

CFE

**Certificate Programme in Functional English
CFE**

**ASSIGNMENT
2019-20
(For July 2019 and January 2020 sessions)**

**Assignments for BEG-004, BEG-005
and BEG-006**



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CERTIFICATE PROGRAMME IN FUNCTIONAL ENGLISH

Course Code: CFE

Dear Student,

We hope you enjoyed reading the course and found it useful in applying it in your communication with others.

In order to help you understand the material better, practice the activities and prepare you for the examination later, we have an assignment for each of the courses. All the assignments are Tutor Marked Assignments (TMAs) and carry 100 marks each.

Aims: The TMAs are mainly concerned with your ability to understand the material and apply it meaningfully in real-life interactions. These assignments are as much a teaching device as a testing tool.

Guidelines: You will be required to answer the questions which are based on the units and your understanding and practice of the activities. Do not reproduce chunks of information from the units.

As in day-to-day life, planning is important in doing the assignments well. Read the assignments carefully; go through the units on which they are based; jot down some points regarding each question and then re-arrange them in a logical order. In an essay-type answer, allot adequate time to your introduction and conclusion. The introduction must tell the evaluator how you interpret the given topic and how you propose to develop it. The conclusion must summarize your views on the topic. **You should write in your own handwriting.**

Make sure that your answer:

- a) is logical;
- b) is written in simple and correct English;
- c) is written neatly and clearly;
- d) reflects your understanding of the units.

You will be evaluated on the following criteria:

- fulfilling and completing all aspects of the task/question;
- how you have dealt with your ideas;
- whether you used appropriate linkers
- did you make adequate use of paragraph;
- range and correctness of vocabulary;
- accuracy of grammatical structures.

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

Last Date for Submission of Assignment:

For June Exam

31st March

For December Exam

30th Sept

Good Luck!

Note: *Remember the submission of assignment is a precondition for appearing in the examination. If you do not submit the assignment on time, you will not be allowed to appear in the examination.*

**CERTIFICATE PROGRAMME IN FUNCTIONAL ENGLISH (CFE)
ASSIGNMENT (BEG-004: ENGLISH IN DAILY LIFE)**

Course Code: CFE/TMA/2019-20
Max. Marks: 100

All questions are compulsory.

1 Read the passage carefully and then answer the questions that follow:

At the time of my visit, before the Chinese walked into Tibet, the Mansarovar area was known to be dangerously bandit-ridden. Helpless pilgrims from India were frequently waylaid by gangs and robbed and beaten up, and sometimes even killed. I had been warned by Gelong repeatedly of the risk of moving around unarmed and alone, but had thought it was only his way of making the trip a little more exciting for us.

However, one morning, attended by Gelong while hunting for nests among a patch of furze bushes, I fancied I noticed a slight movement some distance ahead but paid no heed to it. When we got closer to the spot there suddenly popped up from his ambush a grimy ferocious-looking ruffian with an ugly dagger in his belt and matchlock slung over his shoulder. He promptly started shouting and gesticulating with alarming truculence which it was perhaps just as well I didn't understand. I have never seen a living human turn so pale as Gelong did upon the bandit's challenge; the expression 'white as a sheet' seems no wild exaggeration. He was visibly shivering with fright and begged me again and again in terrified undertones to flee from this '*kharab admi*'. I realized that it was now too late to think of any such action, and in any case it would have been futile as we had an endless open plain before us and no help within thirty miles. Luckily at that moment I suddenly remembered my shooting-stick (a seat, as used by cricket umpires) which Gelong was carrying. In a loud voice I ordered him to hand it to me quickly. I pretended it was a gun and mimicked loading it with a cartridge drawn from my pocket with deliberate ostentation. I take it that the bandit was unfamiliar with a contraption of this kind with its shining metal parts. He looked visibly concerned when I opened and closed the seat with a noisy klick-klack, loaded the 'gun' and sloped it over my shoulder like the real thing. It was now my turn to shout back sentiments which I am glad (for his own sake) the ruffian did not understand! Fortunately the bluff worked: the man's truculence subsided at once; he turned away sullenly and made off. I marched back to the camp with mock bravado, apprehensive all the time of a bullet following us behind, and thankful for a happy ending to a most uncomfortable situation.

(Source: The Fall of a Sparrow by Salim Ali)

1a Was the writer a traveler in the Mansarovar area or a permanent resident there? Pick out the sentence which indicates your answer. 1

1b The writer used to move about alone, unarmed and often hunting for bird nests. This indicates that he was: (Tick one) 1

- (a) a hunter
- (b) a pilgrim
- (c) a birdwatcher

- 1c Who do you think is Gelong? Give evidence in support of your answer. 2
- 1d What actions of Gelong suggest that he was terribly frightened of the bandit? 2
- 1e Why did the writer decide not to run away? 2
- 1f What did the writer do to make the bandit believe that he (the writer) had a gun? 3
- 1g The expression ‘grimy and ferocious looking’ means: (Tick one) 1
 a) very strange and ugly looking
 b) dirty and dangerous looking
 c) cruel and brave looking
- 1h ‘Gesticulating with alarming truculence’ means: (Tick one) 1
 a) moving hands and shouting
 b) moving arms and hands aggressively
 c) moving arms and hands to draw attention
- 1i ‘Marched back to the camp with mock bravado’ means: (Tick one) 1
 (a) returned to the camp with a sense of achievement
 (b) returned to the camp posing as a brave man
 (c) returned to the camp to find people laughing at his bravery
- 1j Give a title to the passage. 1
- 2 Match the words in Column A with their meanings in Column B. The meanings are based on the passage. 10

| Column A | Column B |
|----------------|---|
| 1. bandit | a. saying something very quietly almost in a whisper |
| 2. truculence | b. useless action |
| 3. ambush | c. looking dull and unpleasant |
| 4. ruffian | d. become less violent or intense |
| 5. sullen | e. a person who is violent and often involved in criminal activities |
| 6. undertones | f. an action that is exaggerated to draw another person’s attention to you. |
| 7. futile | g. a device or a piece of machinery |
| 8. ostentation | h. attacking people after hiding and waiting for them |
| 9. contraption | i. acting in an angry and aggressive manner |
| 10. subsided | j. an armed robber |

- 3 Add the prefixes *un-*, *dis-*, *in-*, *ir-*, *il-*, *im-*, *mis-* to the following words. There are two extra prefixes. 5

spell, audible, logical, grateful, rational

- 4 Fill in the blanks with *a*, *an* or *the*. The first one is done for you. 10

I immediately went round to the Boma to makecomplaint about.....way I had been treated. There was.....young district Officer there whom I knew well. He took me into his office. He listened with sympathy to my

story and began thumping..... table in his indignation. He said, 'Look here, Kenneth, if ever you want anything just come along to me and I will give you.....note.' 'But,' I said, 'that is not.....point, what about all the thousands of others who want to be treated like reasonable human beings in.....shops? Have they got to come to you every time for..... note?' He promised to write..... letter to.....chemist and I let the matter drop.

- 5 Here is some information on how tea is grown, prepared and drunk. Fill in the blanks by choosing the correct verb forms from the brackets in each case. 10

Tea is a popular drink all over the world. It.....(is made/made) from the leaves of the tea plant, which.....(grow/grows) in very warm countries. The leaves (are dried/dried) and then are put in boiling water and allowed to stand for a few minutes. This.....(makes/make) a hot drink having a reddish brown colour, and a pleasant flavour. Most of the world's tea.....(is grown/has grown) in India, Sri Lanka, Japan and Indonesia.

The tea leaves.....(is picked/are picked) by hand or cut off with scissors. The quality of tea.....(depend/depends) on the soil in which it is grown, the age of leaves at the time of picking. It also.....(depend/depends) on how it(made/is made). Tea is not a good drink for children, but it.....(is/are) harmless for grown ups if they do not drink too much of it.

- 6 Write a composition in about 250 words on any **one** of the following. 20

- i) We all say we are equal, yet in actual fact, we do not treat everyone equally.
- ii) If the earth had a voice, how would it express its anguish over what human beings have done to it?
- iii) Sometimes human beings treat animals in a very cruel fashion.

- 7 Imagine that a new person has come to your neighbourhood. Using What, Why, How, Where, When, etc. ask information about the following points: 10

Example: Name

Ans. What is your name?

- 1. age
- 2. come from which city
- 3. speaks which mother tongue
- 4. residence at present
- 5. hobbies and interests

- 8 Write a dialogue in about 150 words on the following situation: 20

A well-known hospital in your town has started a regular health-check camp for the economically weaker sections of society, free of cost. In six months' time the project has received tremendous response – especially from old people and young mothers. You are Anita Sharma, a doctor working at the hospital. A newspaper journalist wants to know details about the project and how many people have benefitted from it. Write a dialogue between the two in about ten turns.

**CERTIFICATE PROGRAMME IN FUNCTIONAL ENGLISH (CFE)
ASSIGNMENT (BEG-005: ENGLISH IN EDUCATION)**

Course Code: CFE/TMA/2019-20
Max. Marks: 100

All questions are compulsory.

- 1 Read the passage carefully and then answer the questions that follow:

Death of the Dinosaurs

65 million years ago, dinosaurs suddenly became extinct, together with a large number of other species. But why did it happen?

Many scientists believe that the cause was a large asteroid crashing into the Earth. According to this theory, the asteroid threw huge amounts of dust and water vapour into the atmosphere, blocking out the light of the sun, the vegetation died off, and the dinosaurs starved to death.

Evidence for the theory came in 1992 when scientists in Mexico uncovered an underground crater 175 kilometers wide, which turned out to be exactly 65 million years old. The crater was probably caused by an asteroid 10 km in diameter hitting the Earth at thousands of miles an hour, with the force of 70 million one-megaton bombs.

According to David Raup of the University of Chicago, this was just one of many such cases. He says that asteroids have caused more than half of species extinctions since life on Earth began 600 million years ago. If he's right, it seems likely that Homo sapiens will end its days in the same way.

NASA to the Rescue

As we can't predict when a really big asteroid will arrive, is there really any point in worrying about it? NASA thinks there is. It estimates that there are between 1,000 and 4,000 asteroids at least 1 kilometre in diameter which regularly cross Earth's orbit. If such an asteroid hits the Earth once every 300,000 years, this gives the average person roughly a one in 4,000 chance of being around when it happens. A small risk, maybe, but much bigger than the risk of dying in an air crash, which is one in 20,000.

NASA aims to set up new telescopes and spend the next 25 years working out which large asteroids are likely to arrive within the next century or two. The idea is that once they've identified an asteroid heading straight for us, they can move it out of the way by hitting it with powerful nuclear bombs.

- | | | |
|----|---|---|
| 1a | Why did the dinosaurs starve to death? | 2 |
| 1b | What is the evidence given by scientists to support that an asteroid caused mass extinction of plant and animal life? | 2 |
| 1c | What does the author say will be the fate of human beings? Why? | 2 |
| 1d | NASA thinks that we should be concerned about being hit by an asteroid. Why? | 2 |
| 1e | What technology do you think would be used to prevent an asteroid from hitting the earth? | 2 |

1f Make sentences of your own with the following words/phrases from the passage: 6
i. extent ii. species iii. crashing iv. blocking out
v. homo sapiens vi. estimates

1g Find opposites of the following words from the passage. 4
i. suddenly ii. huge iii. crashing iv. arrive

1h Nasa has found a large asteroid that will hit the earth in a month's time. Would you be confident that it would be intercepted? Are you concerned about the debris that might fall on earth and its repercussions? Express your feelings and say how you will protect yourself and your family. 5

2 Pick out the sentences where the subject does not agree with the verb and correct them. 10

- i Politics play an important part in our lives.
- ii Neither she nor her sister are to blame.
- iii Dombey and Son is an interesting novel by Dickens.
- iv During difficult times the poor suffers more than the rich.
- v Renu and her friends has decided to study through the night.
- vi Nobody has any objections about the new rules.
- vii Either the accused or his cronies have the diamonds.
- viii The committee have unanimously voted for the resolution.
- ix A lot of milk have been wasted in preparing the new recipe.
- x All the books by the author have been sold.

3 Fill in the blanks with appropriate modals given below. You may use these modals more than once. 10

| | | |
|-----------|--------|-------|
| shouldn't | might | would |
| needn't | should | could |

- i It's surprising that the teacher only scolded Rina, she _____ have been punished more severely for doing what she did.
- ii Why didn't you tell me that you were eating at your friend's house, I _____ have cooked so much food.
- iii You are silly to go to the deep end of the swimming pool, you _____ have drowned.
- iv I _____ have got up so early in the morning.
- v You _____ have shouted at him, he is really upset.
- vi I _____ have reached the party on time, nobody arrived for a long time.
- vii Why didn't you come by the Metro. It _____ have been easy for me to pick you from the station.
- viii You have taken shelter under a tree, you _____ have been struck by lightning.
- ix You _____ have borrowed my book without asking me.
- x _____ you mind passing the salt, please?

- 4 Read the following passage and make notes based on it. Give a title to the passage.

15

In today's competitive environment what is vital for a child's growth is self-esteem. Examining the causes of aggression, bullying, withdrawal and failure we discover lack of self-esteem to be the root of anti-social behavior. As parents and teachers we are responsible for the mental development and confidence levels of a child. If a child is constantly rebuked and told that he's a failure, his self-worth hits rock bottom. Unthinkingly we call our children "stupid", "idiotic" and "irresponsible" and this has a significant impact on their tender psyches. If we have a positive view of our children, they are likely to feel the same about themselves. Help children feel good about themselves, and think highly of themselves. Children will value themselves if their parents value them.

Parents are the most influential role models children have. Whatever values and beliefs we want our children to learn, those are the beliefs and values we have to live our lives by. When you understand and accept yourself, it helps you understand and accept others. As a parent or a teacher, you have a great influence over the self-esteem of your child. For the first four or five years, parents are the most important contributors. When children start school, teachers and friends become important. Once they reach adolescence, peer groups play a greater role in steering a child's self-esteem.

As Thomas D. Yarnell, a Clinical Psychologist says: "Self-esteem refers to how you feel about yourself. It includes such things as your self-confidence, self-respect, your independence and your self-reliance. All the ways you feel about yourself and your abilities are wrapped up in the term self-esteem."

Self-esteem has to be nurtured during infancy. If the infant feels well taken care of s/he will feel that the world is a loving place and s/he is an important being.

One must avoid expecting too much or too little from children, criticizing, (especially in front of people) not showing appreciation, calling children clumsy, thoughtless, stupid or lazy, telling them that they are failures, overprotecting or neglecting them.

To improve their self-esteem, we must praise successes, show affection, show interest in their activities, projects, or problems, we must tell children what to do instead of what not to do.

- 5 You have finished school and you are yet to decide the course(s) you want to study at the university. Have a dialogue with a Career Counsellor who is trying to help you arrive at a decision. Write in about 200 words. 20

- 6 You are applying for the Master's Programme at a prestigious university. You need to write an essay of about 250 words on

20

- Why you want to choose that particular university?
- Why you want to choose the subject in which you want to do your Master's?
- What further course of action would you take after you complete your Master's degree?

**CERTIFICATE PROGRAMME IN FUNCTIONAL ENGLISH (CFE)
ASSIGNMENT (BEG-006: JOINING THE WORK FORCE)**

Course Code: CFE/TMA/2019-20
Max. Marks: 100

All questions are compulsory.

- 1 Read the passage and answer in your own words the questions that follow:

The workplace has changed dramatically in recent years. Globalization has brought people from different parts of the world and with different skills together. Markets all over the world offer international products and services. Outsourcing is the buzzword in today's business world. This global dimension to business has brought about a multiculturally diverse workforce, catering to culture, language, religion, gender and nationality. So, handling diversity at the workplace becomes an important factor in successful business. A certain businessman let's call him Mr. X often travels across the world to learn about latest trends in environment-friendly lighting systems. Even when his hosts speak English, there are cultural variations that make all the difference to the nature of this experience. The challenge of communicating across cultures – even through a shared language – can hardly be overemphasized. It is important to be able to understand the significance of culture in communication and develop skills to handle such situations suitably.

Clearly, communication is not just about speaking the same language. The 'human element' has a very important role to play at all levels of interpersonal dealings. After all, it is people who are engaged in business dealings, or communication, and not machines.

In business dealings, the buyer and seller, service provider and client, or a manager and his/her junior, need to understand each other enough to be able to make sense of the sender's message. Building trust for successful transactions depends on this clarity of the communication channel. This also ensures a high degree of commitment between the parties involved.

Communication is a dynamic process which takes place verbally and nonverbally. The message communicated or sent may not necessarily be the message received.

We generally tend to believe that communication largely depends on the words used to convey the message. But it is not so. About 7 percent of the message depends on the verbal part; the remaining 93 per cent depends on the nonverbal. When a senior responds to our greetings with a stern face and a curt tone, we know something is wrong. So our social behaviour, our gestures, our tone, our body language, all play a very important role in communication. It is this social behaviour of a person which 'speaks volume' to the person receiving the message. This social behaviour is learnt from culture.

- 1a How has the workplace changed dramatically in recent years? Discuss. 2
- 1b "Clearly, communication is not just about speaking the same language." Discuss this statement from the passage (para 2) and comment on it. 3

- 1c Is communication only a verbal process? Discuss. 2
- 1d Give an incidence from your own life where non-verbal communication had a big impact in the communication process. 3
- 1f Make sentences of your own with the following words/phrases from the passage: 10
- | | | | |
|-----|----------------------|------|----------------------|
| i | changed dramatically | vi | diverse |
| ii | outsourcing | vii | environment-friendly |
| iii | buzzword | viii | make sense |
| iv | multicultural | ix | ensures |
| v | catering | x | curt |
- 2 Imagine you are the office manager in your company. Your company has experienced a number of open conflicts between workers and managers. You have been asked by the management to write a detailed report about this. Include in your report the following points: 20
- Reasons for conflict
 - Bad behaviour of both parties (including violence)
 - What the company can do to resolve/lessen the conflict
 - A grievance procedure that can be followed whenever there is a dispute
- 3 You are a part of a group discussion on ‘Stress at the workplace’. Write out the discussion using the following points: 20
- Reasons for stress at the workplace
 - Individual techniques to reduce stress
 - What the company can do to help the employees to reduce stress
- 4 Write a dialogue of about 200 words on the following: 15
- Discuss with your boss some practical ways in which staff motivation in your company could be improved.
- 5 Write short notes on the following: 10
- | | |
|----|---------------------------------|
| i | How to look for a job. |
| ii | The place of ethics in business |
- 6 Fill in the gaps with a word built from the list on the right and prefix from the box. You may change the form of the word if required. 5
- | | | | | | | | |
|------|------|-------|--------|------|------|-----|--------|
| mis- | out- | over- | multi- | pre- | sub- | re- | trans- |
|------|------|-------|--------|------|------|-----|--------|
- i Because the machine had _____ its usefulness, the production manager proposed to _____ it. **live place**
- ii The finance department badly _____ the cost for the new factory buildings.

- iii There's something wrong with this bill. I think they've _____ me. **calculate**
- iv Our major supplier is a large _____ company, which always delivers on time. **charge**
- v Manufacture of the components was _____ to a smaller company. **national**

7 Rewrite these passive sentences in the active form. Begin with the word(s) given.

10

- i The systems can easily be operated by ordinary office staff.
Ordinary office staff.....
- ii The new software can be mastered easily in a couple of days.
You
- iii Increased productivity has been achieved by using better trained staff.
Using better trained staff.....
- iv The invoices are now sent out a week earlier.
The department
- v Better results can only be achieved if you work harder.
You
- vi The new note-taking method will be introduced in our office.
We
- vii You should be warned about the dangers of not co-operating with the
personnel manager.
I.....
- viii All relevant information about the meeting will be supplied in advance.
The organizers.....
- ix You are requested to send your paper by the end of this month.
We.....
- x All are expected to participate in the faculty development programme.
The Vice Chancellor