

BEGLA-138

**BA General Programme
(BAG)**

ASSIGNMENT

(For July, 2023 and January, 2024 Sessions)

BEGLA 138: Reading & Speaking Skills



**School of Humanities
Indira Gandhi National Open University
Maidan Garhi, New Delhi – 110 068**

Core Course of BAG – BEGLA 138
Reading & Speaking Skills (BEGLA-138)

Programme: BAG
Course Code: BEGLA-138/2023-24

Dear Student

You are required to do one assignment for the first BAG Course titled Reading & Speaking Skills Code BEGLA-138, which will be a Tutor Marked Assignment (TMA) and will carry 100 marks. It will be based on blocks 1 to 4.

Aims: This assignment is concerned mainly with assessing your application and your understanding of the course material. You are not to reproduce chunks of information from the course material but to use the skills of critical appreciation that you may have acquired during the course of study. This assignment aims to teach as well as to assess your performance.

Instructions: Before attempting the questions please read the following instructions carefully.

As in day-to-day life, planning is important in attempting the assignment as well. Read the assignment carefully; go through the units on which the questions are based; jot down some points regarding each question and then re-arrange them in a logical order. In the essay-type answer, pay attention to your introduction and conclusion. The introduction must tell you how to interpret the given topic and how you propose to develop it. The conclusion must summarize your views on the topic. Once you are satisfied with your answers, you can write down the final version for submission, writing each answer neatly and underlining the points you wish to emphasize. **You should submit the assignment in your own handwriting.**

Make sure that your answer:

- a) is logical
- b) is written in simple and correct English
- c) does not exceed the number of words indicated in your questions
- d) is written neatly and clearly.

Please remember that it is compulsory to submit your assignment before you can take the Term End Examination. Also remember to keep a copy of your assignment with you and to take a receipt from your Study Centre when you submit the assignment.

1. Write your Enrolment Number, Name, Full Address and Date on the top right corner of the first page of your response sheet(s).
2. Write the Course Title, Assignment Number and the Name of the Study Centre you are attached to in the centre of the first page of your response sheet(s).

The top of the first page of your response sheet should look like this:

ENROLMENT NO:

NAME:

ADDRESS:

.....

COURSE TITLE:

ASSIGNMENT NO:

STUDY CENTRE: DATE:.....

4. Use only foolscap size paper for your response and tag all the pages carefully.
5. Write the relevant question number with each answer.

Last Date for Submission of Assignment:

For June Examination: 31st March

For December Examination: 30th September

Good Luck!

BEGLA-138: Reading and Speaking Skills
Assignment July, 2023 & January, 2024 Sessions
(Based on Blocks 1 - 4)

Max. Marks: 100

Answer all questions.

1. Nearly nine years ago, on a warm autumn evening in 1945, I was driving over the mountains of Southern Japan to the city of Nagasaki. I thought I was still in open country when all at once I realized that I was already crossing what had been the city. The shadows which flickered past me in the dusk were not rocks and trees: they were crushed buildings; the bare and skewed ribs of factories, and two crumpled gasometers.

The scale of the damage of Nagasaki drained the blood from my heart then, and does so now when I speak of it. For three miles my road lay through a desert which man had made in a second. Now, nine years later, the hydrogen bomb is ready to dwarf this scale, and to turn each mile of destruction into ten miles. And citizens and scientists share at one another and ask: 'How did we blunder into this nightmare?'

I put this first as a question of history, because the history of this is known to few people. The fission of uranium was discovered by two German scientists a year before the war. Within a few months, it was reported that Germany had forbidden the export of uranium from the mines of Czechoslovakia which she had just annexed. Scientists on the Continent, in England and America, asked themselves whether the secret weapon on which the Germans were said to be working was an atomic bomb. If the fission of uranium could be used explosively (and this already seemed possible in 1939) it might in theory make an explosion a million times larger than hitherto. The monopoly of such an atomic bomb would give Hitler instant victory, and make him master of Europe and the world. The scientists knew the scale of what they feared very well: they feared first desolation and then slavery. With heavy hearts, they told Albert Einstein what they knew of atomic fission. Einstein had been a pacifist all his life, and he did not easily put his conscience on one side. But it seemed clear to him that no scientist was free to keep this knowledge to himself. He felt that no one could decide whether a nation should or should not use atomic bombs, except the nation itself; the choice must be offered to the nation, and made by those whom the nation has elected to act for it. On August 2, 1939, a month before Hitler invaded Poland, Einstein wrote to President Roosevelt to tell him that he thought an atomic bomb might be made, and he feared that the Germans were trying to make one.

This is how it came about that, later in the war, scientists worked together in England, in Canada and America, to make the atomic bomb. They hated war no less than the layman does- no less than the soldier does; they, too, had wrestled with their consciences; and they had decided that their duty was to let the nation use their skill, just as it uses the skill of the soldier or the expert in camouflage. The atomic scientists believed that they

were in a race against Germany whose outcome might decide, the war even in its last weeks. We know now that the race was almost a walk-over. The Germans were indeed trying to make an atomic explosion, and they thought that they were ahead of the allies. But by our standards, what they had done was pitiful; they had not made a pile that worked, and they believed that the fast chain reaction of an atomic bomb was impossible. The Nazis had made fundamental science a poor relation, and put it under second rate party men with splendid titles. And more deeply, the Nazis had sapped the pith and power of research, the quizzical eye and questioning mind, the urge to find the facts for oneself. There were not enough unconventional ideas in the German atomic projects, and when the younger men did put up some, their leaders always knew better.

Answer the following questions based on your reading of the passage (10)

1. What had drained the blood from the heart of the author?
 2. Describe the circumstances leading to the making of atom bomb.
 3. When was the Hydrogen bomb ready for use?
 4. What, according to the author, was the main reason of the failure of the German scientists?
 5. What do you learn from the passage about Albert Einstein?
2. Read the following excerpt on the topic Smoking Kills. These lines are written in Persuasive style. (10)

Smoking is injurious to health. It not only kills you but destroys the lives of your loved ones as well. Increase in the number of deaths due to lung cancer which is a result of smoking habit; has taken away so many people away from the ones who love them. It leaves a child fatherless and a partner without a support in this life.

Now, attempt to write an argumentative paragraph on the same topic.

- 3a. How is communication disrupted when we choose an inferior medium? Exemplify with an instance from your own life. (5)
- 3b. How can we ensure the conciseness of our messages while communicating? Explain with at least two examples. (5)
- 4a. What is information overload? How does it affect communication? (5)
- 4b. Consider the following domains: (5)

Playground, College canteen, College auditorium, Metro station Lecture hall, Father's office, Multiplex, Police station, Hospital, Kitchen, Court room, Principal's office.

Classify them into formal and informal categories.

- 5a. Consider the following sentences; (5)
- i. The plan to evacuate the area won't work out as there aren't enough vehicles to drop everyone off at the safe zone.
 - ii. Rohit went ballistic after his brother cocked up his plan to attend the long-awaited event.
 - iii. I want this cleaned immediately.
 - iv. I penalized some of the employees for being always late.

Which of the above can be used in a formal conversation? Revise the ones which you feel cannot be used in a formal conversation.

- 5b. With respect to language and delivery in a formal conversation, what are the blunders that we need to avoid as speakers? (5)
6. Pair up with your best friend in your batch or in your locality. Let your friend assume the role of the Senior Manager of an esteemed bank in which you are an employee. You have been recently promoted to a managerial **position due to your consistent performance**. **You are happy yet anxious** about the new responsibility. Engage in a formal conversation in English with your friend, who as a Senior Manager is trying to reassure you that you will be doing well in the new role. **Prepare a series of formal conversation between your friend and you.** (15)
- 7 a. Explain how social context influences interpretation with at least two clear examples of informal use of English. (10)
- 7 b. Explain how linguistic context influences interpretation with at least two clear examples of informal use of English. (10)
8. Pair up with a good friend in your batch or in your locality. Imagine a situation in which your mother has given you the responsibility to go to the grocery store. You are busy with an incomplete assignment. Engage in an informal conversation in English with your friend, telling him or her to do the necessary on your behalf. (15)