

Answer all questions.

1. What do you understand by Comprehension? Explain Expository text and its types.(20)

Comprehension refers to the ability to understand and interpret written or spoken language. It involves a combination of skills such as vocabulary knowledge, syntax, background knowledge, and reasoning ability. Comprehension is a critical component of literacy, as it enables individuals to engage with and make meaning from texts.

Expository text is a type of text that aims to inform, explain, or describe a particular topic or concept. It is typically organized in a logical and coherent manner, with a clear introduction, body, and conclusion. Expository text can take many forms, including textbooks, news articles, scientific reports, and essays.

There are several types of expository text, including:

- 1. Descriptive: Descriptive text provides a detailed description of a person, object, place, or event. It aims to create a vivid and sensory impression in the reader's mind, using techniques such as figurative language, imagery, and sensory details.**
- 2. Process: Process text explains how to do or make something. It provides a step-by-step description of a particular process, using clear and concise language and frequently including diagrams or illustrations to aid understanding.**
- 3. Comparison and Contrast: Comparison and contrast text compares and contrasts two or more objects, concepts, or ideas. It highlights similarities and differences between them, and may provide a judgment or evaluation of their relative merits.**
- 4. Cause and Effect: Cause and effect text explains the relationship between two events or phenomena. It identifies the cause of a particular event, and then explains the effect that it has had or is likely to have.**
- 5. Problem and Solution: Problem and solution text identifies a problem or issue, and then proposes one or more solutions to address it. It typically presents evidence to support the proposed solution, and may also discuss potential challenges or limitations.**
- 6. Persuasive: Persuasive text aims to persuade the reader to adopt a particular point of view or take a particular action. It presents arguments and evidence to support a particular position or perspective, and may use rhetorical devices such as emotional appeals, logical reasoning, or appeals to authority.**

In order to comprehend expository text, readers must be able to identify the main ideas, understand the organization and structure of the text, and make connections between the ideas presented. They must also be able to evaluate the credibility and reliability of the information presented, and integrate their own background knowledge and experiences with the information presented in the text. Comprehension of expository text is a critical skill for academic and professional success, as it enables individuals to engage with and understand complex information in a variety of contexts.

2. Define 'communication'. Why are Communication Skills important? Discuss the 7 Cs of communication. (20)

Communication is the process of exchanging information, ideas, or feelings between individuals or groups. It involves both verbal and nonverbal interactions, and can take many forms such as speaking, writing, gesturing, or using visual aids. Effective communication requires not only clear and concise expression of ideas, but also active listening and interpretation of messages.

Communication skills are important in both personal and professional contexts. In personal relationships, good communication skills enable individuals to express their thoughts and feelings, resolve conflicts, and build strong connections with others. In professional settings, communication skills are essential for effective collaboration, leadership, and teamwork. Effective communication can also help individuals to advance their careers by improving their ability to influence others, negotiate effectively, and present their ideas clearly and persuasively.

The 7 Cs of communication are a set of principles that can help individuals to communicate effectively in a variety of contexts. They are:

- 1. Clearness: Messages should be clear and concise, with a focus on the main ideas and key points.**
- 2. Completeness: Messages should provide all the necessary information and details to enable the receiver to understand the message fully.**
- 3. Conciseness: Messages should be brief and to the point, avoiding unnecessary or extraneous information.**
- 4. Correctness: Messages should be accurate and free from errors or misunderstandings.**
- 5. Courtesy: Messages should be respectful and considerate of the receiver's feelings and perspectives.**
- 6. Concreteness: Messages should be specific and tangible, using concrete examples and details to support the main ideas.**
- 7. Consideration: Messages should take into account the receiver's needs and interests, and be tailored to their level of understanding and familiarity with the topic.**

By following these principles, individuals can enhance the clarity, effectiveness, and impact of their communication in a variety of contexts. Effective communication skills are essential for success in both personal and professional settings, and can help individuals to achieve their goals and build strong relationships with others.

- 3. Read the passage and answer the following questions: (10)**

Mike and Morris lived in the same village. While Morris owned the largest jewellery shop in the village, Mike was a poor farmer. Both had large families with many sons, daughters-in-law and grandchildren. One fine day, Mike, tired of not being able to feed his family, decided to leave the village and move to the city where he was certain to earn enough to feed everyone. Along with his family, he left the village for the city. At night, they stopped under a large tree. There was a stream running nearby where they could freshen up themselves. He told his sons to clear the area below the tree, he told his wife to fetch water and he instructed his daughters-in-law to make up the fire and started cutting wood from the tree himself. They didn't know that in the branches of the tree, there was a thief hiding. He watched as Mike's family worked together and also noticed that they had nothing to cook. Mike's wife also thought the same and asked her husband, "Everything is ready but what shall we eat?" Mike raised his hands to heaven and said "Don't worry. He is watching all of this from above. He will help us." The thief got worried as he had seen that the family was large and worked well together. Taking advantage of the fact that they did not know he was hiding in

the branches, he decided to make a quick escape. He climbed down safely when they were not looking and ran for his life. But, he left behind the bundle of stolen jewels and money which dropped into Mike's lap. Mike opened it and jumped with joy when he saw the contents. The family gathered all their belongings and returned to the village. There was great excitement when they told everyone how they got rich. Morris thought that the tree was miraculous and this was a nice and quick way to earn some money. He ordered his family to pack some clothes and they set off as if on a journey. They also stopped under the same tree and Morris started commanding everyone as Mike had done. But no one in his family was willing to obey his orders. Being a rich family, they were used to having servants all around. So, the one who went to the river to fetch water enjoyed a nice bath. The one who went to get wood for fire went off to sleep. Morris's wife said "Everything is ready but what shall we eat?" Morris raised his hands and said, "Don't worry. He is watching all of this from above. He will help us." As soon as he finished saying, the thief jumped down from the tree with a knife in hand. Seeing him, everyone started running around to save their lives. The thief stole everything they had and Morris and his family had to return to the village empty handed, having lost all their valuables that they had taken with them.

- 1) Why did Mike and his family decide to rest under the thief's tree?
 - a) ✓ Being a large family, they knew that they could easily defeat the thief
 - b) It was a convenient spot for taking a halt at night
 - c) There was a stream nearby and wood enough to build a house
 - d) That was the only large tree that could shelter their large family

- 2) Which of the following best describes Morris?
 - a) He was a rich businessman
 - b) He bullied his wife
 - c) He paid his servants well
 - d) ----He was greedy and imitated Mike
- 3) What did Mike mean when he said “He is watching all this from above”?
 - a) He had spotted the thief and wanted to scare him
 - b) -----He was telling his wife to have faith in god
 - c) It was just a warning for his family members to stick together
 - d) He was begging the thief to help his family
- 4) Why did the thief return to the tree?
 - a) To wait for Mike to return
 - b) To set up a trap
 - c) ----To wait for Morris’s family
 - d) Not mentioned in the passage
- 5) How did the fellow villagers react to Mike getting rich overnight?
 - a) They were jealous of him
 - b) -----They were very excited
 - c) They followed his example
 - d) They envied him

4. Read the following passage and answer the questions that follow:

(20)

1) The sage of science, Einstein, was sitting in a depressive and pensive mood one evening. His eyes were brimming with tears. The pain was evident on his face. He peeped out of the window of his room. The sun had set a few minutes back. The sky was filled with a reddish glow. At this sunset, he felt that it was humanity that had sunk into devilish darkness and the reddish glow in the sky was the blood of humanity spilling all over the sky from earth. With tired steps, he walked back to his chair and settled down. It was the 9th of August 1945. Three days back, he had felt the same agony as if someone had torn him apart. He was deeply hurt and depressed when they heard on the radio that America had dropped an atom bomb on the Japanese city, Hiroshima. Today, within three days another bomb was dropped on another city, Nagasaki and lakhs of people had been killed.

2) He had heard that the blast released so much energy that it had paled all past destructions in comparison and death had played out a pitiable dance of destruction. The flames that broke out of the bomb were burning, melting and exploding buildings. Scared of the heat of the bomb, people had jumped into lakes and rivers, but the water was boiling and the people too were burnt and killed. The animals in the water were already boiled to death. Animals, trees, herbs, fragrant flowering plants were all turned into ashes. The atomic energy destruction had just not stopped there. It had entered the atmosphere there and had spread radiation that would affect people for generation to come and would also bring about destructive irreversible biological changes in animals and plants.

3) As the news of the atomic attack reached Einstein, and he became aware of the glaring horror of the abuse of atomic energy, his distress and restlessness knew no bounds. He could not control himself and picked up his violin to turn his mind on the other things. While playing the violin, he tried to dissolve in its sad notes, but couldn't. He was burning on the embers of destruction; his heart was filled with an ocean of agony and tears just continued streaming uncontrollably out of his eyes. Night had fallen. His daughter came up and asked him to eat something as he had not taken anything for the last four days. His voice was restrained and he said, "don't feel like eating."

4) He could not sleep that night. Lying down, he was thinking how he had drawn the attention of the then American President Roosevelt towards the destructive powers of an atomic bomb. He had thought that this would be used to scare Hitler and put an end to the barbarism that. However, Roosevelt kept him in the dark and made false promises. Eventually, he had abused Einstein's equation of $E = mc^2$ that resulted in the destructive experiments. His actions had made science and scientists as murderers. Einstein kept on thinking for a long time. Eventually, he slipped into sleep. When he woke up at dawn, there was a new dawn in him too. The atomic threat had transformed his heart.

5) The next day, he decided to disassociate himself from the scientific policy of the government and all governmental institutions. He decided to open educational institutions for children, adolescents and youth – institutions where along with science, spirituality will be compulsorily taught.

6) To inaugurate this institution, he had invited two great philosophers, Bertrand Russell and Albert Schweitzer. Ten other great scientists who had won Nobel Prizes in different fields were also invited. They all saw a different Einstein, not a great scientist but a sage in him. The institution was opened by garlanding a photo of Mahatma Gandhi. While garlanding the Mahatma, he became emotional and said with a lump in his throat, "I bow down to the great man who fought for the independence of his country through non-violence. He could do so because he was a truthful man and true spiritualist."

7) Those who teach science should be taught spirituality too. Without harmony between science and spirituality, the destruction would continue unabated. A few years after this institution was built, a Japanese delegation came to meet him. Einstein broke down in the meeting and said, "You can give me any punishment and I will accept it. Anyway, I have decided to lead my life in penitence." The Japanese were moved by his sincerity and forgot their grief.

1) Besides two great philosophers how many other scientists were invited by Einstein to inaugurate the institution where spirituality would be compulsorily taught? (1)

- i) Five (ii)----- Ten (iii) Eight (iv) Fifteen

2) Which musical instrument did Einstein play when he was in grief? (1)

- i) Harmonium (ii) Guitar (iii) ----Violin (iv) Flute

3) Einstein came to know that America had dropped an atom bomb on the Japanese city, Hiroshima through (1)

i) Television (ii) Newspaper (iii)---- Radio (iv) A telephonic message

4) Which American President was told about the destructive power of an atomic bomb? (1)

(i) Kennedy (ii) Bill Clinton (iii) Lincoln (iv) ----Roosevelt

5) Einstein said to the Japanese delegation: (1)

i) -----“You can give me any punishment and I will accept it.”

ii) “I am not at fault.”

iii) “What could I do?”

iv) “The President didn’t agree to my advice.”

6) What did Einstein do to overcome his distress after getting the news of the Narrative Text atomic attack? (3)

After getting the news of the atomic attack, Einstein picked up his violin to try to turn his mind to other things, but he was unable to do so. He could not sleep that night and was distressed about the destructive power of the atomic bomb, which he had warned the American President about. The next day, he decided to disassociate himself from the scientific policy of the government and all governmental institutions, and instead, he opened educational institutions for children, adolescents, and youth, where along with science, spirituality would be taught. He invited two great philosophers and ten other great scientists who had won Nobel Prizes in different fields to inaugurate the institution. By doing so, he tried to overcome his distress and transform his heart towards a more spiritual path.

7) Which event in 1945, according to Einstein, turned science and scientists into murderer? (3)

According to the passage, the event in 1945 that turned science and scientists into murderers, according to Einstein, was the dropping of the atomic bomb on the Japanese city of Hiroshima and Nagasaki by America.

8) What did Einstein do to show his displeasure over the atomic attack? (3)

Einstein showed his displeasure over the atomic attack by disassociating himself from the scientific policy of the government and all governmental institutions. He also decided to open educational institutions for children, adolescents, and youth where science and spirituality would be taught together. Additionally, he invited two great philosophers and ten other great scientists who had won Nobel Prizes in different fields to inaugurate the institution. This was his way of expressing his displeasure over the destruction caused by the atomic bomb and his desire to promote a more spiritual and peaceful approach to science.

9) Why did Einstein want harmony between science and spirituality while teaching in educational institutes? (4)

Einstein wanted harmony between science and spirituality while teaching in educational institutes because he believed that without such harmony, the destruction caused by science, such as the atomic bomb, would continue unabated. He felt that science alone could not bring peace and that it

needed to be complemented by a spiritual approach that emphasized the interconnectedness of all things and the importance of compassion, empathy, and non-violence. Einstein believed that teaching science and spirituality together could lead to a more holistic education that would promote greater awareness, understanding, and wisdom, and ultimately contribute to a more peaceful and harmonious world.

10) Which word/phrase means the same as: (2)

- i) Extreme mental pain (para 1)
- ii) repentance (para 7)

Extreme mental pain in the first paragraph can be referred to as "agony".

In the seventh paragraph, "repentance" means a feeling of regret or remorse for one's actions in the past.

5. Read the following text: (10)

India's economy is doing well and we have a right to celebrate that. But what we do not like to acknowledge, let alone address, is another fact: our economy and society, is still extremely biased against women. Perhaps paying attention to such inconvenient truths would distract us as we march towards superpower status. In the latest gender gap index report released by the World Economic Forum (WEF), India keeps company with the worst in the world. Among the 128 countries that have been evaluated by the WEF, India is ranked 114, followed among others by Yemen, Chad, Pakistan and Saudi Arabia. Even China, Philippines, Sri Lanka and Botswana fare much better than us. The survey considers the proportion of resources and opportunities made available to women on educational, economic, political and health fronts. It is only in the realm of political empowerment that we seem to have done somewhat OK, ranking 21st. That's also thanks to a long spell of Prime Ministership by Indira Gandhi. It raises the question why women are so badly off in our country if they are politically empowered. To begin with, we are still largely a feudal and patriarchal society. In many parts of our country – especially in UP, Bihar, Rajasthan, Haryana and Punjab – women are often treated as if they were a piece of property. In these

parts, the sex ratio is most skewed because families often snuff out the lives of girl children before, or immediately after, they are born. In many parts of India, women are viewed as an economic liability despite contributing in several ways to our society and economy. The state has not covered itself with glory either in bridging the gender divides. Its policies and projects for women are woefully inadequate. For instance, the literacy rate for females is a mere 48 per cent against 73 per cent for males. Unless we put more of our girl children in school and equip them with quality education – as opposed to making them merely literate – we can forget about sustainable progress. Public health is another area of failure. Hundreds of women in rural India die every year during childbirth for want of medical attention. There are thousands more who do not even have access to a primary health centre. Importantly, reforming property laws more rigorously so that gender parity becomes a reality must rank among the government's priorities. While these changes are necessary, they will amount to nothing if we, as a society, continue to deny our women the dignity, liberty and opportunities that are rightfully theirs. No society will ever prosper as a whole as long as half of it is constantly treated as somehow less than the other half.

1. On the basis of your understanding of this passage answer the following questions with the help of the given options: (4)

- a) Write out the correct option:
 - i) India's economy is unbiased.
 - ii) India's economy is doing poorly
 - iii) India's economy is biased against human species
 - iv) -----India's economy is biased against women.
- b) The most important rights of women are
 - i) dignity and society
 - ii) dignity and literacy
 - iii) ----dignity and liberty
 - iv) dignity and health
- c) A society can prosper only if
 - i) half of it is given its special rights
 - ii) it recognizes the importance of women
 - iii) it treats men and women differently
 - iv) ----it constantly treats women no less than its other half
- d) Hundreds of women in rural India die every year during childbirth
 - i) due to lack of finances.
 - ii) due to lack of literacy.
 - iii) for want of awareness.
 - iv) ----for want of medical attention.

2. Answer the following questions briefly: (4)

- a) Why is India ranked 114 by the World Economic Forum?
- b) In which fields are the women in India empowered?
- c) What has killing of girl children before or after birth affected the most?
- d) What is the reason behind the failure of public health?

1. India is ranked 114 by the World Economic Forum because of the extreme bias against women in

Indian society and the lack of resources and opportunities made available to women in India.

2. According to the passage, women in India seem to be empowered only in the realm of political empowerment, where India is ranked 21st.
3. The killing of girl children before or after birth has affected the sex ratio the most, especially in parts of India such as UP, Bihar, Rajasthan, Haryana, and Punjab, where women are often treated as if they were a piece of property.
4. The failure of public health in India is due to the lack of access to basic medical facilities, particularly in rural areas, leading to maternal mortality and deaths during childbirth.

3. Find a word from the passage having opposite meaning to “asset”. (Para-3) (1)
 Liability
4. Find a word from the passage having similar meaning to “continuously”. (Para -4) (1)
 Constantly

6. Create a pleasant and positive impression to make a best telephonic conversation against the columns given below: (10)

Weak expression to be avoided	You should use
Hello,	
I'll call you back soon.	
You have got the wrong extension.	
What do you want me to do about it?	
No problem.	
That is impossible	
Who is this?	
I don't know	
The only thing I can do is ...	
Sorry to keep you waiting.	

To create a pleasant and positive impression during a telephonic conversation, it is important to use polite language and a friendly tone of voice. Below are some suggestions for replacing weak expressions with more positive and professional alternatives:

Weak expression to be avoided: "I'll call you back soon."

You should use: "Thank you for your call. I appreciate your patience. I will get back to you as soon as possible."

Weak expression to be avoided: "You have got the wrong extension."

You should use: "I'm sorry, but I think you have reached the wrong number. Let me transfer you to the right person."

Weak expression to be avoided: "What do you want me to do about it?"

You should use: "I'm sorry to hear that. Let me see what I can do to help resolve the issue."

Weak expression to be avoided: "No problem."

You should use: "You're welcome" or "My pleasure."

Weak expression to be avoided: "That is impossible."

You should use: "I appreciate your request, but unfortunately, that is not possible at this time. However, let's see if we can find an alternative solution."

Weak expression to be avoided: "Who is this?"

You should use: "May I ask who is calling, please?"

Weak expression to be avoided: "I don't know."

You should use: "I'm not sure, but let me find out for you."

Weak expression to be avoided: "The only thing I can do is..."

You should use: "I can certainly help you with that, and I'm also happy to explore other options if needed."

Weak expression to be avoided: "Sorry to keep you waiting."

You should use: "Thank you for waiting. I appreciate your patience."

7. How are story telling, dialogues and role playing important in achieving efficient speaking skills? Explain. (10)

Storytelling, dialogues, and role-playing are essential tools in achieving efficient speaking skills. These techniques are used to build confidence, improve language proficiency and fluency, and develop critical thinking and problem-solving skills.

Firstly, storytelling is an effective method of enhancing speaking skills. It helps in developing the ability to organize thoughts and ideas, articulate them clearly, and present them in an engaging manner. Storytelling improves the speaker's creativity, and the ability to express themselves effectively. It also helps in developing empathy and understanding of different perspectives.

Secondly, dialogues and debates help to improve speaking skills by providing opportunities to express opinions, argue, and defend ideas. Through dialogues, speakers learn to listen actively, develop communication strategies, and understand how to respond to different types of audiences. Debates, on the other hand, provide opportunities to research, analyze, and develop a persuasive argument. It helps in developing critical thinking skills and the ability to analyze complex ideas.

Finally, role-playing is an effective method of building speaking skills. It helps in developing confidence, improving language proficiency, and developing communication skills. Role-playing involves taking on different personas, which allows speakers to experiment with different communication styles, and develop an understanding of different perspectives. Through role-playing, speakers can learn to express themselves more effectively, communicate their needs, and develop empathy and understanding for others.

In conclusion, storytelling, dialogues, and role-playing are effective techniques to develop efficient speaking skills. These techniques help in building confidence, improving language proficiency, developing critical thinking skills, and developing effective communication strategies. By incorporating these techniques into language learning programs, students can develop the skills necessary to become effective communicators and succeed in their personal and professional lives.

