

**Bachelor's Degree Programme
(BDP)**

**ASSIGNMENT
2014 – 2015
(For July 2014 and January 2015 sessions)**

**ELECTIVE COURSE IN ENGLISH (BEGE-104)
*English for Business Communication***



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

Elective Course in English (BEGE-104)
English for Business Communication

Programme Code: BDP
Course Code: BEGE-104/2014-15

Dear Student,

You need to attempt one assignment for the Elective Course in English (BEGE-104): English for Business Communication. This assignment is Tutor Marked (TMA) and carries 100 marks. The TMA is concerned mainly with assessing your application and your understanding of the course material. It aims to teach as well as to assess your performance.

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

1. Read the detailed instructions about the assignments given in the Programme Guide for Elective Courses.
2. Write your Roll 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).
4. Do not plan to take the terminal examination for the course if you have not done the assignment set for it first. You will not be permitted to do so.

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

	Roll No.
	Name:
	Address.....
Course Title:	
Assignment No:	
Study Centre	Date:

5. Use only foolscap size paper for your response sheets and tag all the pages carefully.
6. Write the relevant question number with each answer.
7. You should write in your own handwriting.
8. **Submission:** Remember to keep a copy of your assignment with you and to take a receipt from your Study Centre when you submit the assignment. The completed assignment should be sent to the Coordinator at the Study Centre allotted to you.
Last Date for Submission of Assignment is:

For June Exam - 31st March
For December Exam - 30th September

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.*

Assignment

English for Business Communication (BEGE-104)

Assignment Code: BDP/BEGE-104/TMA/2014-15

Max. Marks: 100

Note: Answer all questions

- 1 Read the passage carefully and answer the questions given below:

Looking back, the common man and woman have been bit players in our histories, their role determined by statistics and crowds. It is only recently, particularly since the 1970s, with the rise of labour productivity and the knowledge economy, that the political power of people has been accompanied with greater economic power.

This shift in power has been especially significant in India. For a long time, governments regarded the country's population as its great liability. Vastly poor and illiterate, India's people were 'the great unwashed', a burden not just for the country but also a worry for the rest of the world. Today, however, India's growth is credited to its strength in human capital, and the rise of IT in India, for instance, is seen in terms of 'Indian talent', as entrepreneurs and workers overcame the barriers that existed in the 1990s to drive growth.

Our human capital has thus transformed from an albatross into India's most significant advantage. There is growing realization within our government that India's most critical reforms will be those that impact that quality of our upcoming demographic dividend – and it is consequently policies in education, health and labour laws that are receiving the closest attention.

India's challenges in creating enough jobs have also already begun – a large percentage of our labour force is now in the tenuous unorganized market, with its attendant frailties of seasonal employment and lack of social security. As more people join the workforce, the challenges of providing long-term employment will only grow. Our failure to create these opportunities can turn the dividend into a crisis. We have already experienced these problems through the 1970s and 1980s, when unemployment and the lack of income mobility for working-age Indians fed into criminality and extremist movements across India – such as the extreme-left and extreme right. While these circumstances do not exonerate their actions in the least, these are signs of how economic bitterness can create high social costs.

India will also need policies that address the balance of power for women in the workforce. The economist Abhijit Banerjee, who works at the Poverty Action Lab at the Massachusetts Institute of Technology, has emphasised that educating women is a very effective means of improving our social indicators, particularly those related to fertility and health. An educated woman, for instance, insists on educating her children, which is why, as Abhijit notes, 'when you educate a woman, you typically educate a family'. He points out how education would greatly empower women in participating in the workforce, boosting a group that has long been under-represented in the Indian economy. Participation among women right now still stands at a low 31 per cent, and their education would 'enable us to tap into our pool of workers much more effectively'.

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|----|--|---|
| 1a | Why do you think, until recently, various governments regarded the country's population as its greatest liability? | 2 |
| 1b | What is India's present growth due to? | 2 |
| 1c | List the problems faced by our labour force? | 2 |
| 1d | What is meant by the term 'human capital'? | 2 |
| 1e | According to the passage why do think it is important to educate women? | 2 |
| 1f | Suggest a title for the passage. | 2 |
| 1g | Find words from the passage which mean the same as the following? | 8 |

- i unimportant
 - ii something that causes a lot of problem
 - iii not able to read or write
 - iv changed
 - v crucial
 - vi the structure of human population in terms of various criteria
 - vii freeing them from blame
 - viii encouraging
- 2 Write short notes on the following: 20
- i Preparing a portfolio.
 - ii What is a group discussion?
 - iii The importance of visuals in presentations.
 - iv Role of the chairperson in conducting as meeting.
- 3 You see an advertisement for the post of a junior marketing manager and decide to apply for the job. The requirements are graduation in any subject with good proficiency in English and computers. Write a letter of application along with your CV. 10
- 4 Write a dialogue in about 150 words, taking about 10 turns, on the following topic:
When you get off the aircraft, you can't find your luggage. Complain to the airline official, describing the luggage and try to find a solution for this problem. 10
- 5 You are an office manager and you notice that the staff is generally coming late. Write a memo to the staff reminding them of the office timings. Motivate them to come on time. 10
- 6 You have an appointment with your bank manager today but something else has come up and you can't make it. Telephone him, cancel today's appointment and arrange to see him tomorrow instead. Take about 10 turns in the dialogue. 10
- 7 Complete the following sentences with *must/doesn't have to/ have to/ don't have to/ mustn't*: 10
- i I'm telling you this in confidence between the two of us. You _____ tell anyone.
 - ii Suman get up early, but she likes to.
 - iii When you come to Nagpur again, yougive us a call.
 - iv We can't repair the invertor ourselves. We will.....call a mechanic.
 - v Yougo for the movie if you don't want to.
 - vi Youmeet Satyarth; he's a delightful person.
 - vii I'm sorry, but youfinish these reports before you go home.
 - viii Igo for a medical checkup tomorrow.
 - ix Yoube an artist to appreciate a painting.
 - x Youmake fun of people with physical disabilities.
- 8 Fill in the blanks with the appropriate form of the verbs given in brackets: 10
- Linguistssuggest/suggests) that speech milestones.....(is/are) reached in a fixed sequence and at a constant age, but there(is/are) cases where speech..... (has/have) started late in a child who eventually..... (turn/turns) out to be of high IQ. At twelve weeks a baby (smile/smiles) and..... (utter/utters) vowel-like sounds; at twelve months he can speak simple words and understand simple commands; at eighteen months he (has/have) a vocabulary of three to fifty words. At three he (know/knows) about 1000 words which he can put into sentences, and at four his language (differ/differs) from that of his parents in style rather than grammar.