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विषयसूची

S No.	Chapter Title	Page No.
1	Language Learning and Acquisition	1
2	Principle of Teaching English	3
3	Methods of Learning English Language	9
4	Approach of Teaching English Language	15
5	Communicative Approach to English Language Teaching	17
6	Teaching Learning Materials	22
7	Challenges of Teaching English	26
8	Role of Grammar in Learning a Language	29
9	Methods of Evaluation	31
10	Evaluating Language Proficiency	35
11	Tools and Technics of Evaluation	38
12	Unseen Prose Passage	41
13	Unseen Poems	49
14	Clause	57
15	Comprehension Passage (अपठित गद्यांश)	61
16	Noun (संज्ञा)	70
17	Pronoun (सर्वनाम)	76
18	Adjective (विशेषण)	79
19	Adverb (क्रिया विशेषण)	85
20	Verb (क्रिया)	92
21	Conjunction (संयोजक)	99
22	Preposition (उपसर्ग)	105
23	Article (लेख)	122

विषयसूची

S No.	Chapter Title	Page No.
24	Time and Tense (समय और काल)	126
25	Voice (वाच्य)	130
26	Narration (कथन)	134
27	Phrasal Verb (वाक्यांश क्रियाएँ)	143
28	QUESTION TAGS	152

1

CHAPTER

Language Learning and Acquisition

“Language acquisition”

- Usually refers to the first language acquisition, that is infants acquisition of their native language when language is learned without any Practice, it is called first language.
- Children learn first language without any problem and Practice.
- They learn it naturally When language learned naturally and without and systematic practice, it is called acquisition.
- It is a Process by which children acquire their Mother tongue. Children process learning which they are unaware of grammatical rules.

Learning –

A language requires the operation capacity possessed by all human beings in our in our schools many subjects are taught. English is taught the second language because particular practice is given to the students to learn English.

- To learn English, the help of mother tongue is taken language learning is not communicative.
- It is the result of direct instruction of the rules of language. In language learning student's have conscious knowledge of the new language and can talk about that knowledge.

- They can fill in the blanks on a grammar page. Research has shown, however that knowing grammar rules does not necessarily result in good speaking or writing of the language. A student who has memorized the rules of the language may be able to succeed on a standardised test of English language but may not be able to speak or write correctly.
- According to the school of Psychology is abolished by (behaviour) Russian Psychologist of Pavlov and American Psychologist. B.F. Skinner who gave the theory of classical conditioning and operant conditioning respectively.
- Learning takes place fast if a correct response is given to the student the learner must know at once if their effort is right or wrong and every now item must be learned by reinforcement and further practice before further learning begins.
- However the cognitivists emphasis on three things.

1. Meaning
2. Knowing
3. Understanding

(Cognitivists say language acquisition can be attained automatically behaviorists favour they view that language is behavior which is one sided and somewhat superficial).

Stages of learning

Learning, in case of everyone, proceeds through five stages which are as follows.

1. **Acquisition** – The person learn a new task.
2. **Fluency Proficiency** – The person learns to perform the now task to a higher degree of accuracy.
3. **Maintenance** – The Person is able to perform the task independently even after teaching has ended.

4. **Generalization** – The person learns to generalize the learned skills to other situations or environments. They are able to perform the task in situations other than the ones in which they initially learned them.
5. **Adaptation** – The Person applies a previously learned skill a new area of application without direct instruction or guidance.



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 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 incorrect 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.

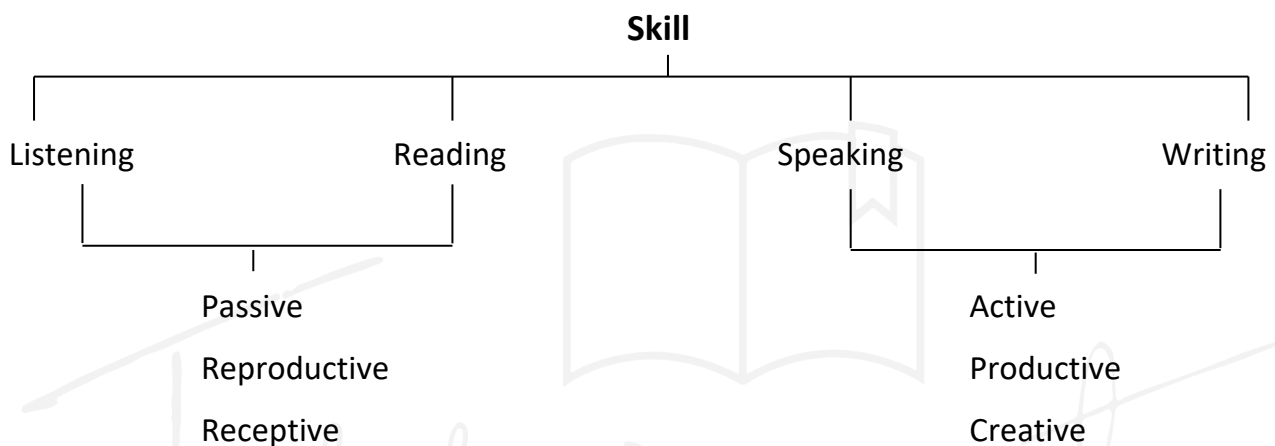
The natural or classical sequence of skills is learning speaking, reading and writing. But Mr. Bright modified this sequence and told us that writing must be put before the reading.

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.

- 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 शुरूआत 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.

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.

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

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.

अन्य महत्वपूर्ण

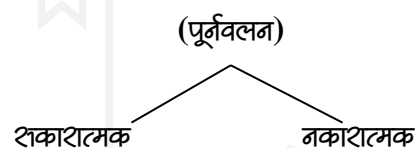
Correctness - जिन शब्द के पीछे ness लग जाता है वे शब्द Noun बन जाते हैं तथा जिन शब्द के पीछे less लग जाता है वे शब्द objective बन जाते हैं।

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 - श्रौट फ्रांसीसी 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 divided into two parts/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 आकर कोई गलत कदम ले लेवे।

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

3

CHAPTER

Methods of Learning English Language

- For a proper and easy learning, a teacher has to follow some formulas.
- The important maxims in English languages are as follows –

1. **Known to Unknown** – ज्ञात से अज्ञात की ओर

2. **Concrete to Abstract** – According to these maxims, a teacher has to explain the concepts that have a proper physical existence and can be taught with the help of text books and teaching aids and after it has to explain the concepts that are fictional or hypothetical (कल्पनाविधि)।

3. **Indefinite to Definite** – (अनिश्चित से निश्चित की ओर)

In this maxim, we have to start the teaching or learning that are indefinite or not sure and after it with the help of study material, we can lead to definite concepts.

4. **Simple to Complex** – सरल से जटिल की ओर

5. **Real to Unreal** – (वास्तविक से अवास्तविक)

In these maxims, we have to use the concepts that have been proved and after it, we have to study the concepts that have not proved yet.

Decides these facts in this maxim, problems are solved with the help of the proved facts.

6. **Particular to General** – (विशिष्ट से सामान्य की ओर)

7. **Induction to Deduction** – (अगमन से निगमन की ओर)

Grammar rules $\xleftarrow{\text{to}}$ Example
Induction
Deduction \rightarrow Grammar rule \rightarrow Example

Induction

- From examples to rule.
- Explanation or proof to generalization.

Deduction

- Rule to examples.
- Generalization to proof.

8. **Analysis to Synthesis** – (विश्लेषण से संश्लेषण की ओर)

9. **Whole to Part**

10. **Psychological to Logical** (मनोवैज्ञानिक से तार्किक)

11. **Empirical to Rational** (कल्पना से तथ्य की ओर)

Methods and Approaches of English Teaching

To achieve the goal of teaching and skills, we have to follow some methods and approaches.

The method of English teaching is divided into two types -

1. Old Methods/ Classical Method

- (i) Translation cum grammar
- (ii) Direct Method

2. New Method

- (i) Bilingual Method
- (ii) Dr. Wests Method
- (iii) Substitutional Method

Approaches of English Teaching

- (i) Structural approach
- (ii) Situational approach
- (iii) Communicative approach
- (iv) Community approach
- (v) Audio visual approach

1. Translation cum Grammar Method –

The origin of this method is not fixed but in India this method causes in existence during the reign of Britain.

- According to its names, in this method each word of targeted language is translated into mother tongue of the learner and grammar is taught separately from the textbook teaching.
- This method follows the teaching partwise not whole wise.
- While the gestalt theory of psychology tells the teaching must be whole wise.
- The method uses a lake of mother tongue so listening in target language is not done, so it is called unnatural method.

Characteristics of T.C.G. Method

- The unit of teaching is word.
- Mother word is used for each word.
- Textbook is taught with translation.
- Grammar is taught separately.
- Teaching materials are not required in this method.

This method is related to three maxims.

1. Simple to Complex
2. Deduction to induction
3. Part to Whole

This method has no psychological background.

Examples are used with the maxims known to unknown and concrete to abstract.

Merits/Advantages of T.C.G.

- Each word of target language is translated into mother tongue so, a learner becomes able to understand the wordology, phraseology of target language in comparison of mother tongue.
- Mother tongue is used so learner feels connected in class.

- This method is economical as no teaching material is used.
- This method saves our time.
- It is suitable for average teacher and student.
- It is suitable for over-crowded classes.
- Student become perfect in grammatical rule as grammar is taught separately.
- This method is energy saving method.
- Students become able to use to language together.

Demerits of T.C.G. Method

- Mother tongue is used for each word so thinking in target language is not developed.
- Teaching aids are not used so it is an uninteresting method.
- Grammar is taught separately so students do not become able to apply the rules in proper situation.
- This method is creates muddled due to using two language.
- This method developed unwanted habit of maxims to language.
- This method does not improve any skill (LSRW).

2. Direct Method

- According to its name, this method is related to the teaching of target language without using even a single word of mother tongue.
- This method is originated in France around 1901. This method is based on the maxims simple to complex and concrete to abstract. Teaching aids are using in this method to explain the words and problems.

Characteristics of Direct Method

- English is taught as the second language and target language.
- Listening and speaking skills are emphasized.
- This method starts with listening so it is a natural method.
- Mother tongue is not used in this method.
- Teaching aids are required.
- Teacher may give attention towards the learner as this method is not used in overcrowded classes.
- Question answer technic is used in this method.
- Grammar is taught with textbook teaching.

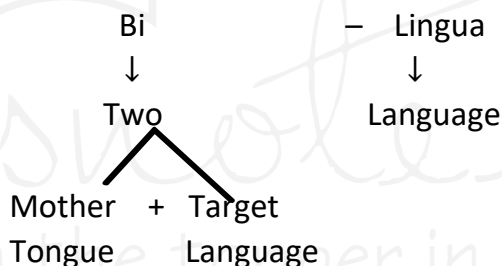
Merits of Direct Method

- Mother tongue is not used in this method so it does not create unwanted habits of translation into mother tongue.
- Teaching is done through the target language so learners become able to understand and think in target language.
- The unit of teaching is sentence so this method teaches whole-wise that is important according to the gestalt theory of psychology.
- Listening and speaking skills are improved in this method.
- This method pays stress on aural-oral ability.
- Teaching aids are used in this method so it is an interesting method.
- This method improves the ability of thinking in target language.

Demerits of Direct Method

- Mother tongue is not used so listeners do not feel connected in class.
- Reading and writing skills are ignored in this method.
- This method is an expensive method as a lot of teaching material are used.
- Explanation of each word and sentence is done in this method so it is a time consuming method.
- This method is not suitable for Indian classes where over crowded classes are common.
- It is not suitable for lower classes.
- This method does not improve the comprehension ability.
- Grammar is taught only with textbook teaching so all rules of grammar cannot be taught through this method.

Bilingual Method



- This method is the result of the failure of T.C.G. and Direct Method.
- This method has the varieties of T.C.G. Method, Direct Method and structural approach.
- According to its name, this word bilingual is taken from two words "Bi + lingua" which mean two languages.
- In this method, teaching is done in target language but mother tongue is used only in problematic situation that cannot be explained or taught with the help of target language.

- According to this method if a concept has been explained with the help of mother tongue is repeated again cannot be explained with the use of mother tongue.
- Professor C.J. Dodson of Wales (Place of US) invented this method.

Characteristics of Bilingual Method

- Unit of teaching is sentence in this method.
- Mother tongue is used whenever situation is not in the control of the target language.
- Aural-oral aspect is stressed.
- English is taught as a target language.
- Word power and vocabulary is enhanced.
- Word to word explanation is done but in target language.
- Teaching materials are used in limited situation.
- Grammar is taught with textbook teaching but with extra examples.
- Question answer technic is used in this method.
- This method stressed on practice & drill.

Merits of Bilingual Method

- This method leads the teaching of the target language with the suitable use of mother tongue.
- This method improves the quality of speech.
- Listening and speaking skills are fulfilled through this method and it is interesting as teaching materials are used.
- This method enhanced the ability of thinking and understanding in target language.
- This method is suitable for lower classes and average students also.

- This method is less-cost as limited teaching materials are used in this method.
- This method saves times.
- This method creates the ability of linguistics.

Demerits of Bilingual Method

- This method avoids reading and writing skills.
- This method creates a confusion as mother tongue is used.
- It is not suitable for higher classes.
- There is major lack of expert teachers so after some time, this method will transform into T.C.G. Method.
- It is true that this method has some demerits but this method is most effective and suitable method at present times.
- It is the base of direct method.
- If some improvements are done in this method, it will be the perfect method.

Dr. Wests Method

- This method was named after a famous educationist Michal Philips Wests, who was the principal of in a training collage Dhaka and director of education in Bengal before the partition.
- He realized that there is a lack of reading skill in Indian student so he invented a method that is completely related to reading skill, so this method is called reading method also.

Characteristics of Dr. Wests Method

- This method is related to reading skills.
- Sentence is the unit of teaching.
- This method is depended on teacher's performance.

- This skill is a scientific skill so we have to follow proper concepts and logics during its teaching.
- This method emphasized the ability of fluency in reading.
- This method emphasizes the rules of interaction and punctuation.

Merits of Dr. Wests Method

- This method improves a proper ability of reading.
- This method improves the knowledge of punctuation and rhythm.
- This method is based on student's activity so students remain active in this method.
- This method develops the oral ability of students.
- This method improves the knowledge of comprehension.

Demerits of Dr. Wests Method

- This method does not improve speaking, listening and writing skill.
- This method does not use teaching materials so it is an uninteresting method.
- Grammar cannot be taught through this method.
- This method cannot be used in over-crowded classes.
- This method is a time conserving because of using various types of reading.
- This method is not suitable for less-intelligent and more intelligent student.

Substitutional Table Method

- This method is used to teach the rule of grammar by substituting in table.
- This method can in existence when other method become fail in teaching grammar.

Characteristics of Substitutional Table Method

- This method teaches grammatical rules and concepts.
- Unit of teaching is sentence in this method.
- Sentence structures are used in this method.
- Practice and drill are emphasized.
- This method is an action based method.
- Teaching methods are used in a proper manner with the principle of selection.
- This method is based on teachings activity and experience.

Procedure of Substitution Table Method

- Teacher speaks a modal sentence at least three times.
- He asks the students to repeat the modal sentence.
- Teacher explains the correct pronunciation of the words.
- Teacher asks the students for repeat the modal sentence with correct pronunciation and intonation.
- Teacher substitutes the modal sentence in some parts using a type of tables.
- Teacher explains the head word and ask the student to frame new sentence with the help of the head word.

(i) Simple Table

Ram		Playing
He		Singing
She	Is	Dancing
Shyam		Sleeping

(ii) Compound Table

Hindi		Germany
English		England
France	Is speaking	India
German		France

(iii) Grammatical Table

Ram	Is → playing	Cricket
You	Am → playing	
He	Are → playing	Football
	Has →	
They	Have →	Handball

Merits of S.T. Method

- It is action based method so students remain active in class.
- Students are able to use grammatical rule without memorization.
- This method improves reading and writing.
- This method is psychological.
- Repetition and drill are stressed in this method so students are able to learn the concepts without any problem.
- This method used mother tongue if required so students feels connected in class.

- Teaching material are used in a limited number so it is interesting and economically.
- The unit of teaching is sentence so students are to think direct in sentence.

Demerits of S.T. Method

- This method ignore listening and speaking skills.
- This method is not suitable for upper classes.
- This method is not suitable for intelligent student.
- Over practice and drill make this method boring.
- Prose and poetry and composition can't be taught through this method.
- The lack of innovative and experienced teachers make this method a failure.
- This method can't be used in over-crowded classes.