

Syllabus ...

Name of Topic	Hours	Marks
PART I : TEXT <ul style="list-style-type: none"> Comprehension – Responding to the questions from <u>Text</u>. [Spectrum] Vocabulary – Understanding Meaning of New Words from Text. Identifying parts of speech from the Text. 	10	18
PART II : APPLICATION OF GRAMMAR <ul style="list-style-type: none"> Verbs Tenses Do as Directed (Active/Passive, Direct/Indirect, Affirmative/Negative/Assertive, Interrogative, Question Tag, Remove Too, Use of Article, Preposition, Conjunctions, Interjections, Punctuation). Correct the errors from the sentences. 	10	18
PART III : PARAGRAPH WRITING <ul style="list-style-type: none"> Types of Paragraphs. (Narrative, Descriptive, Technical). Unseen Passage for Comprehension. 	04	08
PART IV : VOCABULARY BUILDING <ul style="list-style-type: none"> Synonyms Antonyms Homophones Use of Contextual Words in a given Paragraph. 	06	12
PART V : SOFT SKILL DEVELOPMENT <ul style="list-style-type: none"> Speaking Skill Introduction to Group Discussion Process of Group Discussion Leadership Skill Instant Public Speaking 	08	16
PART VI : ETIQUETTES AND BODY LANGUAGE <ul style="list-style-type: none"> Telephone Etiquettes Listening / Speaking Problems of Telephonic Conversation Verbal/Oral Etiquettes Physical Appearance Eye Contact/Body Language Group Discussion 	04	08

Contents ...

Part I : Comprehension and Vocabulary **1.1 – 1.16**

- | | |
|---|------|
| (1) Comprehension – Responding to the Questions from Text (Spectrum) | 1.1 |
| (2) Vocabulary – Understanding Meaning of new words from Text. | 1.3 |
| (3) Identifying Parts of Speech. | 1.15 |

Part II : Application of Grammar **2.1 – 2.100**

- | | |
|---|------|
| (1) Verbs | 2.10 |
| (2) Tenses | 2.11 |
| (3) Do as Directed | 2.30 |
| (A) Active/Passive | 2.34 |
| (B) Direct/Indirect | 2.39 |
| (C) Affirmative/Negative | 2.47 |
| (D) Assertive/Interrogative | 2.52 |
| (E) Question Tag | 2.60 |
| (F) Remove Too | 2.61 |
| (G) Use of Articles | 2.70 |
| (H) Prepositions | 2.78 |
| (I) Conjunctions | 2.80 |
| (J) Interjections | 2.83 |
| (K) Punctuation | 2.83 |
| (4) Correct the Errors from the Sentences | 2.88 |

Part III : Paragraph Writing **3.1 – 3.16**

- | | |
|--------------------------------------|-----|
| (1) Paragraph Writing | 3.1 |
| (2) Unseen Passage for Comprehension | 3.6 |

Part IV : Vocabulary Building**4.1 – 4.40**

- | | |
|---|------|
| (1) Word Formation | 4.2 |
| (2) Technical Jargon | 4.9 |
| (3) Use of – | 4.12 |
| (A) Synonyms | 4.12 |
| (B) Antonyms | 4.12 |
| (C) Homophones / Homonyms | 4.17 |
| (4) Use of Contextual Words in a given paragraph. | 4.30 |

Part V : Soft Skill Development**5.1 – 5.26**

- | | |
|--------------------------------------|------|
| (1) Soft Skills | 5.1 |
| (2) Speaking Skills | 5.5 |
| (3) Introduction to Group Discussion | 5.11 |
| (4) Process of Group Discussion | 5.13 |
| (5) Leadership Skill | 5.15 |
| (6) Instant Public Speaking | 5.20 |

Part VI : Etiquettes and Body Language**6.1 – 6.24**

- | | |
|---|------|
| (1) Telephone Etiquettes Listening / Speaking | 6.1 |
| (2) Problems of Telephonic Conversation | 6.5 |
| (3) Verbal/Oral Etiquettes | 6.12 |
| (4) Physical Appearance / Eye Contact / Body Language | 6.15 |
| (5) Group Discussion | 6.23 |

SBT - Jharkhand: Model Question Paper**P.1 – P.2*********

Part – I

COMPREHENSION & VOCABULARY

- (1) Comprehension – Responding to the Questions from **Text (Spectrum)**
- (2) Vocabulary – Understanding Meaning of new words from Text.
- (3) Identifying Parts of Speech.

[Marks 18]

COMPREHENSION

INTRODUCTION

Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts. Reading requires understanding, or comprehending, the meaning of the print. Readers must develop certain skills that will help them comprehend what they read and use this as an aid to reading. Comprehension skills are the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hears.

Comprehension is based on :

- knowledge that reading makes sense.
- readers' prior knowledge.
- information presented in the text, and
- the use of context to assist recognition of words and meaning.

Comprehension is...

- the essence of reading.
- active and intentional thinking in which the meaning is constructed through interactions between the text and the reader (Durkin, 1973).

Definition : The complex cognitive process involving the intentional interaction between reader and the text to extract meaning is called comprehension.

Reading comprehension is the process of constructing meaning from the text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend the text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

While word identification is a process that results in a fairly exact outcome (i.e., a student either reads the word "automobile" or not) the process of comprehending text is not so exact. Different readers will interpret an author's message in different ways. Comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

Reading comprehension is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading material than others. Text that is well organised and clear is called "considerate text". The more inconsiderate the text, the more work will be required of a reader to comprehend the text.

Reading comprehension skills separates the "passive" unskilled reader from the "active" readers. Skilled readers don't just read, they interact with the text.

Skilled readers, for instance :

1. Predict what will happen next in a story using clues presented in text.
2. Create questions about the main idea, message, or plot of the text.
3. Monitor understanding of the sequence, context, or characters.
4. Clarify parts of the text which have confused them.
5. Connect the events in the text to prior knowledge or experience.

Reading is a skill. When we read, we get exposed to the language (English) that we read. The exposure to that language enhances our communication skills, the more we read the more efficient we become. Effective and efficient reading is essential in present context. One must have the ability to read voraciously. One must also be able to remember while reading.

The important points in respect of the technique of comprehension are :

1. Good answers to the questions in the comprehension passage can be given when :
 - (i) The reader understands the meaning of the passage.
 - (ii) The reader properly understands the questions asked.
 - (iii) He/She is able to express the meaning of the passage in his own simple and clear words.
 - (iv) He must use the track of reading between the lines.
 - (v) All questions have to be answered in context with the questions.
 - (vi) Ability to understand the content helps in determining reliability.
 - (vii) It is necessary to read a passage several times till it is completely understood.
 - (viii) It is necessary to read the passage carefully atleast three times.
 - (ix) It is necessary to understand the key ideas.
 - (x) The reader must get the main theme of the passage i.e. what the author says about the subject matter.
2. Prepare the answers to the questions.
3. Give attention to the punctuation, grammar.
4. Prepare a gist of the passage and try to understand what the author wants to tell about the topic.

Example :

Read the following passage and answer the questions given below :

As a small boy, Edison had his laboratory in the cellar of his father's house. It contained two hundred bottles and they were all marked POISON, to keep people away. When he needed money to buy more chemicals, he managed to persuade his parents to let him seek a job. With remarkable enterprise, he obtained permission to sell newspapers on the railway train between *Port Huron* and *Detroit*.

This opportunity helped him in three further ways. First, he was able to put in a great deal of time reading at the Detroit Public Library between trains. Secondly, he thought he would start a newspaper of his own, printing it on the train and making it up from the bits of local information picked up on the line. Thirdly, without asking anyone's permission, he set up a laboratory in the van. One day, when the train was rounding a piece of badly laid track a stick of phosphorous fell on the floor and set the van on fire. The fire was extinguished, but the angry crowd hit Edison on the ear, causing the deafness from which he suffered afterwards.

Q.1 Why did Edison mark all the bottles in his laboratory Poison ?

Ans. Edison marked all the bottles in the laboratory 'Poison' to keep people away.

Q.2 What job did he get when he needed some money ?

Ans. When he needed some money he got the job of selling newspapers on the train.

Q.3 Where did Edison print his newspaper ?

Ans. Edison printed his newspaper on the train.

Q.4 Give the meaning of the following words :

- Ans.** (a) Enterprise – enthusiasm to undertake a new job.
(b) Remarkable – extraordinary, noteworthy.

Q.5 Use the following in sentences of your own :

- Ans.** 1. **To set on fire :** When the train was late, the angry crowd set the train on fire. Or, People should not set public property on fire.
2. **Keep away :** One should always try to keep oneself away from bad habits. Or, One should try to keep oneself away from bad company.

VOCABULARY

The word vocabulary is broadly defined as a person's knowledge about words. For acquiring mastery of any language it is quite essential to increase one's word-power. In other words, more the number of words known to a person, more rich is his vocabulary. For enriching one's vocabulary there are numerous ways one can adopt. The first and foremost is to remember as many words as possible and make their frequent use in speaking and writing which helps one to remember those words with little or no efforts. Once a person gets accustomed to this practice, he or she can shift the emphasis to other aspects of increasing word power.

The further step in this direction is to get acquainted with different derivatives. By definition, derivatives are the words which are not original but obtained from other words by addition of affixes which are the meaningful elements but cannot be used independently. Affixes are either in the form of prefixes like pre -, equi -, in - or suffixes like - ment, - ish, - ly etc. For example,

pre + planned	=	preplanned
in + sufficient	=	insufficient
equi + lateral	=	equilateral
establish + - ment	=	establishment
blue + - ish	=	bluish
Friend + - ly	=	friendly

Sometimes, a word is moved from one grammatical class to another without adding a prefix or suffix. Such derivatives are called 'zero derivatives'. Derivatives are formed not only from simple words but also from derivatives. English language is so typical that there are words which carry different meanings or have different pronunciations even though their spelling is the same. Such words are called as 'homographs'. There are also words which are spelt or pronounced in the same way but carry different meanings. For example, the word 'see' is spelt and pronounced in the same way. But when used as a verb, it means 'to perceive or become aware of something by using the eyes and if used as a noun, it means' office or jurisdiction of a bishop or archbishop.

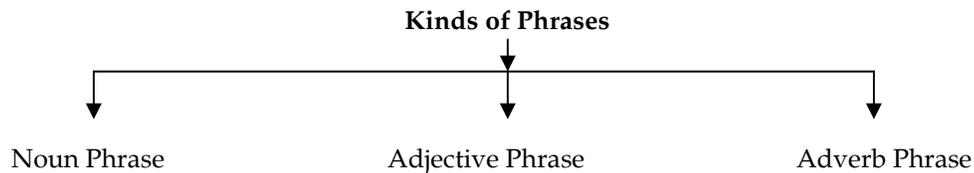
For example,

- (i) I can see the picture.
- (ii) He visited the Holy see.

Vocabulary can also be enriched by studying different words carrying the same meaning i.e. synonyms, words with opposite meanings i.e. antonyms, compound words, words that can replace a group of words, phrases, idioms, proverbs, etc. A deliberate attempt towards the above aspects of words would certainly contribute to increase one's treasure of word-power.

COMMON PHRASES

As defined in English grammar, a phrase means a combination of words that makes sense, but not complete sense. Phrases can be classified according to the parts of speech for which they are used as substitutes.



Noun Phrase : A phrase which performs the function of a noun is called a Noun Phrase.

Adjective Phrase : A phrase that does the work of an adjective is called an Adjective Phrase.

Adverb Phrase : A phrase which does the work of an adverb, is called an Adverb Phrase.

The following examples will illustrate the kinds of phrases :

- (i) **How to perform** this is a difficult task. (Noun phrase)
- (ii) The king wears a crown **made of gold**. (Adjective phrase)
- (iii) She cried **at the top of her voice**. (Adverb phrase)

To acquire command on correct English, it is necessary to learn the use of phrasal verbs which are the compounds arising from very common words in English. The meanings of these verbal compounds cannot be easily understood from the mere knowledge of the normal dictionary meanings of the constituent words. It is a very common practice these days to place prepositions or adverbs after certain verbs so as to carry different meanings.

For example :

- Give away = Give to someone/anyone.
- Give up = Abandon.
- Look after = Take care of.
- Look for = Search for, seek.
- Look out = Beware.

A student, with the knowledge of the normal meanings of the words viz., give, look, up, after, out, for etc. would be at a loss when he comes across phrasal verbs like the above formed by these words. Some of the important phrases are given below with their meaning and have been used in an appropriate sentence each :

1. **Above all** - Before every other consideration.
Ex. Above all, you have to study hard.
2. **After all** - In spite of all that has happened.
Ex. After all, success is the main object of all our attempts.
3. **Again and again** - Repeatedly, very often.
Ex. It is no use stating the same thing again and again.
4. **By and by** - Before long.
Ex. By and by he came nearer to his aim.
5. **First and Foremost** - Before anything else.
Ex. Passing in the examination should be the first and foremost object before the students.
6. **In time** - By the proper time.
Ex. We should go to work in time.
7. **In the long run** - In the end, eventually.
Ex. Hard struggles do bring good results in the long run.
8. **Every now and then** - Occasionally, at odd moments.
Ex. Every now and then they were complaining about the cost of living.
9. **On the contrary** - To the contrary, far from admiring.
Ex. On the contrary, I have a liking for the game of cricket.
10. **Once again** - Once more, something that is repeated.
Ex. Do not make the mistake once again.
11. **Once and for all** - Not to be repeated again.
Ex. They settled the dispute once and for all.
12. **Over and above** - In addition to.
Ex. Over and above the price, you have to pay 10 per cent sales tax.
13. **To and fro** - Backwards and forwards.
Ex. He will be paid to and fro charges for his journey.
14. **At the top of** - As loud as one can.
Ex. The students were shouting for the top of their voice in the class.
15. **Because of** - Due to, as a result of.
Ex. He could not appear for the examination because of his ill health.
16. **By means of** - With the help of.
Ex. The thief entered into the house by means of a rope.
17. **By the side of** - Beside.
Ex. He was sitting by the side of the President.
18. **By virtue of** - On the strength of, On the ground of.
Ex. He claimed seniority by virtue of his long service.
19. **For the sake of** - For the purpose of.
Ex. He worked hard for the sake of his family.
20. **For want of** - Because of necessity.
Ex. The building remained incomplete for want of funds.

21. **In accordance with** - With reference to, as per.
Ex. His action is not in accordance with the rules.
22. **On behalf of** - In place of, as a representative.
Ex. He will attend the meeting on behalf of the Principal.
23. **In case of** - For the reason of.
Ex. I shall use these funds only in case of emergency.
24. **In consequence of** - As a result of.
Ex. They left the village in consequence of the scarcity conditions.
25. **In the course of** - During.
Ex. He disclosed the secret in the course of conversation.
26. **In defence of** - In support of, for strengthening.
Ex. He resigned from service in defence of his honour.
27. **In favour of** - With inclination, with support.
Ex. He always speaks in favour of socialism.
28. **In front of** - Before, in the presence of.
Ex. The building was erected in front of the temple.
29. **In keeping with** - Befitting.
Ex. His attitude was not in keeping with the occasion.
30. **In lieu of** - Substitute for, equivalent.
Ex. I was paid a month's salary in lieu of notice.
31. **In order to** - So that.
Ex. I had to study hard in order to pass this examination.
32. **In proportion to** - In relation to one thing to another.
Ex. Every one has to pay income tax in proportion to one's own income.
33. **In respect of** - In point of, related to.
Ex. He was a senior in respect of age.
34. **In spite of** - Notwithstanding.
Ex. He made a mistake in spite of repeated warnings.
35. **Instead of** - In place of, as a substitute.
Ex. You should keep yourself engaged in work instead of idling away your time.
36. **In view of** - Considering.
Ex. We must make up our minds, in view of urgency.
37. **In the event of** - As a result.
Ex. He shall have another chance in the event of failure.
38. **In the hope of** - With a desired expectation.
Ex. He tried hard in the hope of success.
39. **On account of** - Due to, for the reason of.
Ex. The college remained closed on account of 'Diwali' vacation.
40. **On purpose** - Intentionally, deliberately.
Ex. It was not an accident; it was done on purpose.
41. **On the brink of** - Almost on the last point.
Ex. The country is on the brink of disaster.
42. **On the eve of** - On certain occasion.
Ex. The celebration was held on the eve of victory.