



'সমানো মন্ত্র: সমিতি: সমানী'

UNIVERSITY OF NORTH BENGAL

B.A. Sec 1st Semester Examination, 2023

UENGSEC11001-ENGLISH

TEXT COMPREHENSION

Time Allotted: 2 Hours

Full Marks: 40

*The figures in the margin indicate full marks.*

1. Read the following piece and attempt any *five* of the following questions: 2×5 = 10

Weavers, weaving at break of day,  
Why do you weave a garment so gay?  
Blue as the wing of a bluebird wild,  
We weave the robes of a new-born child.  
Weavers, weaving at fall of night,  
Why do you weave a garment so bright?  
Like the plumes of a peacock, purple and green,  
We weave the marriage-veils of a queen.  
Weavers, weaving solemn and still,  
What do you weave in the moonlight chill?  
White as a feather and white as a cloud,  
We weave a dead man's funeral shroud.

- (a) What do the weavers weave in the chilly moonlight?
- (b) What are the three stages of life mentioned in the poem?
- (c) What do the weavers weave in the early morning?
- (d) Whom does the poet address in the poem?
- (e) What is coloured purple and green in the poem?
- (f) What do you think is the theme of the poem?

2. Read the passage and attempt any *five* of the following questions: 4×5 = 20

Man does not live by food alone. Water is vital to human health and fitness. Although it is not a nutrient per se as are carbohydrates, fats, proteins, vitamins and minerals. It, in fact, is a key nutrient as no life is possible without it. Whereas we can do for weeks without food, we cannot live without water longer than a couple of days.

Water approximates 60 percent of the body weight of human adults. The total amount of water in a man weighing 70 kilograms is approximately a little over 40 litres. It is an excellent solvent — more substances are soluble in water than in any other liquid known so far. This makes it an ideal constituent of the body fluids which sustain life supporting chemical reactions. It dissolves varied products of digestion and transports them to the rest of the body. Likewise, it dissolves diverse metabolic wastes and helps drain them out of the body. Besides, it performs a variety of functions — some well known and well understood while others not so well appreciated yet vital. The no less important role of water is to distribute/dissipate the body heat efficiently, thereby regulating body's temperature. Water accomplishes this role ideally because it has high thermal conductivity ensuring rapid heat transfer from one part to the other.

Above all, water has a high-specific heat, implying that it takes a lot of heat to raise the temperature of water and likewise much heat must be lost to lower its temperature.

Drinking a lot of water is an inexpensive way to stay healthy. Even excess of water is harmless. Water therapy-drinking a litre or so the first thing in the morning is kidney-friendly.

- (a) How does water regulate body temperature?
- (b) Why is water vital to human health?
- (c) How much of the adult human body weight is made up of water?
- (d) What are the functions of water?
- (e) What is water-therapy?
- (f) What is the meaning of high-specific heat?

3. Attempt a summary of any *one* of the following:

10×1 = 10

Over the past few decades, research has revealed a great deal of information about how readers get meaning from what they read and about the kinds of instructional activities and procedures that are most successful in helping students to become good readers. For many years, reading instruction was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing. Comprehension was viewed as the mastery of these skills.

One important classroom study conducted during the 1970s found that typical comprehension instruction followed what the study called a mentioning, practicing, and assessing procedure. That is, teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly. Such instruction did little to help students learn how or when to use the skills, nor was it ever established that this particular set of skills enabled comprehension.

At about this time, a group of psychologists, linguists, and computer scientists began to focus research attention on how the mind works — how people think and learn. A goal of this new research movement, called cognitive science, was to produce an applied science of learning.

In the field of reading, a number of cognitive scientists focused their attention on how readers construct meaning as they read. Specifically, they studied the mental activities that good readers engage in to achieve comprehension. From these studies an entirely new concept emerged about what reading is. According to the new concept, reading is a complex, active process of constructing meaning – not skill application. The act of constructing meaning is: Interactive – it involves not just the reader but also the text and the context in which reading takes place. Strategic – readers have purposes for their reading and use a variety of strategies and skills as they construct meaning. Adaptable – readers change the strategies they use as they read different kinds of text or as they read for different purposes.

While cognitive science research was producing valuable information about comprehension processes, reading education researchers were reporting important findings about what comprehension instruction looks like in the most effective reading classrooms. The convergence of these strands of research has provided a wealth of information about what good readers do as they read, about how good and poor readers differ, and about the kind of instruction that is needed to help students to become good readers.

OR

Faster than fairies, faster than witches,  
Bridges and houses, hedges and ditches;  
And charging along like troops in a battle,  
All through the meadows the horses and cattle:  
All of the sights of the hill and the plain  
Fly as thick as driving rain;  
And ever again, in the wink of an eye,  
Painted stations whistle by.

Here is a child who clambers and scrambles,  
All by himself and gathering brambles;  
Here is a tramp who stands and gazes;  
And here is the green for stringing the daisies!  
Here is a cart runaway in the road  
Lumping along with man and load;  
And here is a mill, and there is a river:  
Each a glimpse and gone forever!

—x—