

BEGAE-182: ENGLISH COMMUNICATION SKILLS

MOST IMPORTANT QUESTIONS FOR DECEMBER

2024

MUST WATCH TO SCORE GOOD MARKS

आसान भाषा में समझें.....

With PDF

What do you understand by the term 'interpretive reading' ? Give examples to support your answer.

Interpretive reading is when you read something and try to understand it deeply by focusing on the meaning, emotions, and ideas behind the words. It's not just about reading the words out loud, but also about expressing the feelings, tone, and message of the text in the way you speak or understand it.

For example:

- If you read a sad poem, **interpretive reading** would involve changing your voice to sound sad, showing the emotions of the poem. You might slow down or lower your voice to reflect the sadness in the words.
- In a story, if a character is feeling angry, you might raise your voice and speak faster to show the anger, instead of just reading the words normally.

Another example:

- If you're reading a dialogue where two characters are arguing, you would use a strong, sharp tone for the angry character and a softer, maybe confused tone for the other character. This helps to show the conflict and feelings between them.

In summary, **interpretive reading** is about understanding and showing the deeper meaning of what you read, using your voice and expressions to communicate the feelings and ideas.

How are new words formed through affixation and compounding ?

New words are formed in two main ways: **affixation** and **compounding**.

1. Affixation:

This is when we add a **prefix** (at the beginning) or a **suffix** (at the end) to a word to create a new word.

- **Prefix:** A prefix is added to the start of a word.

Example:

- "Happy" + "un" = "**Unhappy**"
(The prefix "un" changes the meaning of "happy" to mean the opposite—"not happy.")

- **Suffix:** A suffix is added to the end of a word.

Example:

- "Beauty" + "ful" = "**Beautiful**"
(The suffix "ful" changes "beauty" into an adjective, meaning full of beauty.)

2. Compounding:

Compounding is when two or more words are combined to form a new word.

- **Example:**

- "Tooth" + "brush" = "**Toothbrush**"
(Here, "tooth" and "brush" are combined to create a new word that means a tool used to clean teeth.)

- **Example:**

- "Sun" + "flower" = "**Sunflower**"
(Two words combined to describe a type of flower that grows towards the sun.)

Summary:

- **Affixation:** Adding prefixes or suffixes to create new meanings.
- **Compounding:** Combining two or more words to create a new word.

Both ways help to create many new words in the English language!

Explain the term 'argumentative discourse', giving suitable examples.

Argumentative discourse refers to a type of communication or writing where the goal is to **convince or persuade** others about a particular opinion or point of view. It involves presenting reasons, evidence, and arguments to support a position or idea, while sometimes addressing counterarguments to show why they are weaker.

In **argumentative discourse**, the speaker or writer tries to make their argument strong and clear by providing facts, examples, and logical reasoning.

Key Features of Argumentative Discourse:

1. **Clear Position:** The speaker or writer takes a clear stance on a topic (e.g., agreeing or disagreeing with something).

2. **Reasons and Evidence:** To support their position, they give reasons and provide evidence (such as facts, statistics, or expert opinions).
3. **Counterarguments:** Sometimes, they also present the opposing viewpoint and explain why it is not as strong as their own.

Examples:

1. **Essay on Climate Change:**
 - **Position:** "Climate change is a major problem that needs immediate attention."
 - **Argument:** "Scientific research shows that global temperatures are rising due to human activities, especially the burning of fossil fuels."
 - **Counterargument:** "Some people argue that climate change is not caused by humans, but the majority of scientists disagree based on overwhelming evidence."
2. **Debate about School Uniforms:**
 - **Position:** "School uniforms should be mandatory."
 - **Argument:** "School uniforms help reduce bullying because everyone looks the same, regardless of their background."
 - **Counterargument:** "Some people argue that uniforms limit students' freedom to express themselves, but this can be countered by emphasizing the importance of equality and focus on learning."

In both cases, the purpose is to convince others of the truth or importance of the position being presented, using logic and evidence.

A group of 5 students have been given the topic : "Qualities of an effective team leader." Write out a group discussion on this topic.

Group Discussion: Qualities of an Effective Team Leader

Student 1:

Hello, everyone! Our topic is "Qualities of an Effective Team Leader." I think the most important quality of a good leader is **communication**. A leader should be able to clearly express their ideas and listen to others. When everyone understands each other, the team works better.

Student 2:

I agree! Communication is important, but I also believe a good leader should have **empathy**. They need to understand and care about the feelings and needs of their team members. If the leader is kind and listens to people's problems, it creates a better working environment.

Student 3:

Yes, empathy is important. But I think a good leader also needs to be **decisive**. Sometimes, teams face difficult situations where quick decisions are needed. A leader should be able to make the right decision even when there is pressure.

Student 4:

That's true. But I think **honesty** is another quality that can't be ignored. An effective leader should always be honest with the team. When a leader is truthful, the team will trust them more and feel more motivated to follow their lead.

Student 5:

I agree with all of you. But I also think that a good leader should be **motivational**. They should be able to inspire and encourage the team, especially during tough times. When the leader stays positive and pushes forward, it helps the entire team to stay focused and work hard.

Student 1:

So, to summarize, we think an effective team leader should have the qualities of **communication, empathy, decisiveness, honesty, and motivation**. These qualities help a leader to guide the team successfully and create a positive and productive environment.

Student 2:

Exactly! A leader who has all these qualities can bring out the best in their team and help them achieve great results.

Student 3:

I think we've covered the most important qualities of a leader. It's clear that being a good leader is about more than just giving orders; it's about understanding the team and making the right choices.

Student 4:

I agree. Leadership is about trust, respect, and working together towards a common goal. A good leader knows how to build that trust and respect.

Student 5:

Well said! I'm happy with our discussion. We all seem to agree on what makes an effective team leader.