

**BEGLA 138**

**BA GENERAL  
(BAG)**

**ASSIGNMENT  
2021 - 2022**

**BEGLA-138 Reading & Speaking Skills**



**School of Humanities  
Indira Gandhi National Open University  
Maidan Garhi, New Delhi-110068**

**ASSIGNMENT**  
**For**  
**READING & SPEAKING SKILLS**  
**(BEGLA-138)**

**Programme: BAG/2021-22**  
**Course Code: BEGLA 138**

Dear Learners,

You are required to do one assignment for each Course under BAG. Each assignment is a Tutor Marked Assignment (TMA) and carries 100 marks. Each assignment covers the entire course.

**Aims:** This TMA is concerned mainly with assessing your application and understanding of the course material. You are not required to reproduce chunks of information from the course material but to apply the information you have acquired during the course of study. This assignment aims to teach as well as to assess your performance. Please ensure that you read all the units of the course. Do make points as you go along. If there is anything you do not understand, please ask the Counsellors at your Study Centre for clarification. Once you are able to do the assignment satisfactorily, you will be ready to take the Term-end exam with confidence.

**Instructions:** Before attempting the assignment, please read the following instructions carefully.

1. Read the detailed instructions about the assignment given in the Programme Guide.
2. Write your Enrolment Number, Name, Full Address and Date on the top right corner of the first page of your response sheet(s).
3. 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:

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**ENROLMENT NO**.....  
**NAME**.....  
**ADDRESS**.....  
**COURSE TITLE:**.....  
**ASSIGNMENT NO:**.....  
**STUDY CENTRE:**.....**DATE:** .....

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4. Use only A4 paper size for your assignment and tag all the pages carefully.
5. Write the relevant question number with each answer.
6. You should write the answer in your own handwriting.

7. **Submission:** The completed assignment should be sent to the Coordinator of the Study Centre allotted to you by **30th April (for June Exam)** and **31st October (for December Exam)** Please read the instructions given in your Programme Guide.

Now read the following guidelines carefully before answering the questions.

### **GUIDELINES FOR TMAs**

You will find it useful to keep the following points in mind:

1. **Planning:** Read the questions carefully. Go through the points on which they are based. Make some points regarding each question and then rearrange these in a logical order. And please write the answers in your own words. Do not reproduce passages from the units.
2. **Organisation:** Be a little more selective and analytic before drawing up a rough outline of your answer. In an essay-type question, give adequate attention to your introduction and conclusion. The introduction must offer your brief interpretation of the question and how you propose to develop it. The conclusion must summarize our response to the question. In the course of your answer, you may like to make references to their texts or books as this will add some depth to your analysis.

**Make sure that your answer:**

- (a) is logical and coherent;
  - (b) has clear connections between sentences and paragraphs;
  - (c) is written correctly giving adequate consideration to your expression, style and presentation;
  - (d) does not exceed the number of words indicated in the question.
3. **Presentation:** 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.

***Note: Remember that you must submit your assignments before you can appear for the Term End Exams. Please remember to keep a copy of your completed assignment, just in case the one you submitted is lost in transit.***

***Good luck with your work!***

**ASSIGNMENT: READING & SPEAKING SKILLS  
(BEGLA-138)**

**Programme: BAG/2021-2022**

**Course Code: BEGLA-138**

**Answer all questions**

**Max. Marks: 100**

**Section A**

1. Read the following passage and answer the questions.

**Don't Blame the Eater**

David Zinczenko

*The New York Times*

Nov. 23, 2002, Section A, pg. 19

If ever there were a newspaper headline custom-made for Jay Leno's monologue, this was it. Kids taking on McDonald's this week, suing the company for making them fat. Isn't that like middle-aged men suing Porsche for making them get speeding tickets? Whatever happened to personal responsibility?

I tend to sympathize with these portly fast-food patrons, though. Maybe that's because I used to be one of them.

I grew up as a typical mid-1980's latchkey kid. My parents were split up, my dad off trying to rebuild his life, my mom working long hours to make the monthly bills. Lunch and dinner, for me, was a daily choice between McDonald's, Taco Bell, Kentucky Fried Chicken or Pizza Hut. Then as now, these were the only available options for an American kid to get an affordable meal. By age 15, I had packed 212 pounds of torpid teenage tallow on my once lanky 5-foot-10 frame.

Then I got lucky. I went to college, joined the Navy Reserves and got involved with a health magazine. I learned how to manage my diet. But most of the teenagers who live, as I once did, on a fast-food diet won't turn their lives around: They've crossed under the golden arches to a likely fate of lifetime obesity. And the problem isn't just theirs -- it's all of ours.

Before 1994, diabetes in children was generally caused by a genetic disorder -- only about 5 percent of childhood cases were obesity-related, or Type 2, diabetes. Today, according to the National Institutes of Health, Type 2 diabetes accounts for at least 30 percent of all new childhood cases of diabetes in this country.

Not surprisingly, money spent to treat diabetes has skyrocketed, too. The Centers for Disease Control and Prevention estimate that diabetes accounted for \$2.6 billion in health care costs in 1969. Today's number is an unbelievable \$100 billion a year.

Shouldn't we know better than to eat two meals a day in fast-food restaurants? That's one argument. But where, exactly, are consumers -- particularly teenagers -- supposed to find alternatives? Drive down any thoroughfare in America, and I guarantee you'll see one of our country's more than 13,000 McDonald's restaurants. Now, drive back up the block and try to find someplace to buy a grapefruit.

Complicating the lack of alternatives is the lack of information about what, exactly, we're consuming. There are no calorie information charts on fast-food packaging, the way there are on grocery items. Advertisements don't carry warning labels the way tobacco ads do. Prepared foods aren't covered under Food and Drug Administration labeling laws. Some fast-food purveyors will provide calorie information on request, but even that can be hard to understand. For example, one company's Web site lists its chicken salad as containing 150 calories; the almonds and noodles that come with it (an additional 190 calories) are listed separately. Add a serving of the 280-calorie dressing, and you've got a healthy lunch alternative that comes in at 620 calories. But that's not all. Read the small print on the back of the dressing packet and you'll realize it actually contains 2.5 servings. If you pour what you've been served, you're suddenly up around 1,040 calories, which is half of the government's recommended daily calorie intake. And that doesn't take into account that 450-calorie super-size Coke.

Make fun if you will of these kids launching lawsuits against the fast-food industry, but don't be surprised if you're the next plaintiff. As with the tobacco industry, it may be only a matter of time before state governments begin to see a direct line between the \$1 billion that McDonald's and Burger King spend each year on advertising and their own swelling health care costs.

And I'd say the industry is vulnerable. Fast-food companies are marketing to children a product with proven health hazards and no warning labels. They would do well to protect themselves, and their customers, by providing the nutrition information people need to make informed choices about their products. Without such warnings, we'll see more sick, obese children and more angry, litigious parents. I say, let the deep-fried chips fall where they may.

(source: [www.nytimes.com/2002/11/23/opinion/don-t-blame-the-eater.html](http://www.nytimes.com/2002/11/23/opinion/don-t-blame-the-eater.html))

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1.a. Based on what you have learned about the different types of texts, how will you categorise this article by David Zinczenko? Provide sound reasons to justify your response. 3

1.b. Based on your understanding of different techniques used by authors to achieve intended goals in different types of texts like expository, narrative, argumentative, etc., what strategy or technique do you think David Zinczenko is using in this article and to what effect? 3

1.c. The article begins by contrasting youngsters suing McDonalds for lifestyle diseases with automobile enthusiasts suing Porsche for speeding tickets. What according to you is the author's objective or purpose to begin in this manner? 3

1.d. What are the choices available to American youngsters for an affordable meal? What is the future implication of such choices? 3

1.e. Why are alternatives to fast-food difficult to find and how does lack of information contribute to the problem? 4

1.f. "And I'd say the industry is vulnerable." Do you agree or disagree with the author's observation? Provide logical arguments in support of your view. 4

1.g. Having read the article fully, how appropriate do you think the title is, with regard to an eater's responsibility? 2

2. Find words from the passage which convey a meaning similar to the following words/phrases. 8

(i) a long speech by one person

(ii) fat and round in terms of physique

(iii) not expensive

(iv) tall and slender

(v) grown immensely in a short period of time

(vi) a business providing or selling some type of goods or service

(vii) a person or company making a legal complaint accusing someone of doing something illegal in a court of law

(viii) dangerous or likely to cause harm

### **Section B**

1. Read the following telephone conversation between Mrs. Ayesha Rafique and Mr. Milind Bansode.

Ayesha: Breathe Easy Solutions, Ayesha speaking. How can I help you?

Milind: Hello, this is Milind Bansode. May I speak with Mr. Suresh Malkotia, please?

Ayesha: One moment please – I'll put you through.

Ayesha: Mr. Bansode? I'm sorry, Mr. Malkotia is in a meeting at the moment. Would you like to leave a message?

Milind: Yes, could you ask him to call me back as soon as possible? It's pretty urgent.

Ayesha: Of course. Does he have your number?

Milind: He has my office number, but let me also give you my mobile number– it's 9830457717.

Ayesha: Let me read that back to you –9830457717.

Milind: That's right.

Ayesha: And could you spell your last name for me?

Milind: B as in Boston - A as in Agra - N as in Nagpur - S as in Singapore - O - D as in Delhi - E as in England

Ayesha: Okay, Mr. Bansode. I'll give him the message.

Milind: Thanks a lot. Have a good day.

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Now, read the subsequent telephone conversation between Mr. Suresh Malkotia and Mr. Milind Bansode when Mr. Malkotia calls Mr. Bansode back.

Milind: Hello?

Suresh: Mr. Bansode, this is Suresh returning your call.

Milind: Hello Mr. Malkotia, thank you for getting back to me. I was calling about the shipment of intelligent air purifiers for our hospital - we haven't received them yet.

Suresh: Oh, that's not good - they were supposed to be delivered three days ago if I am not wrong.

Milind: Exactly, and we have a new section to be inaugurated on Monday, so we really need those air purifiers as soon as possible.

Suresh: Okay, I will look into it right away - if necessary, we can send you an emergency overnight shipment.

Milind: Thanks, Mr. Malkotia, I appreciate it.

Suresh: No problem, Mr. Bansode. I will call you back a little later, as soon as I have more information.

Milind: Sounds good – talk to you soon.

Suresh: Have a good day, Mr. Bansode.

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On the basis of what you have learned about telephone conversations and different domains, how will you analyse the conversations between (i) Ms. Ayesha and Mr. Milind and (ii) Mr. Suresh and Mr. Milind?

Depending on your analysis of the domain of these conversations, recreate these telephone conversations considering them to be taking place in the opposite domain type, whereby Mrs. Ayesha is Mr. Malkotia's family member. 10

2. Based on what you have learned about intonation, read the following sentences and specify the type of intonation in each of them with a brief explanation of each choice. 20
- i) Finish your homework or you cannot go out with your friends.
  - ii) Mr. Qureshi does not want to be disturbed. What do you need from him?
  - iii) What a gorgeous place! Isn't it perfect for the photoshoot?
  - iv) Does Gauri like her new workplace or is she planning to apply somewhere else?
  - v) As long as it is cold, my parents will be using the heater.
  - vi) I am going to get coffee. Do you want a cup?

- vii) In case Arun asks for me, tell him that I will meet him on Monday.
- viii) Where is your friend who wanted to come with you?
- ix) Nusrat will not call Ravi unless there is a medical emergency at home.
- x) Raushan and Komal have prepared parantha, dal makhni, kadai paneer and tandoori chicken for our get-together.

3. Consider this sentence: This is my house!  
Depending on the placement of stress, it can have three versions with three different interpretations:

**This** is my house! (implying a particular house being owned or resided by me, and *not* any other house)

This is **my** house! (implying the house being owned by me, and *not* by anybody else)

This is my **house**! (implying the domain of interaction being my house, and *not* any other domain like my workplace or the market)

Now, look at the following sentences and determine the different possible versions, specifying the variation of stress and the corresponding change of meaning as shown above.

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- i) Mihir went to London last year for postgraduation.
- ii) Prerna will meet Darsheel in the theatre next Wednesday.
- iii) I don't think Sameer will reply to Gautam.
- iv) Why are you not doing your assignment?
- v) Dheeraj loves listening to Jagjit Singh's ghazals.
- vi) That is a completely baseless accusation!
- vii) Ravi's sister bought a new car last week.
- viii) Niharika expected Abhishek to buy her a bouquet of red roses.
- ix) How is his opinion a factor for the conference?
- x) I put my credibility at stake to save your reputation!

### Section C

1. Differentiate between skimming and scanning as reading strategies. How do affective and applied comprehension complement each other for an in-depth understanding of a text? 10

2. You and your best friend have not been able to meet because of the lockdown and widespread disruption of services due to the Coronavirus pandemic. Now that places have started operating again and life is returning to normalcy, you are itching to meet your best friend, watch a movie together and enjoy some good food. However, your best friend is somewhat not convinced about the plan and wants to monitor the situation a bit. Engage in an informal conversation trying to persuade your best friend to meet and go ahead with the plan. Prepare a written transcript of this conversation. 10