the background information and the environment of the problem is simulated. Simply speaking, in a simulated situation, a learner pretends to do something as if he is doing it in a real sense. Children tend to enjoy simulations very much.

### **Teacher's Role in CLT**

Several roles are assumed for teacher in Communication Language Teaching (CLT). M. Breen and C.N. Candlin describe teacher's role in the following terms, "The teacher has two main roles the first is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. A third role for the teacher is that of researcher and learner"

The other roles assumed for teacher are needs analyst', 'counsellor' and 'group-process-manager'. According to William little wood a teacher is a 'facilitator of learning' and he may need to perform in a variety of specific roles, separately or simultaneously. These include the roles as (1) general overseer, (2) classroom manager, (3) language instructor and co-communicator.

### **Learner's Role**

Breen and Candlin describe the learner's role within CLT in the following terms: "The role of learner as negotiator-between the self, the learning process and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way".

## Conclusion

CLT is best considered an approach rather than a method. It pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. The CLT aims at developing learner's communicative competence and bridging the gap between linguistic and communicative competence. To put it in a nut-shell, CLT is a learner-centred approach.

The off-shoots of CLT are the Task Based Approach, Notional Functional Approach, Content-Based Instruction (CBI), Lexical Approach, Cooperative Language Learning, Text-based Approach, etc. Which have been discussed in the unit No. XIII

Diane Larsen-Freeman rightly observes, "Perhaps the greatest contribution of CLT is asking teachers to look closely at what is involved in communication. If teachers intend students to use the target language, then they must truly understand all that being communicative competence entails"

The CLT has also come under some constructive criticism. J.C. Richards and T.S. Rodgers discuss the criticism in the following terms -

"Questions that have been raised include whether a communicative approach can be applied at all levels in a language programme. Whether it is equally suited to ESL and EFL situations, whether it requires existing grammar based syllabuses to be abandoned or merely revised, how such an approach can be evaluated. How suitable it is for non-native teachers, and how it can be adopted in situations where students must continue to take grammar-based tests. These kinds of questions will doubtless require attention if the communicative movement in language teaching continues to gain momentum in the future.