**READING COMPREHENSION**

**STRATEGIES FOR ATTEMPTING COMPREHENSION**

1- Read the title.

2- Quickly skim through the questions. This will help you to predict what the passage/ poem is about. It will help you to read and understand its contents with more clarity and will keep your mind focused on its theme.

3- Focus on the question that tests vocabulary skills. Read the antonym/synonym given. Look at the numbers of the paragraphs. Write each word against its respective paragraph. This gives you a ready reference and helps you to identify the word in the passage / para while reading.

4- While reading do the following:

a. Underline the content words

b. Underline the possible answers of the given questions. It will help you to identify the answers faster.

c. Encircle the words that are answers for the vocabulary. Normally a noun for noun, a verb for a verb and an adverb for an adverb etc.

5- Answer the questions -

a. The underlined content will help you to find the answer.

b. If confused between two words:

i. Choose the word of the same part of speech / form

ii. Read the sentence with the word in the question in place of the ones you are choosing from the passage.

6- Additional tips:

a. Write clearly and neatly.

b. Keep in mind the marks allotted to each question.

c. Do not leave any question unanswered.

**PASSAGE - 1**

1. The children probably don't know, or they don't care, the hugely popular WWF wrestling matches are actually all staged acts. The Hulks, the Undertaker or whatever else they are called-never really punch or kick as hard as they might appear doing on the show. It's all a show, a thrilling show.

2. So, you can't really blame children for getting hooked. But does that necessarily mean the show is entirely responsible for beating 12-year-old Subin Kumar got from his WWF inspired friends? Can viewing or watching violence on TV actually promote aggressive behaviour in children?

3. Media experts and social scientists have been wrestling with this question for decades and thousands of studies have been done on it. And most of them reached the same conclusion-media violence is responsible for aggressive behavior in children.

4. Research has found that the more violence children watch on television, the more likely they may act in aggressive ways towards others. Also, they become less sensitive to others pain and are less likely to help a victim of violence.

5. A study of violence on Indian television and its impact on children commissioned by UNESCO accused the idiot box of "bombarding young minds with all kinds of violent images, cutting across channels, programmes and viewing times."

6. Not only studies, but also incidents go to prove that children who watch violent episodes show increased likelihood of behaving aggressively.

7. There have been reports from all over the country of children hurting themselves while trying to ape the superman feats of Shaktiman, the superhero of Indian TV. Then there was the six-year-old child of Lucknow who leapt off the balcony of his second floor flat trying to imitate a bungee jumping drop shown in a soft drinks commercial.

8. There's no doubt that media is a powerful teacher and contributes greatly to the way we act and behave. In some cases like these, the effects are immediate and in others there is a "sleeper effect", where the results show up much later.

9. Experts say it's incorrect to blame the media squarely. How would you explain the aggressive behavior of a child who has never been exposed to television or any other media? So, while there is mounting evidence to link media violence and actual violence, most of it does not prove a direct cause-and-effect relationship. Because no one so far has been able to prove why and how TV affects some people and not the others. "we also have to take into account individual differences and vulnerabilities as human behavior is result of many factors," points out Dr. Vasantha R. Patri, a counsellor, adding, "violence viewing is only one of the myriad influences on a growing child."

10. Patri says there exists a population of risk individuals whose anger, aggression and anti-social tendencies are already quite high for whatever reason. Other factors like individual predisposition of the child, parental attitudes and reaction to aggression are probably equally important. In fact, she says that in most cases media is only the fourth most important influence in child's life-with parents, teachers and peers being the first three.

11. Patri points out that the growing "here-and-now" culture in which kids are getting used to immediate gratification is leading to an intolerant society on the whole. "Children are not taught how to handle failure and conflict," she says. "As a result, they resort to aggression."

12. But media critics refuse to buy it. They insist the content of media needs to be monitored and care be taken to reduce violence if not remove it. But even if all the gore and violence is completely removed from the media, will it make a significant difference in aggressive behavior of children? And then how do you justify the facts that studies have shown that viewing violence on TV also provides an opportunity to discharge the pent-up, aggressive feelings of anger, hostility and frustration.

13. "The problem is not with the media, but the lack of media education," points out Patri. "No one teaches the children how to assess the reality status of TV programmes." Good parenting, she says, is perhaps the greatest defence against the negative effects of violent images on TV.

14. Experts say it's time that parents and teachers took a long, hard look at themselves in the mirror. Say's Patri, "Most parents treat TV as a baby-sitter when it suits them. And when something goes wrong, they turn around and blame TV for it!"

**QUESTIONS**

**A. Choose the most appropriate option:**

(a) Violent behaviour is the outcome of…………….

(i) Lack of media awareness

(ii) Lack of sensitivity

(iii) Increase in population

(iv) imperfection

(b) Children fail to understand that the stunts shown on the screen are……………….

(i) Real

(ii) Fake

(iii) Manipulated

(iv) None of the above

(c) Parents consider TV a ……………….

(i) Babysitter

(ii) Problem

(iii) Boon

(iv) None of the above

(d) Aggressive behavior in children can be best handled by……………….

(i) Teachers

(ii) Parents

(iii) Both teachers and parents

(iv) Children themselves

( e) The aggressive children are likely to be;

(i) Less sensitive and more helpful

( ii) More sensitive and less helpful

( iii) Lazy

( iv) Less sensitive and less helpful

B. Answer the following questions briefly:

(a) Does violence on TV promote children's aggressive behavior? What is the opinion of media experts and social scientists?

(b) What two points have emerged from research on media violence?

(c) What two incidents are cited to prove the aggressive behavior of children as an outcome of watching violence on TV?

(d) What factors other than violence viewing are important for causing aggressiveness in child?

(e) How, do you think can the problem be solved ?

**PASSAGE - 2**

1. Among the natural resources which can be called upon in national plans for development, possibly the most important is human labour. Since the 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".

2. 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.

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

4. 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 by reason of her own poor health, her ignorance and her lack of status and recognition of social and legal rights, of economic party of independence. One essential factor has been overlooked and ignored. The forgotten factor is the role of women. Development will be handicapped as long as women remain second class citizen, uneducated without any voice in family or community, decisions without legal or economic status, married when they are still practically children, and henceforth producing one baby after another, often to see half of them die before they are of school age.

5. We can enhance development by improving 'women power', by giving women the opportunity to develop themselves. Statistics show that the average family size increases in inverse ratio to the mother's years of education- is lowest among college graduates, highest among those with only primary school training, or no education. Malnutrition is most frequent in large families, and increases in frequency with each additional sibling. The principle seems established that an educated mother has healthier and more intelligent children, and that is related to the fact that she has fewer children. The tendency of educated, upper class mothers to have fewer children operates even without access to contraceptive services.

6. The educational level of women is significant also because it has a direct influence upon their chances of employment, and the number of employed women in country's total labour force has a direct bearing on both the gross national product and 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 the additional income derives from the paid employment of women provides a logical incentive to restrict the size of the family.

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QUESTIONS:

**A. Choose the most appropriate option:**

**(a) Among the natural resources which can be called upon in national plans for development……………..**

(i) The most important is certainly human labour.

(ii) The most important is possibly human labour.

(iii) The least developed is certainly human labour.

(iv) The least developed is undoubtedly human labour.

**(b) Without a productive labour force, including effective leadership and intelligent middle management……………..**

(i) No productive work is possible.

(ii) Entrepreneurs will incur heavy losses.

(iii) Economic development will not keep pace with national movements.

(iv) No amount of foreign assistance or of natural wealth can ensure successful development and modernization.

**(c) Development will be handicapped as long as women remain…..**

(i) second class citizen

(ii) third class citizen

(iii) first class citizen

(iv) fourth class citizen

**(d) Disposable income in the hands of women strengthen**

(i) Family bond

(ii) Nutritional status of the family

(iii) Spiritual status of the family

(iv) None of these

**(e) What happens to the family size from an educated mother to an illiterate mother?**

(i) Increases in direct proportion

(ii) Increases in reverse proportion

(iii) Increases in inverse proportion

(iv) There is no relation

**B. Answer the following questions briefly:**

(a) What will be the source of the manpower development during the next quarter century?

(b) During which period is the child growth maximum?

(c) Why can't the first teacher of a child be effective in many parts of the world?

(d) What will happen to development if the womenfolk is neglected?

(e) What is the difference between an educated mother and an illiterate mother?

(f) How can we accelerate the rate of progress?

(g) Find a word in the passage (Para 5) which means ‘Increase’

(h) Find a word in the passage (Para 6) which means ‘Important’