

## SECTION- B

Q2: Read the text and answer the questions given at the end.

(i) According to the passage which factors together constitute a productive labour?

The factor which constitutes a productive labour is manpower that includes both male and female, equipped with effective leadership and management skills

There should be at least two sentences in the answer.

(ii) In what ways does lack of education affect the family?

The lack of education, specifically of mother's, affects the overall nutritional health of the family. It is also inversely related to family size, where educated mothers are more likely to have fewer children than less educated mothers.

(iii) How have women been marginalized?

Women have been marginalized due to their lack of education. This renders them incapable of uplifting their socio-economic status. It also incapacitates their ability to voice their opinion on important matters. Thus,

relegating her to a lower class citizen of the society.

(iv) What different means have been suggested to empower women?

Women can be empowered by providing them the opportunities to get education and develop themselves. This <sup>in turn</sup> increases their prospect of getting a suitable employment and contributing towards economic growth of a country.

(v) What is disposable income? How does a woman's disposable income contribute towards the economic strength of the country?

Disposable income is that part of the income that is left after the fulfillment of essential needs and can be used to purchase other non-essential commodities. Women's disposable income contributes towards the economic strength of a country as it affects consumer behaviour.

Women's disposable income increases consumer purchasing power that boost economic activity and contribute to gross national product.

You are allowed to submit only one question in one pdf. The remaining questions may be submitted in separate pdfs.

Q2: Write a precis of 100 words of the following passage. Suggest a suitable title

Title: Poverty's Influence on the Development of Mind and Morals

Poverty sharpens intellect and strengthens morals. Many renowned personalities of history were poor yet content with their minimalistic lifestyle. However, unlike misery which stems from laziness and misconduct, poverty is not disgraceful. It makes an individual brave, truthful and resilient. While the rich may possess wealth, the poor frequently experience greater happiness. But despite their happiness, few would willingly trade places with them.

Q3 Use any five words from the list in your sentences.

① Eevie: She was contemplating whether to take the eevie shorter route or the longer route towards her house.

- ② Banal: His banal ideas to commercialize the product proved to be a disaster
- ③ Bizarre: The ~~new~~ museum of insects showcased bizarre new species that intrigued visitors interest.
- ④ Zenith: The era of Emperor Akbar is regarded as the zenith of the Mughal rule in India.
- ⑤ Tint: She was mesmerized by the artwork made up of tinted glass in the church.

Q4. Write the given sentences by incorporating the instructions given in parenthesis

① But for the Ministerial intervention, he would have spent the night in jail (Rewrite beginning with "If")  
If not for the Minister's intervention, he would have had to spend the night in jail.

② I looked back at the shore. It seemed a long way for.

③ The telephone rang several times before I answered it.

④ The controller of examinations has announced the results (Change into passive voice)

The results have been announced by the controller of examinations.

⑤ I was not led to the university by conventional middle class ambitions, my grip on middle class was more tenuous than that on the school system.

Q5: Use any five of the idioms.

① Nip in the bud:

Seeing the bullying behaviour of the students, the teacher decided to call them out and nip the problem in the bud before it became serious.

② Keep fingers crossed:

After performing well on her interview, she kept her fingers crossed hoping to get the job.

③ To pay through the nose:

Due to inflation, people now have to pay through the nose even for basic commodities.

④ Man of straw:

The politician proved to be a man of straw, unable to keep up with his promises.

⑤ Achilles' heel:

His weak mathematical skills proved to be his Achilles' heel, bringing down his overall percentage in the final exams.

**Note: Attempt all questions:**

**Q. 1: Read the following text and answer the question given at the end. The answers must be in your own words: (20 Marks)**

Among the natural resources that can be called upon in national plans for development, possibly the most important is human labour. Since English language suffers from a certain weakness in its ability to describe groups composed of both male and female members, this is usually described as manpower.

Without a productive labour force, including effective leadership and intelligent middle management, no amount of foreign assistance or of natural wealth can ensure successful development and modernization.

The manpower for development for the next quarter century will come from the world's present population of infants, children and adolescents. But we are not sure they will be equal to the task. Will they have the health, the education, the skills, the socio-cultural attitudes essential for the responsibilities of development?

For far too many of them the answer is no. The reason is basic. A child's most critical years, with regard to physical, intellectual social and emotional development, are those before he reaches five years of age. During those critical formative years, he is cared for almost exclusively by his mother, and in many parts of the world the mother may not have the capacity to raise a superior child. She is incapable of doing so because of her own poor health, her ignorance and her lack of status and recognition of social and legal rights, of economic parity and of independence.

One essential factor has been overlooked, in fact completely ignored in perceptions on development. This forgotten factor is the role of woman. Development will be handicapped as long as women remain second class citizens, uneducated, without any voice in family or community children, and thereafter producing one baby after another, often only to see half of them die before they reach school age.

We can enhance development by improving women power, by giving women the opportunity to develop themselves. Statistics show that the average family size increase is in inverse ratio to the mother's years of education. It is lowest among college graduates, highest among those

**P.T.O**

with only primary school training or no education. Malnutrition is most frequent in large families, and increase in frequency with each additional sibling.

The education level of women is significant also because it has direct influence upon their chances of employment, and the number of employed women in a country's total labour force has a direct bearing on the Gross National Product and the disposable income of the individual family. Disposable income, especially in the hands of women, influences food purchasing and therefore the nutritional status of the family. The fact that this additional income derives from the paid employment of women provides a logical incentive to restrict the size of the family.

**Questions:**

- I. According to this passage which factors together constitute a productive labour?
- II. In what ways does lack of education affect the family?
- III. How have women been marginalized?
- IV. What different means have been suggested to empower women?
- V. What is disposable income? How does a woman's disposable income contribute towards the economic strength of the country?

**2: Write a precise of 100 words of the following passage. Suggest a suitable title. (20 Marks)**

Nothing sharpens a people's wits like poverty. Hence many of the greatest people have originally been poor. Poverty often purifies and braces a people's morals. To spirited people, difficult tasks are usually the most delightful ones. If we may rely upon the testimony of history, people are brave, truthful, and magnanimous not in proportion to their wealth, but to their smallness of means. And the best are often the poorest – always supposing that they have sufficient to meet their temporal wants. As is said, "God has created poverty but He has not created misery". And there is certainly a great difference between the two. While honest poverty is honourable, misery is humiliating, in as much as the latter is for the most part the result of misconduct and often of idleness. Poverty is no disgrace to him who can put up with it, but he who finds the beggar's staff get warm in his hand, never does any good, rather a great amount of harm. The poor are often the happiest of people – far more so than the rich, but though they may be envied, no one will be found willing to take their place.

community children, and thereafter producing one baby after another, often only to see half of them die before they reach school age.

We can enhance development by improving women power, by giving women the opportunity to develop themselves. Statistics show that the average family size increase is in inverse ratio to the mother's years of education. It is lowest among college graduates, highest among those

P.T.O

with only primary school training or no education. Malnutrition is most frequent in large families, and increase in frequency with each additional sibling.

The education level of women is significant also because it has direct influence upon their chances of employment, and the number of employed women in a country's total labour force has a direct bearing on the Gross National Product and the disposable income of the individual family. Disposable income, especially in the hands of women, influences food purchasing and therefore the nutritional status of the family. The fact that this additional income derives from the paid employment of women provides a logical incentive to restrict the size of the family.

**Questions:**

- I. According to this passage which factors together constitute a productive labour?
- II. In what ways does lack of education affect the family?
- III. How have women been marginalized?
- IV. What different means have been suggested to empower women?
- V. What is disposable income? How does a woman's disposable income contribute towards the economic strength of the country?

2: Write a precise of 100 words of the following passage. Suggest a suitable title. (20 Marks)

Nothing sharpens a people's wits like poverty. Hence many of the greatest people have originally been poor. Poverty often purifies and braces a people's morals. To spirited people, difficult tasks are usually the most delightful ones. If we may rely upon the testimony of history, people are brave, truthful, and magnanimous not in proportion to their wealth, but to their smallness of means. And the best are often the poorest – always supposing that they have sufficient to meet their temporal wants. As is said, "God has created poverty but He has not created misery". And there is certainly a great difference between the two. While honest poverty is honourable, misery is humiliating, in as much as the latter is for the most part the result of misconduct and often of idleness. Poverty is no disgrace to him who can put up with it, but he who finds the beggar's staff get warm in his hand, never does any good, rather a great amount of harm. The poor are often the happiest of people – far more so than the rich, but though they may be envied, no one will be found willing to take their place.

3: Use any five words from the list below in your sentences clearly bringing out their meanings. (10 Marks)

I. Banal	IV. Tint	VII. Amalgam
II. Eerie	V. Chasm	VIII. Zenith
III. Gab	VI. Bizarre	

4: Rewrite the given sentences by incorporating the instructions given in parenthesis. (10 Marks)

- I. But for the Ministerial intervention, he would have spent the night in jail. (Rewrite the sentence beginning with "IF")
- II. I looked back at the shore. It seemed a long way \_\_\_\_\_. (Fill in the blank with an appropriate preposition).
- III. The telephone \_\_\_\_\_ several times before I answered it. (Fill in the blank with a correct verbal phrase).
- IV. The controller of examinations has announced the results. (Change into passive voice).
- V. I was not led to the university by conventional middle class ambitions my grip on middle class was more tenuous than that on the school system. (Punctuate the sentence)

5: Use any five of the following idioms and phrases in your sentences clearly bringing out their meanings: (10 Marks)

I. Achilles' heel	V. Nip in the bud
II. Keep fingers crossed	VI. To pay through the nose
III. Win laurels	VII. A Parthian Shaft
IV. Man of straw	VIII. Rome was not built in a day