



INFUSION NOTES

WHEN ONLY THE BEST WILL DO



LATEST
EDITION

CTET

(CENTRAL TEACHER ELIGIBILITY TEST)

जूनियर लेवल (विज्ञान वर्ग)

HANDWRITTEN NOTES

भाग-2 अंग्रेजी



INFUSION NOTES

WHEN ONLY THE BEST WILL DO

केंद्रीय शिक्षक पात्रता परीक्षा

CTET

जूनियर स्तर (विज्ञान वर्ग)



ॐ सरस्वती मया दृष्ट्वा, वीणा पुस्तक धारणीम।
हंस वाहिनी समायुक्ता मां विद्या दान करोतु मे ॐ॥

भाग - 2 अंग्रेजी (I&II)

प्रस्तावना

प्रिय पाठकों, प्रस्तुत नोट्स “केन्द्रीय शिक्षक पात्रता परीक्षा (CTET)” (जूनियर स्तर) (विज्ञान वर्ग) को एक विभिन्न अपने अपने विषयों में निपुण अध्यापकों एवं सहकर्मियों की टीम के द्वारा तैयार किया गया है / ये नोट्स पाठकों को CENTRAL BOARD OF SECONDARY EDUCATION (CBSE) द्वारा आयोजित करायी जाने वाली परीक्षा “केन्द्रीय शिक्षक पात्रता परीक्षा (CTET)” (जूनियर स्तर) (विज्ञान वर्ग)” भर्ती परीक्षा में पूर्ण संभव मदद करेंगे।

अंततः सतर्क प्रयासों के बावजूद नोट्स में कुछ कमियों तथा त्रुटियों के रहने की संभावना हो सकती है / अतः आप सूचि पाठकों का सुझाव सादर आमंत्रित हैं।

प्रकाशकः

INFUSION NOTES

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- कुछ ऐसे phrases जिनमें Transitive verb के बाद object आता है इनमें articles का प्रयोग नहीं होता है जैसे
- To catch fire
- to leave school/college
- to give ear
- to bring word
- to lay size
- to lose heart
- to set sail
- to send word
- to cast anchor

Superlative degree के पहले my, his, her जैसे possessive pronoun का प्रयोग हुआ हो तो the नहीं लगते हैं जैसे :-

He is my best friend.

Ram is his best friend.

- विषयों (subject) के नाम से पहले सामान्यतया articles का प्रयोग नहीं करते हैं। जैसे :-
I am student of Political Science.

लेकिन

The English play football more than americans.
यह वाक्य बिल्कुल सही है यहाँ english कोई subject नहीं है यहाँ The english का मतलब लोगों से है।

• Use of 'Little', A little, The little

Little, A little, The little का प्रयोग uncountable nouns के साथ होता है

जैसे :- Rice, water, Milk, Knowledge etc.

Little का प्रयोग negative sense में होता है मतलब जो भी वस्तु है वो न के बराबर है या है ही नहीं

जैसे :-

Ex-Little milk left in the bottle. बोतल में नहीं के बराबर दूध है।

A little का प्रयोग positive sense में होता है इसका मतलब है जो भी वस्तु है वो थोड़े में से भी थोड़ी सी है जैसे :-

Ex- I have a little rice. -उसके पास थोड़े चावल हैं।

The little का प्रयोग भी positive sense में होता है लेकिन इसका मतलब है थोड़ा सा में जितना भी है वो पूरा का पूरा है। जैसे :-

Ex-The little knowledge of computers that she possessed proved a boon for her in getting job.-

जितनी भी उसके पास computer की knowledge थी वो उसे job दिलाने में वरदान साबित हुई।

• use of Few, A few, The few :-

Few, A few, The few का प्रयोग countable nouns के साथ होता है जैसे :- friends, Horses, Articles, Pens etc.

Few का प्रयोग negative sense में होता है मतलब जो भी वस्तु है वो न के बराबर है या है ही नहीं जैसे :-

Ex- I have few friends-मेरे पास नहीं के बराबर दोस्त हैं।

A few का प्रयोग positive sense में होता है इसका मतलब है जो भी वस्तु है वो थोड़े में से भी थोड़ी सी है जैसे :-

Ex- I have a few horses. मेरे पास घोड़े हैं।

The few का प्रयोग भी positive sense में होता है लेकिन इसका मतलब है थोड़ा सा में जितना भी है वो पूरा का पूरा है जैसे :-

Ex-The few friends I had have left me.
- मेरे पास जितने भी थोड़े से दोस्त थे मुझे छोड़ चुके हैं।

❖ Noun (संज्ञा)

'किसी व्यक्ति, वस्तु, स्थान, गुण, कार्य या अवस्था के नाम को Noun (संज्ञा) कहा जाता है।

A noun is a word for a person, place or thing or idea.

'हर वो वस्तु जिसका नाम हो जिसे हम देख सकते हो, महसूस कर सकते हो, छु सकते हो noun कहलाता है जैसे :-

किसी person (व्यक्ति) का नाम :- boy, rita etc.

Animals name:- cat, cackroach etc.

Places name :- street, banglore etc.

Objects name :- table, wire etc.

Substances name:- gold, glass etc.

Qualities name:- Happiness, sorrow etc.

Measures name :- inch, pound etc.

Noun को सात प्रकार से बाँटा जा सकता है -

- | | |
|--------------------|---------------|
| 1. Proper Noun | (व्यक्तिवाचक) |
| 2. Common Noun | (जातिवाचक) |
| 3. Collective Noun | (समूहवाचक) |
| 4. Material Noun | (द्रव्यवाचक) |
| 5. Abstract Noun | (भाववाचक) |
| 6. Countable noun | (संख्यावाचक) |

7. Non-countable noun (असंख्यवाक)

- Proper Noun, common noun, collective noun and material noun इन्हें Concrete noun भी कहते हैं ये abstract noun के opposite (विपरीत) होते हैं।
- concrete nouns ऐसी वस्तुओं के नाम होते हैं जिनका physical existence होता है।

Rules to find a noun

(Noun की पहचान) :-

- By putting who, whom, what with work done (किसने काम किया) we find out noun.
जैसे : sumit is playing football. (सुमित फुटबॉल खेल रहा है) अब आप खुद से सवाल करके noun पहचान सकते हैं इस वाक्य में **जैसे :-** who is playing? (कोन खेल रहा है) = सुमित (sumit) what is playing? (क्या खेल रहा है?) = football यहाँ sumit and football दोनों noun हैं।
- जिन वाक्यों के अंत में नीचे दिये गये word जुड़े होंगे वो noun होंगे **जैसे :-**

Ment = mangement , agreement
 tion = station , vacation , foundation
 th = growth
 er = teacher
 or = doctor
 ty = honesty
 ry = bravery
 ce = advice
 ledge = knowledge
 dom = freedom ,wisdom
 ics = physics
 ship = friendship
 sion = pension

(1) Proper noun

Proper noun से हमारा तात्पर्य किसी विशेष (specific) व्यक्ति, वस्तु तथा स्थान के नाम से होता है।

जैसे: Mohan, Jaipur, Radha etc.

- (a) **Mohan** is my friend.
- (b) I live in **Delhi**.
- (c) we are planning to go to **Pizza Hut**.
- (d) There are many important documents at **The Library of congress**.

उपर दिए गये Ex(a) में mohan एक boy का proper name दिया हुआ है Ex(b) में delhi एक

proper city का name है Ex(c) pizza hut एक proper restaurant का name दिया है और Ex(d) में **The Library of congress** एक library का proper name है इसलिए mohan ,delhi ,pizza hut, **The Library of congress** यहाँ proper noun हैं।

(2) Common noun

जिस Noun (संज्ञा) से एक वर्ग अथवा जाति के व्यक्ति या वस्तु के नाम का बोध हो, उसे Common Noun (जातिवाचक संज्ञा) कहते हैं। **जैसे-** boy, girl, Village ,city etc.

(a) According to the **Girl**, the nearest town is very far.

(b) The **Girls** are going to the nearest village.

जैसा कि हम ऊपर दिए गये examples में देख सकते हैं यहाँ हम किसी विशेष girl की बात नहीं कर रहे हैं अगर कोई विशेष girl की बात की गयी होती तो यहाँ उस girl का girl की जगह proper name दिया होता जैसे - sita , priya आदि, यहाँ girls जाति की बात हो रही है जो कोई भी girls हो सकती हैं इसलिए यहाँ 'girl' common noun है।

नीच दी गयी table से आप common noun और proper noun को और अच्छे से समझ सकते हैं -

Common Noun	Proper Noun
boy	Ram
girl	rita
bridge	mahatma gandhi bridge
city	kanpur
book	war and peace
tower	eifel tower
jeans	levis

(3) Collective noun

collective noun एक ही प्रकार के लोगो ,जानवरों , वस्तुओं आदि के समूह (group) के नाम होते हैं।

A collective noun is a word used for a group of people ,animals and things etc.

examples :- Team, Committee, Army etc **Other**

Example of Collective Noun :-

A **Pride** of Lions

A **Flock** of birds

A **herd** of cattle

A class of student

सामान्यतः Collective Noun का प्रयोग Singular में होता है। इनका प्रयोग Plural में तभी किया जाता है जब मतभेद दर्शाया जाए या फिर प्रत्येक सदस्य के बारे में कुछ कहा जाए।

- (a) The **jury** is deciding the matter.
- (b) The **flock** of geese spends most of its time in the pasture
- (c) The **team** are divided over the issue of captainship.

यहाँ टीम एक लोगो के group का नाम है जो divide (अलग) हो गया है या group के प्रत्येक सदस्य की राय (opinion) अलग-अलग है इसलिए इस वाक्य में 'team' plural होगा।

- (d) The **audience** have taken their seats.
- यहाँ audience में प्रत्येक सदस्य (individual) की बात हो रही है इसलिए यहाँ 'audience' plural है।

(4) Material noun

Material noun ऐसी वस्तुओं के नाम को कहते हैं जो metal और substance (प्रदार्थ) हो और उनसे दूसरी वस्तुएँ बनाई जा सकती हो।

जैसे: Gold, Silver, Zink, wood etc.

- (a) The necklace is made of **gold**.
- (b) He got his furniture made of teak **wood**.

Material Nouns, Countable नहीं होते हैं अर्थात् इनकी गिनती नहीं की जा सकती है। इन्हें मापा या तोला जा सकता

है। इनके साथ सामान्यतः Singular verb का प्रयोग किया जाता है एवं इनके पहले Article का प्रयोग नहीं किया जाता है।

(5) Abstract noun

Abstract Noun, ऐसे गुण, भाव, क्रिया एवं अवस्था को व्यक्त करता है जिन्हें छूआ नहीं जा सकता है, देखा नहीं जा सकता है, बल्कि केवल महसूस किया जा सकता है।

जैसे: poverty, bravery, hatred, laughter, poverty, youth, Honesty.

Abstract Noun का प्रयोग सामान्यतः Singular में किया जाता है।

जैसे: (a) People respect their sincerity.

(b) Honesty is the best policy.

Noun को (A) Countable एवं (B) Uncountable में भी बाँटा जा सकता है।

(6) Countable nouns

Countable Noun वह Noun होता है, जिसकी गणना की जा सके। Countable noun singular और plural दोनों हो सकता है।

जैसे: (a) We bought six tables.

(b) I have a few friends.

(c) She saw many movies last month.

(7) Non-countable nouns

Uncountable Noun वह Noun होता है, जिसकी गणना न की जा सके।

जैसे: (a) J. Priestly discovered oxygen.

(b) They decided to sell the furniture.

(c) Much money was wasted on the show.

Countable Noun: Stars, Seconds, Rupees etc.

Uncountable Noun: Money, time, knowledge etc.

Important rule:-

Rule 1

कुछ Nouns का प्रयोग हमेशा Plural form में ही होता है। इन Nouns के अन्त में लगे s को हटाकर, इन्हें

Singular नहीं बनाया जा सकता है। ये दिखने में भी Plural लगते हैं, एवं इनका प्रयोग भी Plural की तरह होता

है। ऐसे Nouns निम्न हैं:

Annals, Ashes, Scissors, tongs, pliers, pincers, bellows, trousers, pants, pajamas, shorts, gallows, fangs, spectacles, goggles, binoculars, eyeglasses, Alms, amends, archives, Earnings, arrears, auspices, congratulations, embers, fireworks, lodgings, outskirts, particulars, proceeds, regards, riches, remains, savings, shambles, surroundings, tidings, troops, tactics, thanks, valuables, wages, belongings etc.

(a) His earning are small.

(b) Riches have wings.

(c) The proceeds were deposited in the bank.

(d) All his valuables were stolen away.

(e) Alms are given to the beggars.

(f) The proceeds were deposited in the courts.

Rule 2

कुछ Nouns दिखने में Plural लगते हैं लेकिन अर्थ में Singular होते हैं। इनका प्रयोग हमेशा Singular की तरह होता है जैसे :-

Rule 2-

कुछ cases में Masculine Noun के अन्तिम vowel एवं उसके पहले आने वाले consonant को हटाकर 'ess' जोड़ने से भी Feminine noun बन जाता है। जैसे:-

Masculine	feminine
Actor	Actress
Benefactor	Benefactress
Hunter	Hunteress
Prince	Princess
Waiter	Waitress
Tiger	Tigress

RULE 3

कुछ cases में Masculine Noun के शब्दों में कुछ change किया जाता है एवं अन्त में 'ess' लगाने पर Feminine Noun बन जाता है।

Masculine	Feminine
Emperor	Empress
God	Goddess
Duke	Duchess
Master	Mistress

Rule 4

में cases Compound Masculine Noun के first अथवा second शब्द में कुछ परिवर्तन किये जाता है। जैसे:-

Masculine	Feminine
Man-servant	Maid servant
Washerman	Washerwoman
Buck-rabbit	Doe-Rabbit
Brother-in-law	Sister-in-law
Bull-calf	Cow-calf
Milkman	Milkmaid
Peacock	Peahen
Landlord	Landlady

Noun number (singular - plural):-

Number: If a Noun tells about one or more than one is called Number. **Kind of Number** (अगर noun हमें ये बताता है की वो एक है या एक से अधिक है तो उसे number कहा जाता है।)

ये दो प्रकार के होते हैं -

(a) Singular Number: If a Noun tells about only one, is called Singular Number. (अगर noun केवल एक के बारे में बता रहा है तो वह एकवचन संख्या (singular number) कहलाता है जैसे - boy, girl, pen etc.

(b) Plural Number: If a noun tells about more than one it is called Plural Number. (अगर noun एक से अधिक होने की जानकारी दे रहा हो तो वह बहुवचन संख्या (plural number) कहलाते हैं जैसे - boys, girls, pens etc.

Rules to change singular to plural Singular से Plural बनाने के नियम :-

- Nouns जिनका plural बनाने के लिए inside vowels में परिवर्तन (change) करते हैं। जैसे :-

Singular	Plural
Woman	women
Man	men
Foot	feet
Tooth	teeth
Mouse	mice
Louse	lice
Goose	geese
Dormouse	dormice

- Nouns जिनका plural बनाने के लिए en या ne जोड़ते हैं। जैसे :-

Singular	Plural
child	children
ox	oxen
cow	Kine(cows)
brother	brethren

- Generally किसी Noun के अंत में 's' जोड़कर Plural बनाया जाता है।

Singular	Plural
Fan	Fans
Flats	Flats
Chair.	Chairs

Rule (2) यदि किसी Singular Common Noun का last letter (s,ss,sh,ch,x,z) हो, तो "es" जोड़कर Plural बनाया जाता है।

Chapter - 2

Time and Tense

Time (समय) और Tense (काल) दोनों ऐसे शब्द हैं जिनमें संबंध होते हुए भी अंतर है।

Time का प्रयोग सामान्य अर्थ में होता है, जबकि Tense का प्रयोग विशेष अर्थ में Verb के form का निरूपण करने के लिए किया जाता है। चलिए नीचे दिए गए उदाहरणों पर हम लोग विचार करते हैं -

1. Veena goes to the market every Sunday.
2. The plane takes off at 5 p.m. tomorrow.
3. He had no money yesterday.

उदाहरण (1) में Simple Present Tense का प्रयोग किया गया है। लेकिन इससे Past, Present, और Future तीनों का बोध होता है, वीणा Past time में प्रत्येक रविवार को जाती है और आशा है कि Future time में भी प्रत्येक रविवार को जाएगी।

उदाहरण (2) में स्पष्ट होता है कि प्लेन (plane) कल 5 बजे शाम को प्रस्थान करेगा। इस वाक्य में भी Simple Present Tense का प्रयोग किया गया है, लेकिन इससे future time का बोध होता है।

उदाहरण (3) में Simple Past Tense का प्रयोग किया गया है, तथा इससे past time का बोध होता है।

ऊपर दिए गए उदाहरणों से यह स्पष्ट होता है कि Verb के Present Tense में रहने पर भी इस पर Present, Past और Future Time का बोध होता है।

अतः, Verb के Tense तथा इसके प्रयोग को सावधानी से समझने की जरूरत है सर्वप्रथम एक प्रश्न उठता है कि Tense क्या है? इस प्रश्न का उत्तर किस प्रकार है:

Tense : कार्य के समय के मुताबिक Verb के रूप में जो परिवर्तन होता है, उसे Tense कहते हैं।

Kinds of Tense

1. Present Tense (वर्तमान काल)
2. Past Tense (भूतकाल)
3. Future Tense (भविष्य काल)

1. Present Tense : किसी कार्य के वर्तमान समय में होने या करने, हो रहा है, हो चुका है, या हो गया है तथा एक लंबे समय से होता रहा है, का बोध हो तो उसे Present Tense कहते हैं।

दूसरे शब्दों में - An action which is done at the present time. जैसे -

1. I read a book
मैं पुस्तक पढ़ता हूँ।
2. I am reading a book
मैं पुस्तक पढ़ रहा हूँ।
3. I have read a book
मैं पुस्तक पढ़ चुका हूँ।
4. I have been reading a book for an hour
मैं दो घंटे से पुस्तक पढ़ता रहा हूँ।

2. Past Tense : किसी कार्य के बीते हुए समय में होने या करने, हो रहा था, हो चुका था, या हो गया था तथा एक लंबे समय से होता रहा था का बोध हो, तो उसे Past Tense कहते हैं।

दूसरे शब्दों में - An action which is done at the Past time. जैसे -

1. I wrote a letter.
मैं पत्र लिखता था या मैंने पत्र लिखा।
2. I was writing a letter.
मैं पत्र लिख रहा था।
3. I had written a letter.
मैं पत्र लिख चुका था या मैंने पत्र लिखा था।
4. I had been writing a letter for two days.
मैं दो दिनों से पत्र लिख रहा था।

3. Future Tense : किसी कार्य के आने वाले समय में होने या करने, हो रहा होगा क्या होता रहे गा, हो चुका होगा या हो गया होगा तथा एक निश्चित समय से होता आ रहा होगा का बोध हो, उसे Future Tense कहते हैं। जैसे -

1. I shall write a letter.
मैं पत्र लिखूंगा।
2. I shall be writing later.
मैं पत्र लिख रहा हूंगा।
3. I shall have written a letter.
मैं पत्र लिख चुका हूंगा।
4. I shall have been writing a letter.
मैं पत्र लिखता आ रहा होऊंगा।

उपयुक्त उद्धारण से यह स्पष्ट होता है कि Present, Past तथा Future Tense के भी चार-चार उपभेद होते हैं।

1. Present Tense

Present Tense के चार उपभेद होते हैं।

1. Present Indefinite Tense / Simple Present Tense (सामान्य वर्तमान काल)
2. Present Continuous / Progressive Tense (अपूर्ण वर्तमान काल / तात्कालिक वर्तमान काल)
3. Present Perfect Tense (पूर्ण वर्तमान काल)
4. Present perfect continuous tense (पूर्णापूर्ण वर्तमान काल / पूर्ण तात्कालिक वर्तमान काल)

1. Simple Present Tense

Structure :

Positive:-

Subject + main verb + s/es + Object

Ex- Ram reads books.

Negative:-

Subject + do/does + not + main verb + Object

Ex- Ram does not read books.

Interrogative:-

1st type:-

Do/does + subj + not + main verb + Object + ?

2nd type :- WH words + 1st type

Ex- Does ram read books?

यदि subject एकवचन (He, She, It, name) होगा तो main verb में s या es लगायेंगे और अगर subject बहुवचन (you, we, they) होगा तो main verb में s या es नहीं लगायेंगे।

जैसे :-

ram reads books.

they read books.

Rule (1): Simple Present Tense का प्रयोग habitual, or regular or repeated action (नियमित या स्वाभाविक कार्य) को express (अभिव्यक्त) करने के लिए किया जाता है। जैसे -

Mukesh goes to bed at 10 P.M.

He always comes here on Sunday.

She reads a newspaper every morning.

He takes tea without sugar.

We work eight hours a day.

I live at Mahendru.

Shweta and Anshu are girls.

I get up at 6 a.m. every morning.

Note : सामान्यतः Time expressing Adverbs (समय सूचक क्रिया विशेषण) जैसे -

always, often, sometimes, generally, usually, occasionally, rarely, seldom, never, hardly, scarcely, habitually, daily, everyday, every night, every morning, every evening, every week, every month, every year, once a week, once a day, once a month, twice a day, twice a week, twice a month आदि का प्रयोग habitual, or regular or repeated action को express करने के लिए किया जाता है। दूसरे शब्दों में कह सकते हैं कि उपरोक्त Adverbs का प्रयोग होने पर Simple Present Tense का प्रयोग होता है जैसे-

He always comes here at night.

He generally comes here at night.

He usually comes here at night.

He sometimes comes here at night.

He often comes here at night.

He rarely comes here at night.

He seldom comes here at night.

He never comes here at night.

Rule (2) : इस Tense का प्रयोग Universal truth (नैसर्गिक सत्य) principal (सिद्धांत) permanent activities (स्थायी कार्य व्यापार) को express (अभिव्यक्त) करने के लिए किया जाता है जैसे -

The sun rises in the east.

Two and two makes four.

Man is mortal.

Water boils at 100°C.

The Ganges springs from the Himalayas.

Rule (3) : इस Tense का प्रयोग possession (अधिकार) को express (अभिव्यक्त) करने के लिए किया जाता है जैसे -

8. yet	-	अब तक / अभी तक (बोलने के समय तक)
9. just	-	तुरन्त
10. lately	-	हाल में
11. recently	-	हाल में
12. so far	-	अब तक / जहाँ तक
13. up to now	-	अभी तक
14. Up to the present	-	वर्तमान समय तक
15. since	-	से
16. for	-	से
17. during the last few weeks	-	अंतिम कुछ सप्ताहों के दौरान
18. during the last few years	-	अंतिम कुछ वर्षों/सालों के दौरान

He has come recently. (✓)

She has not gone yet. (✓)

He has worked here for five hours. (✓)

The train has already left. (✓)

Mukesh has not completed his work up to now. (✓)

He came recently. (x)

She did not go yet. (x)

He worked here for five hours. (x)

The train already left. (x)

Mukesh completed his work up to now. (x)

उपर्युक्त Adverbs में से कुछ का प्रयोग Simple Past Tense में भी होता है।

4. Present Perfect Continuous Tense

Structure:-

positive:- sub + has / have + been + V ing + obj + since / for +.....

He has been playing for two hours.

Negative:-

<https://www.infusionnotes.com>

sub + has / have + not + been + V ing + obj + since / for +.....

Ex- He has not been playing for two hours.

Interrogative:- 1st type :-

Has / have + sub + been + V ing + obj + since / for +.....?

2nd type :- WH words + 1st type

Ex- Has he been playing for two hours?

Use of present perfect continuous tense:-

1. जब कोई कार्य past से लगातार चला आ रहा हो और present में भी चल रहा हो तो present perfect continuous tense का प्रयोग करते हैं।

जैसे:-

He has been studying for two hours.

वह दो घण्टे से पढ़ाई कर रहा है।

Note : Since / for का प्रयोग Present perfect tense, Present Perfect Continuous Tense, Past Perfect Tense, तथा Past Perfect Continuous Tense में होता है।

अतः हम लोग since / for के प्रयोग पर विचार करते हैं।

सभी परीक्षाओं के लिए for / since महत्वपूर्ण हैं, क्योंकि इससे संबंधित प्रश्न पूछे जाते हैं।

Use of 'for' and 'since':-

(A) Uses of 'for' : for is used before indefinite / uncertain period of time

'for' is used before -

Rule (1) : Numerical Adjectives + minutes

जैसे -for thirty minutes

for many minutes

for twenty minutes

for several minutes

Rule (2) : Numerical Adjectives + hours

जैसे - for two hours

for many hours

for three hours

for several hours

Chapter - 6

Synonyms, Antonyms, Homonyms

Most Repeated Synonyms

S.No.	Word	Meaning	Synonyms
1.	Genuine	Truly what something is said to be (वास्तविक)	Real, True, Actual, Honest, Sincere, Veritable, Authentic, Original
2.	Laconic	Brief (संक्षिप्त)	Crisp, Brusque, Pithy, Terse, Compendious, Concise, Succinct
3.	Diligent	Having a showing care and conscientiousness in one's work or duties (मेहनती)	Industrious, Careful, Assiduous, Tireless, Attentive, Indefatigable
4.	Insolent	Showing a rude and arrogant lack of respect (बदतमीज)	Impudent, Rude, Impertinent, Disrespectful, Brazen, Bold
5.	Sordid	Involving immoral or dishonourable actions and motives / Arousing moral distaste and contempt (घिनौना)	Unpleasant, Low, Mean, Dirty Foul, Squalid, Base, filthy
6.	Transient	Lasting only for a short time / Impermanent (अस्थायी)	Transitory, Temporary, Ephemeral, Passing, Brief, Momentary
7.	Abandon	Cease to support or look after (someone) / desert (छोड़ देना)	Forsake, Leave, Quit, Desert, Relinquish, Renounce, Surrender
8.	Accede	Agree to a demand request or treaty (मान लेना)	Consent, Join, Agree, Adhere, Assent, Accept
9.	Adversity	A difficult or unpleasant situation (विपत्ति)	Misery, Misfortune, Hardship, Distress, Affliction, Disaster
10.	Affluent	Having a great deal of money / wealthy (धनी)	Prosperous, Wealthy, Rich, Moneyed, Opulent, Loaded
11.	Candid	Truthful and straightforward (निष्कपट)	Frank, Honest, Open, Direct, Outspoken, Sincere
12.	Cantankerous	Bad tempered argumentative and uncooperative (झगड़ालू)	Quarrelsome, Bellicose, Crabby, Cranky, Crotchety, Testy
13.	Coarse	Rough or Harsh in texture (खुरदरा)	Rough, Rude, Crude, Gross, Vulgar, Unrefined, Uncouth

87.	Elastic	Able to resume its normal shape spontaneously after being stretched or compressed (लचीला)	Flexible, Resilient, Springy, Pliant, Plastic, Stretchy
88.	Elusive	Difficult to find, catch, or achieve (पकड़ में ना आने वाला)	Baffling, Evasive, Slippery, Unattainable, Subtle, Intangible, Runaround
89.	Emancipate	Set free, especially from legal, social, or political restriction (स्वतंत्र करना)	Liberate, Release, Free, Deliver, Manumit
90.	Entice	Attract or tempt by offering pleasure or advantage (फुसलान)	Entrap, Attract, Beguile, Cajole, Seduce, Tempt
91.	Evade	Escape or avoid (someone or something), especially by guile or trickery (बच निकलना / टाल देना)	Avoid, Escape, Circumvent, Dodge, Elude, Bypass
92.	Garrulous	Excessively talkative, especially on trivial matters (बातूनी)	Talkative, Chatty, Verbose, Gabby, Wordy, Voluble,
93.	Insane	In a state of mind which prevents normal perception, behaviour or social interaction / Seriously mentally ill (पागल)	Mad, Crazy, Lunatic, Nuts, Psycho, Maniac
94.	Panacea	A solution or remedy for all difficulties or diseases (रामबाण)	Cure-all, Remedy, Cure, Nostrum, Elixir, Drug, Antidote
95.	Perilous	Full of danger or risk (जोखिम भरा)	Hazardous, Dangerous, Risky, Precarious, Scary, Chancy
96.	Ravage	Cause severe and extensive damage to (विध्वंस करना)	Damage, Devastate, Ruin, Destroy, Demolish, Pillage, Waste
97.	Relish	Great enjoyment (आनंद लेना)	Adore, Gusto, Zest, Fondness, Propensity, Sapidness
98.	Revamp	Give new and improved form, structure or appearance to (पुनर्निर्माण करना)	Overhaul, Renovate, Refurbish, Repair, Restore, Revise, Renew
99.	Superstitious	In a state of mind which prevents normal perception, behaviour or social interaction / Seriously mentally ill (अंधविश्वासी)	Irrational, False, Untrue, Religious, Fearful, Irrationality
100.	Wander	Walk or move in an aimless way (भटकना)	Deviate, Roam, Walk, Ramble, Stray, Stroll, Rove

Question (v)

To account for the 'surprising' number of animals in a 'country producing so little food', what partial explanation does Darwin suggest?

Answer:

To account for the 'surprising' number of animals in a country producing so little food, Darwin suggests that food requirements have been overestimated. He also suggests a rapid growth of plant material.

Question (vi)

Find a word from the passage (para-5) which means 'the violent killing of large number of people'.

Answer:

carnage

Question (vii)

Find a word from the passage (para-6) which means 'animals that have four legs'.

Answer:

quadrupeds

2. Read the passage given below.

1. Roshni Bairwa remembers running all the way from her home in Tonk's Mahmoodnagar Dhani village to the room where the 'bal samooch' (children's group) met. "My grandparents are getting me married, you have to do something," the then 12-year-old told the 20 or so children sitting there.

2. The children, all aged between eight and 16, trooped up to Roshni's house and urged her grandparents to stop the impending wedding. Others, including village elders and teachers, joined in. The wedding was stopped. She had discovered a way out of the quagmire with the help of a local NGO and the village children.

3. When she was in class XII, the pressure to get married returned. This time her uncle found a match for her. When she resisted, she was taunted and beaten. People would point to her as the girl who brought shame to her family and asked their children not to speak to her. "I was 16 years old and alone in the

world. I walked to school with my eyes fixed to the ground. I would think sometimes, what have I done that is so terrible for everyone to hate me so much?

"I would cry myself to sleep," recalls Roshni, who lost her father when she was two and had been abandoned by her mother shortly after. But even in those dark moments, Roshni didn't give up, moving out of the village to Peeplu tehsil in Rajasthan where she rented a room and attended college.

4. With education and independence came a sense of confidence. "I kept in touch with the children in the village. Every time there was child marriage, they would call me and I would go to stop it. I realised I had already been thrown out of the village, the worst had already happened, what else could the villagers do? So I went and fought with everyone who was getting their child married," she says with a laugh. So far she has stopped over a dozen marriages.

5. Even without the support of the law, young girls have been crusading against the practice. Earlier this month, 19-year-old Sushila Bishnoi from Barmer succeeded in getting her marriage annulled, submitting photographs, and congratulatory messages from her husband's Facebook account to the court. The court accepted these as evidence that the union took place when both the bride and groom were 12 years old and declared the marriage invalid.

6. Seema Bairwal (name changed) was 15 when she was married to a man a few years older. Later when she started attending 'bal samooch' meetings with NGO Shiv Shiksha Samiti and Save the Children, it dawned on her that she had a choice. "I learnt that my life is mine. I have the power to say no to marriage.

1.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices.

Question (a)

The brides mentioned in the passage are rebels against

- (i) the dowry system
- (ii) child marriage
- (iii) purdah system
- (iv) arranged marriages

Answer:

- (ii) child marriage

Question (b)

When Roshni was twelve years old, she succeeded in her mission with the help of

- (i) 20 children aged between eight and sixteen
- (ii) her grandparents
- (iii) 20 children, her grandparents, village elders and teachers
- (iv) children and an NGO

Answer:

- (iii) 20 children, her grandparents, village elders and teachers

Question (c)

When she was sixteen the people of the village

- (i) taunted her and beat her up
- (ii) boycotted her
- (iii) were angry with her
- (iv) were sympathetic and understanding

Answer:

- (i) taunted her and beat her up

Question (d)

Roshni moved out of the village in order to

- (i) seek a job
- (ii) escape the villagers
- (iii) attend college
- (iv) marry a boy of her choice

Answer:

- (iii) attend college

Question (e)

'Give up' in para 3 means

- (i) stop attending classes
- (ii) stop doing something
- (iii) very eager
- (iv) voluntary help

Answer:

- (ii) stop doing something

Question (f)

'Annulled' in para 5 means

- (i) To state officially that something is not legally valid
- (ii) Help somebody
- (iii) impending doom
- (iv) social works

Answer:

- (i) To state officially that something is not legally valid

1.2 Answer the following.

- (a) The children, all aged between eight and 16, trapped to and urged her grandparents to stop the impending wedding.
- (b) Roshni lost her father when she was only years old.
- (c) Education and independence made Roshni confident. [True/False]
- (d) 'Bal Samooch' meetings with NGO Shiv Shiksha Samiti and 'Save the Children' encouraged child marriage. [True/False]

Answer:

- (a) Roshni's house
- (b) two
- (c) True
- (d) False

1.3 Find words/expressions from the passage that have a meaning similar to the following.

- (a) about to happen soon (paragraph 2)
- (b) realised (paragraph 6)

Answer:

- (a) impending
- (b) dawned upon her

Chapter - 5

Challenges of Teaching English

Language teaching and learning is a very complex process. There is no right solution to any problem. What works in one context may fail in another's. Perceptions differ from culture to culture, from region to region. In the west, a class of forty is considered large, but in India it is quite small. Certain issues are of perennial interest and keep surfacing from time to time. Some new solution to old problems are suggested in the light of changing perspectives in linguistics, psychology and pedagogy. English is a highly studious language but there is some

Difficulties in teaching English

- **Lack of proper Aim:** For English teaching, firstly, the proper aims of learning it should be clear for both students and teachers, often both learners and teachers are aimless. Lack of any proper aim has an adverse effect on teaching English. Learning. The aim of the students is only to pass in the examination, so he is not able to command on the English language.
- **Low standard of Text-books:** To effectively teach English language the standard of text-books should be high which has good vocabulary, correct sentence pattern. & a correct grammar. But most of the text books are of low standard which hinders the learner's English learning.
- **Overcrowded classes:** Due to the high population in India, there are too many students in the classes. Personal attention needs to be given to teach the language but it is impossible in overcrowded class.
- **Use of Traditional Methods:** The material and methodology of learning create another problem. Although there are many learning methods, approaches, techniques & materials but teachers are still preoccupied with

traditional methods, techniques and approaches. Even the same type of method is used for all types of learners, wheather rural or urban, consequently belonging to various socio-economic status is a tremendous gap in the achievement of the pupils.

- **Lack of Clear-cut Policy:** There is not any clear-cut or defined policy in English that's create a problem. For example, when teachers are sponsored by institutions or state government for post-graduation diploma courses for higher studies. So they are not sent for the opportunities in their clearly conceived plans for subsequent utilization. Sometimes they are not even consider to be on deputations or are not given full salary for the training period...
- **Defects in Evaluation:** The criteria for passing in public examinations is no sufficient to motivate the learner. Marks obtain in English not clearly indicate the level of learner in four language skills related achievement. At present examinations in English is knowledge oriented not skill-based.

Examinations should be conducted for purposeful valuation and not to pass or fail candidate. The results of annual exams show a lot of feedback data cut the Board of studies does not use this information for the purpose of evaluating syllabus, materials, examination schemes, etc.

Writing is still given place in English language examination and speech is ignored.

Language Difficulties: Following are the language difficulties

1. **The Problem of English verses Hindi as a second language** - Hindi has been declared as official language, but it is also true that English will remain associate as official language after sometimes or years. As far as the Hindi-regions are concerned in India, there is not much problem in English teaching, but there are Non-Hindi regions like Tamilnadu, Kashmir etc. in such regions from Hindi or English, one language s taught as second

Chapter – 8

Teaching – Learning Material

About Teaching-Learning Material

Teachers can make their classes really intriguing and more significant for the students by utilizing a few articles or materials to help their verbal depictions. Utilizing an enormous assortment of materials are found to improve better comprehension of ideas and for making learning seriously fascinating. Teaching-learning material is also called Instructional material or Teaching Aids. Today, with the emphasis on learning in a student-focused methodology, the students need an ever-increasing number of materials to improve their ability to learn together or independently. 'TLM' becomes fundamental to have a superior comprehension of the nature of the subject matter.

Types of Teaching-Learning Material

Here are the types of teaching learning material and aids to facilitate learning for kids:

- **Visuals Aids:** Blackboard, Posters, Flashcards, Presentations, Printed textbooks, Graphs and Info graphics

Other examples-

- **Educational posters to inspire and remind students**
- **Educational info graphics to simplify complex information**
- **Educational charts to make data accessible**
- **Creative presentations to keep students engaged with a lesson**
- **Student assessment reports with an approachable design**
- **Classroom checklists to keep students, teachers and parents on track**
- **Research reports to make data and insights engaging**
- **School newsletters to get students, parents and teachers excited about events**
- **Education calendars to keep students, parents and teacher informed**

- **Lesson plans to help you stay organized and to inspire other educator**

•

- **Audio Aids:** Radio, Tape-recorder and CDs
- **Audio-visual aids:** Videos, Video recordings, Films and Documentaries, Virtual Classrooms
- **Language Laboratory**
- **Computer-Assisted Learning:** Pre-recorded DVDs, CDs, online quizzes, eBooks, podcasts and blogs

Why Do We Need Teaching-Learning Material?

Given below are reasons for why Teaching-Learning Material is crucial to learning:

- Learning of new ideas becomes simpler if the student is given recognizable materials linked with the subject matter
 - Typically little children are drawn to objects of various tones and measures and show their interest in controlling these in different manners which when fed cautiously assists with fostering a propensity for playing with an assortment of articles. This aids in upgrading their creativity.
 - TLMs are required for compelling self-learning. With the utilization of proper materials, one can learn on their own with absolute power over their speed of learning.
 - By utilizing Teaching Learning Materials, teachers turn amicable; a cordial environment is constructed which significantly helps in learning.
- Characteristics of Good TLM
- Given below are a few attributes of good Teaching Learning Material:
- The TLMs should be appealing to the kids. Size, shading (multicolor or splendid or engaging shading blend), development (like moving toys) and in a few cases the smell or/and taste or sound are a portion of the properties of the materials which allure students.
 - The familiarity with TLMs will assist with presenting new ideas. The kids can likewise control these materials easily for significant learning of new ideas.

प्रिय दोस्तों, अब तक हमारे नोट्स में से विभिन्न परीक्षाओं में आये हुए प्रश्नों के परिणाम देखने के लिए क्लिक करें -

(Proof Video Link)

RAS PRE. 2021 - <https://shorturl.at/qBJ18> (74 प्रश्न , 150 में से)

RAS Pre 2023 - <https://shorturl.at/tGHRT> (96 प्रश्न , 150 में से)

Rajasthan CET Gradu. Level - <https://youtu.be/gPqDNlc6UR0>

Rajasthan CET 12th Level - <https://youtu.be/oCa-CoTFu4A>

RPSC EO / RO - <https://youtu.be/b9PKjl4nSxE>

VDO PRE. - <https://www.youtube.com/watch?v=gXdaK856Wl8&t=202s>

Patwari - <https://www.youtube.com/watch?v=X6mKGdtXyu4&t=2s>

PTI 3rd grade - https://www.youtube.com/watch?v=iA_MemKKgEk&t=5s

SSC GD - 2021 - <https://youtu.be/2gz2fJyt6vI>

EXAM (परीक्षा)	DATE	हमारे नोट्स में से आये हुए प्रश्नों की संख्या
RAS PRE. 2021	27 अक्टूबर	74 प्रश्न आये
RAS Mains 2021	October 2021	52% प्रश्न आये
RAS Pre. 2023	01 अक्टूबर 2023	96 प्रश्न (150 में से)
SSC GD 2021	16 नवम्बर	68 (100 में से)

SSC GD 2021	08 दिसम्बर	67 (100 में से)
RPSC EO/RO	14 मई (1st Shift)	95 (120 में से)
राजस्थान S.I. 2021	14 सितम्बर	119 (200 में से)
राजस्थान S.I. 2021	15 सितम्बर	126 (200 में से)
RAJASTHAN PATWARI 2021	23 अक्तूबर (1st शिफ्ट)	79 (150 में से)
RAJASTHAN PATWARI 2021	23 अक्तूबर (2 nd शिफ्ट)	103 (150 में से)
RAJASTHAN PATWARI 2021	24 अक्तूबर (2 nd शिफ्ट)	91 (150 में से)
RAJASTHAN VDO 2021	27 दिसम्बर (1 st शिफ्ट)	59 (100 में से)
RAJASTHAN VDO 2021	27 दिसम्बर (2 nd शिफ्ट)	61 (100 में से)
RAJASTHAN VDO 2021	28 दिसम्बर (2 nd शिफ्ट)	57 (100 में से)
U.P. SI 2021	14 नवम्बर 2021 1 st शिफ्ट	91 (160 में से)
U.P. SI 2021	21 नवम्बर 2021 (1 st शिफ्ट)	89 (160 में से)
Raj. CET Graduation level	07 January 2023 (1 st शिफ्ट)	96 (150 में से)
Raj. CET 12th level	04 February 2023 (1 st शिफ्ट)	98 (150 में से)

& Many More Exams like UPSC, SSC, Bank Etc.

Our Selected Students

Approx. 137+ students selected in different exams. Some of them are given below -

Photo	Name	Exam	Roll no.	City
	Mohan Sharma S/O Kallu Ram	Railway Group - d	114195120370022	PratapNagar Jaipur
	Mahaveer singh	Reet Level- 1	1233893	Sardarpura Jodhpur
	Sonu Kumar Prajapati S/O Hammer shing prajapati	SSC CHSL tier- 1	2006018079	Teh.- Biramganj, Dis.- Raisen, MP
N.A	Mahender Singh	EO RO (81 Marks)	N.A.	teh nohar , dist Hanumang arh
	Lal singh	EO RO (88 Marks)	13373780	Hanumang arh
N.A	Mangilal Siyag	SSC MTS	N.A.	ramsar, bikaner

	MONU S/O KAMTA PRASAD	SSC MTS	3009078841	kaushambi (UP)
	Mukesh ji	RAS Pre	1562775	newai tonk
	Govind Singh S/O Sajjan Singh	RAS	1698443	UDAIPUR
	Govinda Jangir	RAS	1231450	Hanumang arh
N.A	Rohit sharma s/o shree Radhe Shyam sharma	RAS	N.A.	Churu
	DEEPAK SINGH	RAS	N.A.	Sirsi Road , Panchyawa la
N.A	LUCKY SALIWAL s/o GOPALLAL SALI WAL	RAS	N.A.	AKLERA , JHALAWAR
N.A	Ramchandra Pediwal	RAS	N.A.	diegana , Nagaur

	Monika jangir	RAS	N.A.	jhunjhunu
	Mahaveer	RAS	1616428	village- gudaram singh, teshil-sojat
N.A	OM PARKSH	RAS	N.A.	Teshil- mundwa Dis- Nagaur
N.A	Sikha Yadav	High court LDC	N.A.	Dis- Bundi
	Bhanu Pratap Patel s/o bansi lal patel	Rac batalian	729141135	Dis.- Bhilwara
N.A	mukesh kumar bairwa s/o ram avtar	3rd grade reet level 1	1266657	JHUNJHUN U
N.A	Rinku	EO/RO (105 Marks)	N.A.	District: Baran
N.A.	Rupnarayan Gurjar	EO/RO (103 Marks)	N.A.	sojat road pali
	Govind	SSB	4612039613	jhalawad

	Jagdish Jogi	EO/RO Marks)	(84 N.A.	tehsil bhinmal, jhalore.
	Vidhya dadhich	RAS Pre.	1158256	kota

And many others.....

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