

Foundation Course in English-2 (FEG-02)

Assignment

Course Code: FEG-02

Assignment Code: FEG-2/TMA/2017-18

Max. Marks: 100

1. Read the following passage and make notes in an appropriate format: (15)

The Northern Lights are actually the result of collisions between gaseous particles in the Earth's atmosphere with charged particles released from the sun's atmosphere. Auroral displays appear in many colours although pale green and pink are the most common. Shades of red, yellow, green, blue, and violet have been reported. The lights appear in many forms from patches or scattered clouds of light to streamers, arcs, rippling curtains or shooting rays that light up the sky with an eerie glow. The most common auroral color, a pale yellowish-green, is produced by oxygen molecules located about 60 miles above the earth. Rare, all-red auroras are produced by high-altitude oxygen, at heights of up to 200 miles. Nitrogen produces blue or purplish-red aurora.

The connection between the Northern Lights and sunspot activity has been suspected since about 1880. Thanks to research conducted since the 1950's, we now know that electrons and protons from the sun are blown towards the earth on the 'solar wind'. The temperature above the surface of the sun is millions of degrees Celsius. At this temperature, collisions between gas molecules are frequent and explosive. Free electrons and protons are thrown from the sun's atmosphere by the rotation of the sun and escape through holes in the magnetic field. Blown towards the earth by the solar wind, the charged particles are largely deflected by the earth's magnetic field. However, the earth's magnetic field is weaker at either pole and therefore some particles enter the earth's atmosphere and collide with gas particles. These collisions emit light that we perceive as the dancing lights of the north (and the south).

Northern Lights can be seen in the northern or southern hemisphere, in an irregularly shaped oval centred over each magnetic pole. The lights are known as 'Aurora borealis' in the north and 'Aurora australis' in the south. Scientists have learned that in most instances northern and southern auroras are mirror-like images that occur at the same time, with similar shapes and colors.

Winter in the north is generally a good season to view lights. The long periods of darkness and the frequency of clear nights provide many good opportunities to watch the auroral displays. Usually the best time of night (on clear nights) to watch for auroral displays is local midnight.

Many cultural groups have legends about the lights. In medieval times, the occurrences of auroral displays were seen as harbingers of war or famine. The Maori of New Zealand shared a belief with many northern people of Europe and North America that the lights were reflections from torches or campfires. The Menominee Indians of Wisconsin believed that the lights indicated the location of manabai'wok (giants) who were the spirits of great hunters and fishermen. The Inuit of Alaska believed that the lights were the spirits of the animals they hunted: the seals, salmon, deer and beluga whales. Other aboriginal peoples believed that the lights were the spirits of their people.

2. Write a summary of the passage and suggest a suitable title. (15)
3. Write a paragraph of 100-150 words on any one of the following topics: (10)
 - a. Choosing a career
 - b. Virtual friends
 - c. Celebrating special occasions
 - d. Reading
4. Write a composition of 250-300 words based on any **one** of the pictures given below: (20)



5. You are the President of the Cultural Society of your institution. Write a report in 250 words of a meeting held to discuss plans for the annual Cultural Fest. (20)
6. Write a report in 250 words of an interview you had with the President of your students union regarding his/her plans for making your institution environment-friendly. (20)

ASSIGNMENT SOLUTIONS GUIDE (2017-2018)

F.E.G.-2

Foundation Course in English-2

Disclaimer/Special Note: These are just the sample of the Answers/Solutions to some of the Questions given in the Assignments. These Sample Answers/Solutions are prepared by Private Teachers/Tutors/Authors for the help and guidance of the student to get an idea of how he/she can answer the Questions given in the Assignments. We do not claim 100% accuracy of these sample answers as these are based on the knowledge and capability of Private Teacher/Tutor. Sample answers may be seen as the Guide/Help for the reference to prepare the answers of the Questions given in the assignment. As these solutions and answers are prepared by the private teacher/tutor so the chances of error or mistake cannot be denied. Any Omission or Error is highly regretted though every care has been taken while preparing these Sample Answers/Solutions. Please consult your own Teacher/Tutor before you prepare a Particular Answer and for up-to-date and exact information, data and solution. Student should must read and refer the official study material provided by the university.

Q. 1. Read the following passage and make notes in an appropriate format:

The Northern Lights are actually the result of collisions between gaseous particles in the Earth's atmosphere with charged particles released from the sun's atmosphere. Auroral displays appear in many colours although pale green and pink are the most common. Shades of red, yellow, green, blue, and violet have been reported. The lights appear in many forms from patches or scattered clouds of light to streamers, arcs, rippling curtains or shooting rays that light up the sky with an eerie glow. The most common auroral color, a pale yellowish-green, is produced by oxygen molecules located about 60 miles above the earth. Rare, all-red auroras are produced by high-altitude oxygen, at heights of up to 200 miles. Nitrogen produces blue or purplish-red aurora.

The connection between the Northern Lights and sunspot activity has been suspected since about 1880. Thanks to research conducted since the 1950's, we now know that electrons and protons from the sun are blown towards the earth on the 'solar wind'. The temperature above the surface of the sun is millions of degrees Celsius. At this temperature, collisions between gas molecules, are frequent and explosive. Free electrons and protons are thrown from the sun's atmosphere by the rotation of the sun and escape through holes in the magnetic field. Blown towards the earth by the solar wind, the charged particles are largely deflected by the earth's magnetic field. However, the earth's magnetic field is weaker at either pole and, therefore; some particles enter the earth's atmosphere and collide with gas particles. These collisions emit light that we perceive as the dancing lights of the north (and the south). Northern Lights can be seen in the northern or southern hemisphere, in an irregularly shaped oval centred over each magnetic pole. The lights are known as 'Aurora borealis' in the north and 'Aurora australis' in the south. Scientists have learnt that in most instances, northern and southern auroras are mirror-like images that occur at the same time, with similar shapes and colors.

Winter in the north is generally a good season to view lights. The long periods of darkness and the frequency of clear nights provide many good opportunities to watch the auroral displays. Usually the best time of night (on clear nights) to watch for auroral displays, is local midnight.

Many cultural groups have legends about the lights. In medieval times, the occurrences of auroral displays were seen as harbingers of war or famine. The Maori of New Zealand shared a belief with many northern people of Europe and North America that the lights were reflections from torches or campfires. The Menominee Indians of Wisconsin believed that the lights indicated the location of manabai'wok (giants) who were the spirits of great hunters and fishermen. The Inuit of Alaska believed that the lights were the spirits of the animals they hunted: the seals, salmon, deer and beluga whales. Other aboriginal peoples believed that the lights were the spirits of their people.

Source: Adapted from <https://www.northernlightscentre.ca/index.html> 4

Q. 2. Write a summary of the passage and suggest a suitable title.

Ans. Northern Lights can be seen in the northern or southern hemisphere, in an irregularly shaped oval V centred over each magnetic pole. The lights are known as 'Aurora borealis' in the north and 'Aurora australis' in the south. They are actually the result of collisions between gaseous particles in the Earth's atmosphere with charged particles released from the sun's atmosphere. Variations in colour are due to the type of gas particles that are colliding. Researchers have also discovered that auroral activity is cyclic, peaking roughly every 11 years. The next peak period is 2013. Winter in the north is generally a good season to view lights. The bright dancing lights of the aurora are actually collisions between electrically charged particles from the sun that enter the earth's atmosphere. The lights are seen above the magnetic poles of the northern and southern hemispheres. Auroral displays appear in many colours although pale green and pink are the most common. Shades of red, yellow, green, blue, and violet have been reported. The lights appear in many forms from patches or scattered clouds of light to streamers, arcs, rippling curtains or shooting rays that light up the sky with an eerie glow. 'Aurora borealis', the lights of the northern hemisphere, means 'dawn of the north'. 'Aurora australis' means 'dawn of the south'. In Roman myths, Aurora was the goddess of the dawn.

Q. 3. Write a paragraph of 100-150 words on any one of the following topics:

(d) Reading

Ans. Reading has at all times and in all ages been a great source of knowledge. Today the ability to read is highly valued and very important for social and economic advancement. In today's world with so much more to know and to learn and also the need for a conscious effort to conquer the divisive forces, the importance of reading has increased. In the olden days if reading was not cultivated or encouraged, there was a substitute for it in the religious sermon and in the oral tradition. In the nineteenth century, Victorian households used to get together for an hour or so in the evenings and listen to books being read aloud, But ,today we not only read, we also want to read more and more and catch up with the events taking place around us.

Reading skills are essential to succeed in society. Those who are good readers tend to exhibit progressive social skills. A person who is widely read is able to mix with others. He is a better conversationalist than those who do not read. He can stand his ground. Reading broadens the vision. It is in a way a substitute for travel. It is not possible to travel as much one would like to and reading can fill in the gap created by the lack of travel. Having confidence in reading only comes from the daily practice of reading. A good reader can interact with others in a far better way because reading has widened his vision and point of view. Thus a widely-read man is a better conversationalist and is able to see the other side point of view.

Educational researchers have found that there is a strong correlation between reading and academic success. A student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. Good reader can understand the individual sentences and organizational structure of a piece of writing. They can comprehend ideas, follow arguments and detect implications. Good readers can extract from the writing what is important for the particular task they are employed in and they can do it quickly. Educational researchers have also found a strong correlation between reading and vocabulary knowledge. Students who have a large vocabulary are usually good readers. This is very surprising, since the best way to acquire large vocabulary is to read extensively and if you read extensively you're likely to be or become a good reader.

Q. 4. Write a composition of 250-300 words based on any one of the pictures given below:

Ans. A B C D E



Ans. (e) A fish is an amazing animal which lives and breathes in water. Fish have been on the Earth for over 500 million years. All fish have a backbone and most breathe through gills and have fins and scales. Fish have excellent senses of sight, touch, taste and many possess a good sense of smell and 'hearing'. Most fish have taste buds all over their body. There are 25,000 known species of fish. Fish are cold-blooded, which means their internal body temperature changes as the surrounding temperature changes. Fish eat other fish, fish eggs, mollusks, aquatic plants, algae, insects, water birds, turtles, frogs, snakes and mice. The largest fish is the great whale shark which can reach fifty feet in length. The smallest fish is the Philippine goby that is less than 1/3 of an inch when fully grown. Most fish reproduce by laying eggs, though some fish, such as great white sharks, give birth to live babies called pups. A fish is an animal which lives and breathes in water. All fish are vertebrates (have a backbone) and most breathe through gills and have fins and scales.

Fish make up about half of all known vertebrate species. Fish have been on the earth for more than 500 million years. Fish were well established long before dinosaurs roamed the earth. The 25,000 known species of fish are divided into three main groups. There are three classes of fish: jawless, cartilaginous, and bony. All fish have a backbone. It is estimated that there may still be over 15,000 fish species that have not yet been identified. There are more species of fish than all the species of amphibians, reptiles, birds and mammals combined. Fish are cold-blooded, which means their internal body temperature changes as the surrounding temperature changes.

Q. 5. You are the President of the Cultural Society of your institution. Write a report in 250 words of a meeting held to discuss plans for the annual Cultural Fest.

Ans. This is a report on the meeting we had a few days back to discuss about the Annual Cultural Fest. As agreed, we will have it on 22nd December, the last day of this term. This will be a Saturday and the day after the Half Yearly exams. Since it will be our Golden Jubilee year as well, we will have the celebrations on a grand scale. In lieu of this, the evening programs will be held in the auditorium next to our school campus. We will invite dignitaries from various fields to grace the occasion and share their experiences with the students.

In the morning, from 9.30 am to 12.30 pm, we will have various sports and games competition. This will be held in our school playground. Indoor games like chess will be held in the school auditorium. We plan to select three winners for each event. These winners will be declared immediately after the corresponding events are over and the prizes will be handed out by our chief guests during the function in the evening.

Evening events will include a lot of cultural activities like singing, dancing (solo and group for both), and also various skits in different languages. There will also be a fashion show and an orchestra. The evening session will commence by 5.00 pm and end by 8.00 pm. Participants are requested to arrive earlier by about 3.00 pm for teachers to help them with their costumes. The classrooms where these students have to assemble for each event will be intimated to them in a couple of days.

Regards

Abhay

(President - Cultural Society)

Q. 6. Write a report in 250 words of an interview you had with the President of your students union regarding his/her plans for making your institution environment-friendly.

Ans. Learning in midst of Nature

We are going to see our campus going green soon. Great initiatives are being taken by the student union in near future to transform the campus for the better. In an interview I have recently had with the leader Raghav, I have learnt the steps they are taking soon. Raghav is very active and energetic person. He talks very charmingly.

Raghav has mentioned that the student union will be planting about 500 saplings in various parts of the campus this weekend. Perhaps more will be planted in the coming weeks. This program is in accordance with the central and state government's initiative to make India green. Permissions and arrangements have already been made. It's good that all section leaders will be in the campaign. Furthermore, eminent scientist Dr. Samit will be starting this program.

The way our vehicles will be parked at the institute, will also change. There will be a new guarded parking lot at the gate. Only non polluting vehicles will be allowed inside. Bicycle owners will be very happy. Peace loving persons and environmentalists will be happy too. Only electric vehicles, CNG vehicles, electric personal transporter and electric roller skates will be allowed in the campus. That will be good news to the students having these gadgets already.

Moving with the latest technologies, we will have solar energy to provide electricity to our administrative building, library and workshops. That is a good step into the 21st century. An attraction in the campus will be two small water ponds with beautiful fish in them. I am sure all our colleagues will join me in congratulating our president kvn for the good step in beautifying the campus as well as saving the environment.

Our institute magazine **"Glowing Fire"** will cover the entire program and will give a full report in the next issue.

Amit Bhardwaj
"Glowing Fire"

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